



**THE ROLE OF COMMUNITY RADIO IN YOUTH ECONOMIC EMPOWERMENT:
A CASE STUDY OF BUSH RADIO IN CAPE TOWN**

by

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DECLARATION

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ABSTRACT

The debate about which medium is powerful in disseminating information quickly and easily accessible to communities is ongoing. This study examines the role community radio plays in fostering the economic empowerment of youths in the Cape Flats. These are disadvantaged communities that the Apartheid government previously used as dumping grounds of non-white Capetonians forcefully relocated under the Group Areas Act. Although Cape Town has more than ten on-air commercial and community radio stations, this study considered only one community radio station. Using Bush Radio as a case study, the researcher anchored the research on Dennis McQuail's (1987) media development theory, which is concerned with what the media ought to be doing in society rather than what they do. The rationale behind the selection of Bush Radio as a station of choice for this study it is the only station in Cape Town, with approximately 80% of its listeners are youths within the age group 15 – 35.

The researcher reviewed relevant community media literature. Also, the researcher collected data using mixed methods approach through semi-structured interviews and questionnaires. The study's target population comprises management officials, presenters, and listeners of Bush Radio with a sample size of twenty (20) participants. Finally, the researcher transcribed recordings from interviews and analysed them into textual data guided by Braun and Clarke's six (6) steps framework of conducting thematic analysis.

Findings revealed that *Bush Radio* positions youth at the forefront of their programming. The station serves as a credible source of information relevant and beneficial to young people focusing on entrepreneurship, financial literacy, education, and employment creation. Furthermore, the station's anchors its content on fundamental community media tenets of localism and participation. Moreover, it affords local young talented artists a platform to promote and monetize their creative material. Finally, some of the study's findings revealed the station acts as a conduit that connects youths with government and relevant organisations that offer opportunities to uplift and better their livelihoods.

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DEDICATION

I dedicate this thesis to my late brother and uncle, Xolile “Yster” Moses and Mbulelo “Boysie” Bulani. May your souls rest in eternal peace and rise in His glory.

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GLOSSARY

AMARC	World Association of Community Radio Broadcasters
CASET	Cassette Education Trust
CRF	Children Radio Foundation
GCIS	Government Communication and Information System
IBA	Independent Broadcasting Authority
ICASA	Independent Communication Authority of South Africa
KBC	Kenyan Broadcasting Corporation
MDDA	Media Development and Diversity Agency
NAB	National Association of Broadcasters
NBC	Nigerian Broadcasting Corporation
NCRF	National Community Radio Forum
NYDA	National Youth Development Agency
NYP	National Youth Policy
SABC	South African Broadcasting Corporation
SARF	South African Research Foundation
STATS SA	Statistics South Africa
SEDA	Small Enterprise Development Agency
SEFA	Small Enterprise Finance Agency
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UN	United Nations

CHAPTER ONE

BACKGROUND OF THE RESEARCH

1.1 INTRODUCTION

This chapter presents the study's objectives and research questions. It also provides a brief historical background to the research problem under examination and illustrates the relationship between the objectives, research questions, the significance, scope, and methods. The researcher also demonstrated the relationship between the research goals and the appropriate research methodology. This study aims to assess the role community radio plays in fostering youth economic empowerment in the Cape Flats. The researcher situates the study within Dennis McQuail's (1987) media development theory, which is concerned with what the media ought to be doing in society rather than what they do. The study's research methodology is qualitative. The researcher adopted a mixed method to gather data, involving a combination of semi-structured interviews and listeners surveys.

1.2 BACKGROUND TO THE STUDY

The debate about which medium is powerful in disseminating information quickly and easily accessible to communities is ongoing. The goal of communication is for messages sent by an encoder (sender) to be easily understood by the decoder (receiver). Given the radio's portability characteristics, affordability, and reach, it is arguably the most potent means of connecting with individuals and communities. According to Al-Hassan, Andani & Abdul-Malik (2011:1), radio as a communication medium has played a significant role in nations' economic, political, and cultural development. The radio's uniqueness makes it one of the most appealing and universal mass media for participatory communication and action (TeerTomaselli & De Villiers, 1998:147). The South African media landscape is vibrant, dynamic, and ever-changing since the dawn of democracy, which is why it is arguably one of the largest, complex, robust, and matured media industries within the African continent (Maphiri, 2009:33). In Sullivan (cited in Lloyd, 2013)'s view, South

Africa's media is one of the most concentrated globally, affecting its quality and the sales of its newspapers. It can be a result of the dominance in the industry by few large media groups such as Media24 (owned by Naspers), Times Group (owned by Tiso Blackstar), *Independent Newspapers*, Caxton, and the SABC (state-owned). In response to this media concentration, community media emerged to fulfil a mandate of diversifying the airwaves and providing a media that reflects the needs and aspirations of all South Africans (Potye, 2018).

Scholars such as Fombad & Jiyane (2019), Chemwaina (2014), and Nirmala (2015) regard community radio as one of the key platforms that can fulfil the role of empowerment and the improvement of livelihoods of community members. Community radio in South Africa is an essential component of the overall democratisation of communications that started in the 1990s in the wake of a crumbling apartheid system (Murkens, 2009:1). Community radio offers a third model of radio broadcasting in addition to commercial and public broadcasting. These community stations serve geographic communities and communities of interest. They broadcast content that is popular and relevant to a local, specific audience but overlooked by commercial or mass-media broadcasters. Despite their noble intentions and mandate, community stations face persistent challenges (NAB, 2019:20) such as signal interference, technological, financial and governance support. The Parliament Portfolio Committee on Communications (2018:14) revealed that one of the most prominent challenges community media faces is that many government departments are not keen on advertising in their publications or radio stations. In cases when they advertise, government departments want it done for free.

Currently, the community media sector faces the dilemma of constant shutdowns. More than 40 community radio stations nationwide have shut down due to a lack of licenses, funding, and spiralling debt. For example, in 2019, Power FM reported that the Independent Communications Authority of South Africa (ICASA) took 15 community stations off air – owing to a failure to renew their broadcasting licenses. According to the Secretary of the National Community Radio Forum (NCRF), Thabang Pusoyabone, community radio in the country is under attack by stakeholders who should be empowering the advances made in the 25-years of democracy (Mlamla, 2019). While the

community media environment faces severe challenges such as lack of funding, adequate resources, and government support, the industry also faces an escalating number of job cuts.

Given that community radio's mandate (in the case of this study, community radio) is to support the quest for community development, the challenges faced by community radio have direct ripple effects on society at large. For example, South Africa has an unemployment problem. SA News (2020) reports that unemployment in the country rose to 30.1% in the first three months of 2020. The report reads:

"The number of unemployed persons increased by 344 000 to 7.1 million. As a result, the official unemployment rate increased by one percentage point to (30.1%) compared to the fourth quarter of 2019. The percentage of South Africans aged 15 - 64 years with jobs (the absorption rate) has declined by 0.3, a percentage point to 42.1%. The labour force participation rate increased by 0.5 of percentage points to 60.3% in the first quarter of 2020 compared to the fourth quarter of 2019" (STATS SA, 2020).

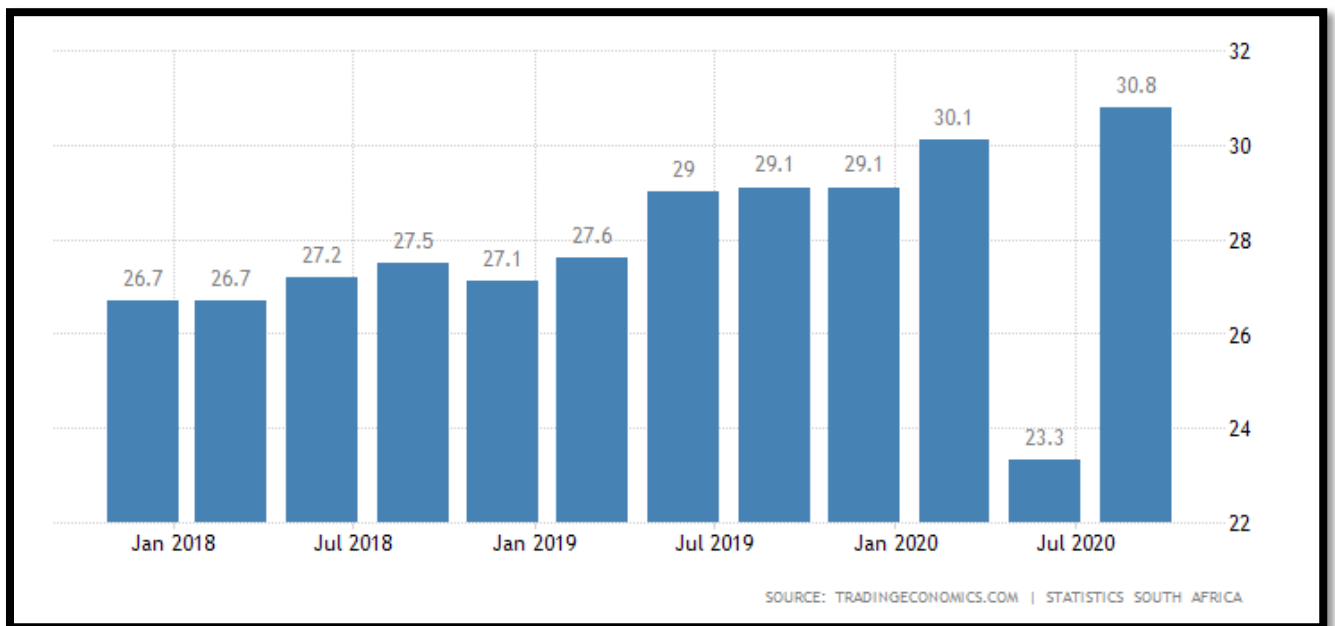


Figure 1.1: Two-year unemployment rates for South Africa. Source: STATS SA, 2020

The STATS SA report (2020) further provided a grim outlook for youth unemployment in South Africa. According to the report:

"In the first quarter of 2020, there were 20.4 million young people aged 15–34. These young people accounted for 63.3% of the total number of unemployed persons. The unemployment rate within this group was 43.2% in the 1st quarter of 2020. The youth aged 15–24 years are the most vulnerable in the South African labour market as the unemployment rate among this age group was 59.0% in the 1st quarter of 2020. Among graduates in this age group, the unemployment rate was 33.1% during this period than 24.6% in the 4th quarter of 2019 – an increase of 8.5 percentage points quarter-on-quarter. As high as it is, the graduate unemployment rate is still lower than the rate among those with other educational levels, meaning that education is always the key to these young people's prospects improving in the South African labour market" (STATS SA, 202).

Given rising unemployment in South Africa, especially amongst its burgeoning youth population, there is an urgent need for concerted efforts to mitigate social malaise. The media, society's trusted ally, can play an essential role in programming to sensitise and empower. Al-Hassan, Andani and Abdul-Malik (2011) posit that community radio can play a significant role at the grassroots level for rural development. For instance, poverty, agriculture, gender inequality, education, and social problems could focus on programming.

This study focuses on community radio's role in fostering economic empowerment of youths in the Cape Flats. Many factors decide whether young people in a particular community feel empowered. The media is only part of an ecosystem dedicated to ensuring that young people in any given society form part of mainstream policy decisions that affect them. Suffice to state that the study does not attempt to ascribe all responsibility for youth empowerment on community radio. Thus, it is essential to state that it is not the researcher's intention in this study to adduce all duties for youth empowerment on community radio. The researcher understands the complexities of the youth empowerment discourse but recognises the immense influence radio plays in setting public discourse agendas and initiating desirable social change.

Youth empowerment conceptualised

Youth is the backbone of any society. Youth is the period of adolescence during which young people transition from childhood to adulthood, become sexually mature and experience an increasing social and economic autonomy (Sumberg, Anyidoho, Leavy, te Lintelo, and Wellard, 2012:5). There is no generally accepted definition of the term youth because of its fluidity as a category describing a period of transition from the dependence of childhood to the independence of adulthood (Adebayo, 2018:146; Makwambeni, 2017). However, globally, age has been the best possible means of defining the group. For example, the United Nations defines youth, thus: '...For statistical purposes, the United Nations defines those between the ages of 15 and 24 as a youth without prejudice to other definitions by the Member States' (Secretary-General's Report to the General Assembly, A/40/256, 1985).

In South Africa, youth is regarded as a significant human resource for development, often acting as crucial agents for social change, economic expansion, and innovation (The Presidency, 2015:2). According to the National Youth Policy (2015:10), anyone between the ages of 14 – 35 is a youth. Similarly, the African Union Youth Charter also classifies young people between 15 and 35 as youths. Several UN entities, instruments and regional organisations have different definitions of youth, which the United Nations secretariat recognises, as summarised below.

Table 1.2: Definitions of youth according to various UN entities

Entity/Instrument/Organisation	Age	Reference
UN Secretariat/UNESCO/ILO	Youth: 15-24	UN Instruments, Statistics
UN-Habitat (Youth Fund)	Youth 15-32	Agenda 21
UNICEF/WHO/UNFPA	Adolescent: 15-24	UNFPA
UNICEF /The Convention on Rights of the Child	Child until 18	UNICEF
The African Youth Charter	Youth: 15-35	African Union, 2006

Source: United Nations, 2013

The term 'empowerment is typically viewed broadly depending on how it is conceptualised (Holosko & Risler, 2008:58). According to Davies and Quinn (1999:116), the concept of empowerment originated with Aristotle's (384-322 BC) conceptualisation of power as potency; 'ideas and the movements of people and animals resulted from their power'. Based on several definitions of empowerment from literature, it is an ongoing process to enable individuals to access and control material and informational resources. Furthermore, Cornwall, Eyben & Kabeer (2008:5) posits empowerment fundamentally anchors around power. Power allows people to have the courage to do things they never thought capable of and the power that comes from working alongside others to claim what is rightfully theirs. In the South African context, the government for various developmental interventions leading to social change, whether for youth or women empowerment, has used the concept of empowerment.

For this study, youth empowerment (from the media consumption perspective) is a process of capacitating young people between the ages of 18 - 35 through information, education, and entertainment; to make choices and then transform those choices into desired aspirations. Also, to support them to develop the knowledge and the necessary skills required for them to succeed. The term empowerment refers to a range of activities from individual self-assertion to collective resistance, protest, and mobilisation that challenge fundamental power relations. For example, Nirmala (2015, p. 43) argues that in individuals and groups where class, caste, ethnicity, and gender determine their access to resources and power, their empowerment begins when they recognise the systemic forces that oppress them and act to change the prevailing power relationships. It is, therefore, is a process aimed at changing the nature and direction of systemic forces in favour of the marginalised sectors of society

1.3 STATEMENT OF THE PROBLEM

Previous studies in South Africa (Gondwe & Mavindidze, 2014; Bosch, 2014; and Fombard & Jiyane, 2019) have focused on community radio's impact and role in society.

While the studies mentioned above have dealt with community radio's role in society in general and their commercial viability or lack of it, few studies look at community radio's role in specific communities. Even fewer studies have explored community radio programmes targeting specific population groups like youths in particular communities. This study sets out to fill this research gap.

Another critical problem underpinning this study is the growing concerns amongst practitioners and community radio station owners that community radio stations are underfunded and unable to play their social responsibility roles and fulfil their mandates. One of the apparent effects of community radio's lack of funds is how they often replicate programmes aired by commercial radios, thereby (unwittingly) tilting towards commercialisation.

1.4 AIM OF THE STUDY

This study aims to examine community radio's role in fostering youth economic empowerment in the Cape Flats.

1.5 RESEARCH QUESTIONS

The researcher put forward the following research questions to achieve the study goal:

1.5.1 What programmes are produced/broadcasted by Bush Radio target youths?

1.5.2 How are these radio programmes fostering the economic empowerment of youths?

1.5.3 What are the perceptions of youth audiences towards youth programmes on *Bush Radio*?

1.6 RESEARCH OBJECTIVES

This study aims to examine the role of community radio in fostering youth empowerment in the Cape Flats. The sub-objectives are:

- 1.6.1 To determine the programmes produced by Bush Radio that are targeted at youths
- 1.6.2 To examine how these radio programmes foster economic empowerment of youths
- 1.6.3 To ascertain youth perceptions of *Bush Radio* programmes targeted at youths.

The table below illustrates the relationship between the objectives of the study, research questions and research methods. It provides questions that helped the researcher get an insight into each of the study's objectives and adequately respond to the study's central problem. In addition, it shows clear links between research objectives and instruments used for data collection.

Table 1.3: Table of objectives, questions, and methods

Research Question	Research Objective	Method used
What programmes produced by <i>Bush Radio</i> target youths?	To determine programmes produced by the station that are targeted at youths	Semi-structured Interviews
How are these radio programmes fostering the economic empowerment of youths?	To examine how these radio programmes foster economic empowerment of youths	Semi-structured Interviews & Questionnaires
What are the perceptions of youths towards <i>Bush Radio</i> programmes?	To ascertain youth perceptions of <i>Bush Radio</i> programmes	Questionnaires

Source: Author, 2021

1.7 SIGNIFICANCE OF THE STUDY

This study aims to bridge the gap in the body of knowledge available in community media, specifically in the role community radio plays in youth empowerment. This study's findings will also help community media practitioners gain insight and understanding of community radio stations' role in fostering youth empowerment issues. Furthermore, this study will provide relevant government agencies with knowledge and insights into the appropriate communication strategies to reach youths in diverse communities.

1.8 THEORETICAL LENS

For this research, Dennis McQuail (1987) media development theory has been identified as the relevant theoretical framework to achieve this study's objectives. This theory is more concerned with what the media should do in society than what they do. According to Raza (2012), this theory applies in countries at lower economic development levels and with limited resources that take various forms. It came into existence with the main task of communication to carry out the development functions in society. In response to this study's objectives, this theory argues that media content should be development-driven and centre on the people's socio-economic and political lives.

1.9 RESEARCH DESIGN AND METHODOLOGY

To achieve the objectives of this study, the researcher adopted the qualitative method methodology to gather data. In Brynard, Hanekom & Brynard (2014:39) 's view, this research approach allows the researcher to interpret and describe people's actions. Some of the advantages of qualitative research deal with understanding the processes and the social and cultural contexts that underlie various behavioural patterns (Makwambeni & Salawu, 2018; Adebayo & Matsilele, 2019). The researcher undertook a detailed step-by-step process before arriving at an appropriate research methodology. It is available in the research methodology chapter.

1.10 RESEARCH ETHICAL CONSIDERATION

Before the study's commencement, the researcher sought permission from all the respective participants within the study's delineated area. The researcher explained the aim and objectives of the research to all the participants. The researcher also informed participants of their right to withdraw anytime during the research process if they do not feel like continuing. The researcher created a consent form to protect the participant's identity and serve as an agreement whereby all information attained can be used in the study's findings. For all the interviews conducted, each participant signed a consent form. The researcher ensured strict confidentiality regarding the information obtained during the research process. The researcher also sought ethical clearance from the Faculty of Informatics & Design (FID) Research Ethics Committee.

1.11 DELINEATION OF THE STUDY

Out of all the community radio stations in Cape Town, this study focuses only on Bush Radio and its programming focusing on youths. Furthermore, the study is limited to just the Cape Flats townships in Cape Town, which the station targets through its broadcasting coverage. These townships include *Khayelitsha, Mitchells Plain, Woodstock, Manenberg, Bonteheuwel, Gugulethu, Nyanga, Mfuleni, Strand, and Philippi*. Furthermore, only listeners residing within these Cape Flats townships participated in the study through the purposive sampling technique.

1.12 CHAPTERS OUTLINE

This study contains six chapters.

Chapter one: provides an introduction and background to the study. It outlines the research problem, objectives and questions, and the study's significance to the South African community media environment, specifically on community radio. Finally, the researcher summarises the research design and methodology and provides a chapter outline for this dissertation.

Chapter Two: discusses in-depth the relevant literature on community media in South Africa and its role in fostering social change. In reviewing the literature, the researcher has themed the literature according to the main areas of inquiry to gain insight into the following:- developmental challenges facing youth in South Africa; the emergence of community radio; and radio in development and social change.

Chapter Three: presents and discusses the conceptual framework of the study. The study uses McQuail (1987) media development theory that states media should prioritise the coverage of those areas that touch on the people's lives. The researcher used the conceptual framework to make sense of the data collected and understand how community radio fosters economic empowerment of youths in the Cape Flats.

Chapter four: outlines the research methodology and the research methods used in the study. It will justify the qualitative research methodology's choice and influence the research to adopt a qualitative research methodology. The chapter also presents and discusses sample size and procedures, data collection instruments, data analysis and ethical considerations.

Chapter Five: presents data analysis and discusses the research findings of the study. The chapter relates the results to the literature review and the conceptual framework to understand whether community radio can foster youth empowerment.

Chapter Six: provides a conclusion drawn from the data gathered and analysed. Also, it makes recommendations for further research based on the findings of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This section discusses the relevant literature on community media in South Africa and its historical developments, leading to the Media Diversity & Development Agency (MDDA) and the ICASA (formerly known as IBA). In reviewing the literature, the researcher has divided the thesis according to the main areas of inquiry to gain insight into the following:- developmental challenges facing youth in South Africa; community radio's emergence worldwide; and exploring the role of community radio role to foster social change and development.

2.1. THE CONCEPT OF COMMUNITY MEDIA

Community media is conceptualised differently from one country to another. However, the term has similarities despite the various definitions. Hintz & Coyer (2010:275) argue although specific definitions of community media vary, the concept generally refers to self-organised, participatory, non-profit media that address local geographic communities or communities of interest.

The World Association of Community Radio Broadcasters (cited in Zrinjka, 2011:13) defines community media as a not-for-profit media for social gain and community benefit. In South Africa's context, the concept of community media refers to small media institutions or broadcasting projects on radio, television, print and often caters to the needs of a community in a specific geographical area (Parliament of South Africa, 2018:4).

The Media Development and Diversity Agency (MDDA) Act of 2002 defines community media as;

"Any media project that is owned and controlled by a community where any financial surplus generated is put back into the media project; and 'community' means a geographically founded community or any group of persons or sector of the public having a specific ascertainable common interest" (Maphiri, 2012:70)

Scholars in this field (Howley, 2005; Jankowski, 2003; Rennie, 2006) define community media as media created to allow individuals to tell the stories and have the conversations necessary for their self-directed development as citizens. Buckley (2013:11), Fairbairn (2009) and Girand (2007) agree that community media anchors around these characteristics or principles; ownership, community participation, community service, and independence.

2.1.1 Ownership and Control

Fairbairn (2009:4) highlights the fundamentals of community media: giving voice to the voiceless; to provide an alternative to mainstream media, and placing control of media in the hands of ordinary people. Mojaye & Lamidi (2015:64) state that the municipality's residents or local civic organisations are in charge. They are responsible for ensuring the content produced is locally oriented and tailored to enhance and accelerate development.

2.1.2 Community Participation

In the opinion of Johnson (2007:3), community media insist on the inclusion of diverse voices within the community and emphasises community participation. In its role and mandate to serve the public, community media ensures broad community involvement in programming, giving value to communication among the people to facilitate change, not merely relaying information (Sullivan, 2007:6). On principle, residents of that specific community/or geographical area should tell their own stories and control this non-profit entity/organisation.

2.1.3 Community Service

Rennie (2006:35) argues that in the broadcasting realm, the non-profit construction of the community media is a deliberate measure to ensure that community interests are not overlooked or overcome due to economic incentives. Similarly, AMARC (2003) posits that community media has a special significance to civil society because it must empower people rather than treat them as passive consumers. Furthermore, it nurtures local knowledge rather than replace it with standard solutions.

2.1.4 Independence

As required by the South African Broadcasting Act of 1999, community media must be managed and controlled by an independent structure/board democratically elected from community members in the geographical license area. Also, AMARC (2003) advises community media should have access to sufficient financial resources whilst respecting and preserving their independence from government and commercial corporations. It ensures that community media is trustworthy, accurate, independent of outside influences, government, (commercial) special interests, or religions (Sullivan, 2007:6).

In this study, community media refers to small-scale media initiatives, primarily run by community-based organisations or local groups, which attempt to provide programming that differs from that broadcast by mainstream commercial media.

2.2 THE EMERGENCE OF COMMUNITY RADIO

Community radios (CRs) emerged worldwide as a part of the resistance against the authorities by giving "voice to the voiceless" and at the same time multiplying the voices of the alternative media. According to Fox (2019:1), community radio arose in the middle of the twentieth century from community action that demanded more significant participation in, access to, and ownership of, the media. Miners Radio in Bolivia and Radio Sutatenza in Colombia are among the first community radios that emerged as a stimulus against poverty and social injustice (Fraser & Restrepo-Estrada, 2001:6). This section explores the global development of community radio before narrowing it down to the South African context.

2.2.1 Community radio in India

In India, radio has enjoyed unrivalled popularity for a long time, and it remains the primary mode of entertainment for most Indians (Neelamalar, 2018:12). As many Western countries started around the 60s and 70s with the community radio movement, India and other developing nations joined the change only in the 80s and the 90s (Tarafdar, 2015:377). The Supreme Court ruling that "airwaves are public property" in 1995 served as a critical turning point, as several educational stations started operating (Siddharth, 2010).

Despite the Supreme Court's judgment, Dowerah (2020) believes the attempt to popularise the concept of community radio started in December 2002, when the government of India formulated a policy to grant licenses to well-established educational institutions for setting up community radio stations. With India's policy approval in 2006, Buckley (2011:45) identifies Sangham Radio as the first community radio to air. This women-owned and administered community radio station started as a partnership initiative between the Deccan Development Society (DDS) and UNESCO (Mitra, 2018).

In 2014, India had an estimated 180 community radio stations on the air, while more than 400 CRS were at various stages of being launched (Dutta, 2015). However, like in many other countries, the CR sector in India faces an acute financial crisis as many stations fail to keep afloat due to a lack of adequate revenue (Dowerah, 2020).

2.2.2 Brazil

Brazil has one of the largest media markets in South America, with most outlets owned by a small number of families with tied interests (Public Media Alliance, 2016). Radio as a communication medium started in Brazil in the 1920s, but regulation only began in 1931, during President Vargas's authoritarian regime (Pieranti & Wimmer, 2008). In 1989, radio broadcasters' nationwide movement fought to transform free radio stations into community stations, producing information on local themes and publicising local artists and attractions (Sorj, 2008:105). This movement led to community radio's genesis and regulation in 1998 through a bill that sets out the criteria and rules (Spuldar, 2013).

The first Brazilian small-scaled, local free radio stations were created in the early 1970s, mostly in smaller cities a long way from the large urban centres (Perruzo, 1998 cited in Nordenstreng & Thussu, 2015:118). Sorj (2008:105) reveals that the number of community stations has rapidly grown, and today there are more than 15 000 throughout the country. Despite the noble plan of community radio stations, Hintz (2011) highlights that community stations in Brazil face significant bureaucratic barriers in the application process, severe limitations in transmission power and range, a lack of public funding, and restrictions on financing models like advertising.

2.2.3 Kenya

The first community radio station in Kenya went on air in 1982, at Homa Bay on Lake Victoria, among the first in Africa (Myers, 2011:9). The Kenya Broadcasting Corporation (KBC) had been a sole source of news, information, and entertainment on the radio for decades; until the liberalisation of airwaves began in 1996 (Ngugi & Kinyua, 2014:1). According to Myers (2008:6), Kenya experienced a notable expansion in vernacular commercial stations since 2000 and more modest community radio growth.

Despite this notable growth in the radio sector, Gustafsson (2016:115) explains that some community radio stations have operated in the slums since 2006; to counterbalance the negative perception of these areas and promote development by facilitating a platform for community dialogue. Okinyi (2018) adds that Kenya's community media landscape is rapidly increasing to nearly more than 20 community radio stations seeking to empower the communities they serve through information dissemination. Like in South Africa and other countries in Africa, community radio in Kenya has also contributed to peace and reconciliation through its programmes after the post-election violence of 2008 (Chemwaina, 2014).

2.2.4 Nigeria

The radio broadcast landscape in Nigeria is predominantly public owned and operated by both federal and state governments. However, there is also a handful of privately owned stations (Abubakar & Pate, 2013:4). Twenty years after introducing radio in 1932, complete broadcasting services started establishing the Nigerian Broadcasting Service (NBS), which later transformed into the Nigerian Broadcasting Corporation in 1956 (Akingbulu, 2010:11). In the opinion of Akingbulu & Ojebode (2009:206), although the Radio Development Service (RDS) was independent of NBC, the colonial government still had control over these institutions. In 1992, the federal government legislated a liberalisation programme that gave birth to a broadcasting regulatory body (the National Broadcasting Commission) and the first set of private broadcasting licenses in 1994. According to Ajibade & Alabi (2017:27), this liberation programme led to the Clapperboard TV and Ray Power FM going on air respectively in May 1994 and September 1994.

Akingbulu & Ojebode (2009:206) note in 2008 that the Nigerian broadcasting sector's regulatory body recorded a total of 101 licensed radio stations, with none of these been community radio stations. According to Salawu & Owolabi (2017:42), Nigeria had over 225 radio stations in which were shared among the following: (i) Federal government, (ii) state governments, (iii) private organisations, and (iv) higher institutions. Alabi & Ajibade (2016:32) point out that when Nigeria faces a myriad of socio-political and economic problems – community radio plays a vital role in mobilising the rural populace. Ahmad & Babatunde (2016:98) advises that community radio can bring peace and stability to a nation and contribute to successful governance if used correctly.

2.2.5 Mali

Broadcasting in Mali has traditionally been a state monopoly with the ORMT (Office de Radio diffusion au Television de Mal) broadcasting primarily French-language programming from the capital to the entire country (Raboy, Buckley, Mendel, Duer, Price, & Siochrú, 2008:209). In 1988, Radio Bamakan became the first independent in the remote community of Kayes as a product of a presidential decree (Fairbairn, 2009:31). Since the liberalisation of airwaves in 1992, the number of private radios has exponentially increased. In Myers (2014:3) 's view, it took only two years for 11 brand

new commercial and community radio stations to fill the independent information void, with an additional five community radio projects in the pipeline at the time. Raboy, Buckley, Mendel, Duer, Price, & Siochrú (2008:209) regard Mali as one of Africa's most reliable and most diverse radio systems, with as many as 300 radio stations broadcasting local programming throughout the country in more than a dozen languages.

2.3 COMMUNITY MEDIA IN SOUTH AFRICA

2.3.1 Brief historical background (Pre-1994)

It is crucial to reflect on the development and transformation of the media industry from the Pre-1994 to today, explicitly zooming into the community media space. During the Apartheid era, the media was under strict state control and was an instrument of political power and oppression (NAB, 2019:7). Since the Broadcasting Act of 1936, the South African Broadcasting Corporation (SABC) became an ideological channel and propaganda arm of the then governing party, the National Party. It had sole jurisdiction over the appointment of board members and employees of the SABC and the licensing of the stations' authorisation, and the determination of the content and program of the stations (Beham, 2018:5).

On the other hand, the apartheid regime, in advancing its agenda to propagate false news and control the media, also tried to restrain the country's newspapers, using laws, harassment and imprisonment (MDDA, 2013:4). This phenomenon is common among oppressive regimes globally as media is used to defend the ruling regime's policies while suppressing dissent (Matsilele, 2013; Matsilele 2019). At the time, the publishing industry lacked transformation controlled by the so-called "Big Four", which refers to Media24 (Naspers), Avusa Media, Independent News & Media, and the Caxton & CTP Group (De Lange, 2011). During this era, newspapers faced arbitrary suspension from publishing for up to six months (Lloyd, 2013:8). The Publications Act of 1974, for example, gave the then government the power to censor books, movies, and plays – effectively deciding what citizens could or could not consume (Seery, 2012:5). In Bird & Garda (1996:5)'s view, the apartheid government applied these unfavourable measures towards the media

to ensure the public (especially the oppressed and marginalised) did not receive news and ideas capable of undermining and threatening the apartheid system.

According to Louw (2014), the advent of democracy in 1994 saw a more open government and citizens' attitudes towards the media, particularly community-led ones. In terms of legislation and regulation, Maphiri (2013:8) affirms the legislative instruments implemented post-1994 sought to democratise the media space by creating access and promoting diversity in gender, race, language, and geographical spread. In the opinion of Louw (2014), this period enabled media to flourish using their freedom to expose unacceptable levels of bad governance, abuse of power, corruption, and other unethical behaviour by government officials, especially those in power.

The advent of community radio in the country represented a radical shift in the media industry. This transformation directly responded to the lack of opportunities and access to mainstream media, dominated by the state's broadcaster (ICASA, 2017:10). In addition, this radical shift in the media industry displayed the government's commitment to diversifying the airwaves and providing media that reflects the needs and aspirations of all South Africans. To date, many South Africans remain ostracized from the public discourse through the language deployed (Nkoala and Matsilele, 2021).

2.3.2 Media development and diversity

In advancing the industry's transformation agenda, the government established the Media Diversity and Development Agency (MDDA) as a strategic partnership between the government and significant print and broadcasting companies (Mtimde, 2012:6). MDD as a statutory entity formed for promoting and ensuring media development and diversity through focusing on these indicators;

- To fund at least one community radio per district municipality
- To support at least one community newspaper per district municipality
- To fund at least one community newspaper per district
- To fund at least one community television per province
- To support at least one media co-operative per district

In terms of the MDDA Act, community media refers to small media institutions or community media projects (i.e. radio, print, and television) to cater to a community's needs in a specific geographical area (Parliament, 2018:4). The centre of focus for this kind of media is on local stories, which mainstream media platforms often ignore, and it depends on the community for support. However, Maphiri (2012:64) points out that these community media also gather and disseminate information relevant to local target audiences of a specific community they serve. In terms of control and ownership, Mojaye & Lamidi (2015:64) argue that the residents (community), municipality, and civil organisations in charge are often responsible for ensuring the content produced is locally oriented and is tailored around enhancing and accelerating development.

A decade into the MDDA, the media industry had over 751 community and local newspaper titles reaching 6,6 million households. It included four community television stations broadcasting to communities in Durban, Soweto, Cape Town, and Pretoria, reaching more than 1,7 million viewers combined (Liphoko, 2012:2). Finlay (2015) notes that in 2015 alone, some 38 new community radio stations came on stream, bringing the number of commercial and community radio stations in the country to 296. In the same year, the South African Advertising Research Foundation (SAARF) indicates that local radio achieved a significant number of listeners (37.6 million) – positioning it as the most consumed media in South Africa (Business Tech, 2016).

2.3.3 Advertising and Funding

As much as a noble and transformative purpose drives the community media sector in South Africa, the industry faces enormous challenges, such as a lack of adequate funding and sustainability. Since its establishment in 2003, the agency has achieved some significant milestones since its first grant decisions in January 2004. Fast forward to 2011; the MDDA Board has approved more than 353 different projects, with approximately more than R136m in grants accumulatively (MDDA, 2011). Through the Department of Government Communications & Information System: Media Bulk Buying, over 33 government institutions supported community media to value R22 900 691.05 in the

2013/14 financial year for 71 campaigns. The total percentage spent on community media was 11% of the total ad spend (Maloka, 2016).

The table below illustrates a detailed account of community media's revenue breakdowns as traded through the GCIS, mainly due to the MDDA intervention in this space.

Table 2.2: GCIS Revenue Indicator

COMMUNITY SPEND					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Community Print	R6 927 315.53	R3 949 236.69	R1 764 313.38	R -	R4 118 887.14
Community Radio	R15 170 546.84	R22 870 089.55	R20 497 102.25	R23 399 365.92	R16 201 218.81
Community Television	R9 553 537.97	R4 630 808.00	R4 395 710.63	R1 551 383.58	R1 995 547.24
TOTAL adspend	R31 651 400.34	R31 450 134.24	R26 657 126.26	R24 950 749.50	R22 315 653.19

Source: MDDA Annual Report, 2018/19

Despite these enormous funding and advertising figures towards the sector, community media practitioners remain disgruntled by GCIS and other government departments for failing to adhere to the parliamentary committee directive to allocate 33% of their advertising budgets to community media. Weinberg (2011:5) argues that advertising agencies perceive some community media entities as ineffective vehicles for advertising due to their large number, small footprint, and poor administration. The AC Nielsen and All Media and Products Survey data highlights that community broadcasting services collectively takes up an audience share of 6.3 million people in South Africa. However, this doesn't translate into advertising revenue; community television has a 9.5% reach but only yield advertising spends less than 1 %. Likewise, community radio reaches 25 % of the population but only receives 2% of the advertising (ICASA, 2017:16). It indicates that community media gets overlooked by government entities favouring advertising at large radio stations.

2.3.4 The Broadcasting Regulatory Environment

The South African media has played a crucial social and political role for decades since post-apartheid (Wasserman, 2020). Since 1994, the state has taken various legislative steps to create an enabling environment for a Peoples' Media (Weinberg, 2011:4). According to the National Association of Broadcasters (2019), the broadcasting sector's transformation came from regulatory reforms in the early nineties. For the first in South Africa's history, the new Independent Broadcasting Act of 1993 officially commenced in 1994 (Naidoo, 1998). By granting the Independent Broadcasting Authority (IBA) its public interest mandate and powers, as described in sections 2, 28 and 78 of the IBA Act, 1993 (Act 153 of 1993), Parliament proclaimed a new system of regulating broadcasting in South Africa. The Act provides policy directives for licensing and creating community broadcasting (Liphoko, 2012:2). Under the IBA, community broadcasting was a service which;

- Serves a particular community;
- Is fully controlled by a non-profit entity and carried on for non-profitable purpose;
- May be funded by donations, grants, sponsorships or advertising or membership fees, or by any combination of those above; and
- Encourages members of the community to participate in the selection and provision of broadcast programmes

When the IBA started issuing 12-month licenses, Radio Maritzburg in KwaZulu-Natal was the first community radio station to be licensed in 1994, followed by Bush Radio, Soweto Community Radio, Turf Radio, and Radio Zibonele (Maphiri, 2012:66). In 2000, the Independent Communication Authority of South Africa (ICASA) became the independent regulator through a merger of the IBA and the South African Telecommunications Authority (Tacchi, 2002:3). According to Weinberg (2011:11), ICASA aligned with Section 192 of the South African Constitution, stating that "national legislation must establish an independent authority to regulate broadcasting in the public interest and ensure fairness a diversity of views broadly representing South African society". Since the inception of

the new independent regulator, over 218 community radio stations got licenses in 2012, and they exist in almost every district municipality of the country (Maphiri, 2012:68).

The table below summarised the number of services licensed in South Africa in 2017/18

License category	Radio	Television	Total
Subscription	0	9	9
Commercial	25	2	27
Community	15	2	17
Public	275	5	280
Total	315	18	333

Source: ICASA, 2017

2.3.5 Challenges facing the community media sector

Notwithstanding the successes and milestones the sector has achieved over the two decades, community broadcasting still grapples with policy, programming, advertising & funding, legal and regulatory frameworks. Mtimde (2012:7) notes some of the significant challenges with community media (more especially those in rural and poor communities) are sustainability and staff turnover, as skilled people migrate either into commercial or the public broadcaster.

Apart from good governance and efficient management recognised as weaknesses across the sector, rapid technology convergence is a significant threat to sustainability, resulting in ad spend and audiences moving away from traditional community broadcasting (NAB, 2018:5). According to the PWC Outlook (2012:111), digital and online radio expanded listeners' options, meaning audiences have various digital platforms for content consumption. This technological advancement/disruption forces broadcasters to adapt and migrate to digital platforms as many audiences have shifted to online media (Potye, 2018:25).

As the country was dealing with an ailing economy and political instability around 2014/16, the media industry suffered a devastating number of reductions, salary cuts and some media houses closing their doors. NAB (2018) asserts that financial sustainability is one

of the significant challenges facing the sector, and the overreliance on advertising revenue characterises that. It believes this necessitates sustainable funding and revenue diversification strategies by the industry. However, in the long term, this may also warrant a revision of policy to avail alternative financing sources and streamline and coordinate support mechanisms for community broadcasting services. In 2019 alone, more than 40 community radio stations nationwide were facing closure due to lack of licenses, funding, and spiralling debt, coupled with the continuous failure to frequently pay signal distribution tariffs, which impact their sustainability efforts (Mlamla, 2019).

Despite the challenges mentioned above in the media sector, one can confirm that so much has been achieved post-1994. In the opinion of Weinberg (2011:4), some community media projects have established themselves as a unique voice in the South African media through their programming, news, and attention to local language and culture. Furthermore, the NAB (2014:2) asserts that the democratisation of broadcasting has yielded the most significant benefits for South African radio and TV audiences who can enjoy more services, channels and programmes in more languages and more genres than ever before.

2.4 COMMUNITY RADIO AS A TOOL FOR DEVELOPMENT AND SOCIAL CHANGE

Looking at community radio's role in specific communities in South Africa and other countries, it is crucial to focus on community radio as a vital tool for improving livelihoods, accelerating development, and strengthening democracy. This section explores how communities utilise community radio as a tool for development and fostering social change. Fraser & Restrepo-Estrada (2002:70) state that community media, particularly radio, can provide a platform for public dialogue. It provides an avenue through which people can define who they are, what they want, and how to get it while building a long-term capacity to solve problems in ways that lead to sustainable social change and development. Furthermore, development agencies and international non-governmental organisations regard it as a conduit for messages aimed at educating on life skills, fostering behaviour change, empowering the grassroots and helping eradicate poverty (Costa, 2013:135).

In this section, the researcher provides practical case studies from selected countries where community radio's immense influence has fostered sustainable community-led development. For example, in Bolivia, Radio Wiñay Jatha was established as part of Aymara women's broader initiative to strengthen the Bolivian Altiplano indigenous Aymara communities. This community radio station provides a voice for the Aymara women with a vision of enhancing the Aymara culture and promoting the rights of women and the Aymara people. Since its inception, this radio project has played a leading role in raising awareness of women's rights and indigenous peoples' rights in the Andean region. According to Buckley (2011:3), Radio Wiñay Jatha has proven an essential tool for indigenous communities seeking to protect and promote their culture and language and assert their social and political rights.

Similarly, Fiji's first mobile community radio station, *femTALK 89.2 FM*, has striven to address women's participation from marginalised groups, such as women with disabilities, and minority cultures, encouraging cross-cultural dialogue and respect diversity (UNESCO, 2004). Since its formation, the station has evolved to enable women to challenge existing decision-making structures and engage in conversation with other women and their communities. As a result of the project, women have become more informed about their rights and have a voice in the range of social, political, and economic issues affecting them (Rolls, 2011).

Community radio stations have also played significant roles in providing a voice for disadvantaged and muzzled Iraqi citizens. Located in Halabja, *Radio Dange New* is the first independent community radio in Northern Iraq. Radio Dange New has been a voice for peace and dialogue, focusing on women and young people. Buckley (2011:71) claims the station has aided the Halabja community in terms of the effects of a prolonged period of conflict and war, including the notorious and devastating chemical gas attack on the village in 1988, survivors of which include all the station's staff members. In addition, by creating a space where young people, women, and men work together to report on local issues and concerns, the radio station has changed social interaction rules.

2.4.1 Community Radio Turning the Tide in Africa

Africa's unique sociopolitical and socio-economic milieus require that all hands be on deck to solve the myriad plaguing problems. Poverty, inequality, communal clashes, preventable diseases, etc., are common challenges that have bedevilled most African countries. One way in which governments and communities have tackled these challenges is through community media, particularly radio. For example, in Burundi, *Radio Ijwi ry'Umukemyezi (RIU)*, which means 'Voice of Women' - is a community radio station in the rural district of Giheta, established to help women and the less privileged in the community get back on their feet after the country's devastating civil war. This community radio station is operated and managed by rural women from the local community (UNESCO, 2018). RIU content contributes to the revival of agricultural activity, fostering peaceful cohabitation among groups formerly in conflict, instilling respect for human rights, and promoting local democracy, health, and education. This establishment has ensured that women of Giheta have been at the forefront in leading a community media initiative that has achieved a broad impact on local development (Buckley, 2011:39).

In Ghana, the community of Dalun established *Simli Radio* to complement the three sectors' efforts (Community Projects, Dagbon Ninneesim Karim Zong, and Simli Pong) by giving more information on the activities of the GDCP. The station has also made great strides in empowering its listeners (the community it serves) with relevant information on entrepreneurship, cultural promotion, entertainment, and fostering social cohesion through regular discussions. Al-Hassan, Andani, & Malak (2011:3) commend *Simli Radio* as an effective platform to improve awareness and knowledge of solutions to community development problems within various sectors (i.e. education, culture, hygiene and sanitation, and agriculture).

A Similar community radio station, like the one in Ghana, exists in Uganda. Formed in a region with over 18 years of conflict and civil war over 18 years, *Radio Apac* is a community radio station established by community members in Apac's district in Northern Uganda. According to the Media Development Network - Africa (2011), the radio station's content and operations are centred on peacebuilding and improving Apac's community

and the neighbouring district's livelihoods. Buckley (2011:55) commends how the station has gained a substantial local audience by delivering quality and relevant programming to the community, prioritising community participation, and establishing lucrative partnerships with community-based organisations. Furthermore, this community radio station has demonstrated the vital role radio can play in providing information, education, and community building in a region with limited telecommunications infrastructure.

Community radio is a crucial broadcast player in South Africa, primarily due to its position as a low cost and accessible technology, with a direct responsibility to be relevant to listeners' lives and encourage listener participation (Wits Justice Project, 2013). During the Cato Manor Development Project, the *Siyaya FM* and *Izwi* in Kwa-Zulu Natal served as relevant platforms that allowed community members (residents) to be aware of the development process. It has given them a voice to express their concerns in the community. Mhagama (2004:129) states that these two community media platforms have drawn the city's attention to immediate issues concerning them, such as economic development, heritage, and youth empowerment, through selected themes. Despite this, Mhangana (2004:126) also found that both *Izwi* and *Siyaya FM* lacked the crucial role of being "watchdogs" against any corruption or abuse of power in the development.

The case studies explored indicate that community radio can be a valuable tool to facilitate and encourage social change and empower communities when used effectively. Based on these case studies examined, this goal is achievable by producing relevant programming addressing community issues and foster broader community participation in content creation and dissemination.

2.5 DECONSTRUCTING THE YOUTH QUESTION

2.5.1 Challenges Facing Youths in South Africa

The current generation of youth in South Africa has arguably the most significant opportunities of any past age; however, many challenges are also confronted (Matsheni, 2012:31). Arko-Achemfuor (2016:57) argues that some of the country's challenges in rural and urban areas are partly due to rural-urban migration, as opportunities are limited, most

notably for the rural youth. Dlodlo (2015) posits that the type of marginalisation faced by today's youth necessitates youth-targeted interventions that will enable young people's active participation and engagement in society and the economy. Today, youth are grappling with many problems ranging from gender-based violence to gangsterism, from alcoholism to unemployment. Du Toit (2014) identifies gangsterism and powerlessness as one of the most pressing issues in the urban ghettos of the Cape Flats. Despite all these challenges, youth development and empowerment form a strong focus of the South African government (Makoae, Tirivanhu, Alubafi, and Mkwanazi, 2021:9).

2.5.2 Youth Unemployment

Arko-Achemfuor (2016:52) asserts that South Africa's past policy of apartheid has contributed to some of the socio-economic challenges the country faces today. Over 1.2 million young people enter the labour market each year. However, approximately two-thirds remain outside of employment, education, and training (Ramaphosa, 2020:15). The latest figures released by Statistics SA in the Quarterly Labour Force Survey (QLFS) revealed that approximately 8.2 million (40.1%) of South Africa's 20.4 young people aged 15 to 34 are not in employment, education or training of any sort (Githawu, 2020).

Globally, South Africa has the highest inequality levels with a Gini coefficient of about 0.67 (Arko-Achemfuor, 2016:52). The World Bank reveal that youths account for 60% of all Africa's joblessness. In North America, the youth unemployment rate is 25% but even more significant in Botswana, the Republic of the Congo, Senegal, and South Africa (Ighobor, 2017). Italy (32%), Spain (34%) and Greece (40%) are the top three countries across the 36 OECD (Organisation for Economic Co-operation and Development) countries with high youth unemployment (Fleming, 2020).

The table below illustrates the youth unemployment rate in South Africa between 1999 and 2020.

Table 2.4: The youth unemployment rate in 2020



Source: Statista, 2020

This graph illustrates the South African youth unemployment rate escalated exponentially from 53.22 in 1999 to 61.04% in 2013. It indicates the country experienced an 8% increase in five years. From 2004 until 2008, the country recorded a significant decline from 56.34% to 44.83%, which was the first and last enormous decline the country experienced. Since then, these figures have been slowly cumulative until 2010. From 2011 – 2015, the unemployment rate remained consistent, with an insignificant increase of 2%. Furthermore, these figures increased from 50.32% to 55.75% in 2020, slightly the same position the country was in two decades ago, as indicated in the graph. In summary, this graph depicts that the youth unemployment rate has been on the rise for many years in the last two decades, and it has turned out to be the tone of the foremost socio-economic challenges facing youths in the country.

2.5.3 Economic opportunities

More than two decades after South Africa transitioned to democracy, more than half of all young people between the ages of 15 to 24 in the country continue to live in income poverty (De Lannoy et al., 2018:1). Mboweni (2020:15) estimates over 8.2 million young people between the ages of 15 and 34 are not in education, employment, or training. According to Motlanthe (2014), young people are largely excluded from mainstream economic activity, while others also face income and employment inequalities. Within the fragmented and unequal society, youth experience the highest social dislocation and marginalisation in a socio-economic system, which they perceive as unresponsive to their needs, identity, and aspirations (Jonas, 2016).

In line with its commitment to assist and facilitate youth participation in the economy, leading to improvement of their livelihoods; the government, through various programmes and entities, has implemented the following interventions for 2018/19;

- Created through Jobs Fund projects more than 175 000 permanent jobs and helped 21 000 people, into internships and created 59 900 short term jobs, of which 65% of these went to youth (Mboweni, 2020:15)
- A total of the 5025 jobs were created and sustained through NYDA's Grant Programme, Market Linkages and Business Consultancy Voucher Programme
- A total of 1103 youth-owned enterprises or youth received NYDA grant funding, where individual entrepreneurs, enterprises and co-operatives benefited
- A total of 197 689 (R'000) financial investment to youth-owned businesses through the Small Enterprise Finance Agency (SEFA)
- A total of 4 773 SMMEs received business support interventions from the Small Enterprise Development Agency (SEDA)

Despite these economic interventions from the government, a significant portion of the youth population in disadvantaged areas such as the Cape Flats remain excluded from such opportunities. One of the key reasons could be a lack of access to information.

The issue of youth unemployment has been one of the critical socio-economic challenges confronting the country for decades. Thus, youth unemployment's continuous challenge results in severe risk of promoting an inclusive economy and society (Graham, De Lannoy, Patel & Leibbrandt, 2018:2). Some of the effects of youth employment lead to youths generating frustration and low self-esteem, increasing vulnerability among some young people to drugs, disease, and crime (Commission for Social Development, 2007:2). The impact of unemployment led to youths falling prey to crime and drug abuse, especially in the Cape Flats. Samara (2005:209) claims that in the Cape Flats is where the brutal act of criminality occurs. Youth are grappling with a wide range of hardships, from violence and violence-related trauma to an unequal share of the area's socio-economic crisis.

In the Western Cape, youth unemployment records the highest statistic for those without matric compared to those with any tertiary education and training (De Lannoy et al., 2018:12). Furthermore, data shows the perpetual struggle of youths growing up in an impoverished environment such as the Cape Flats trying to find solutions to their problems. In doing so, young people are probing for support and interventions that would allow them to fulfil their aspirations for themselves and their families.

As one of its critical functions in society, community radio as an affordable communication medium enables its listeners (community members) to contribute and voice issues affecting their livelihood. Similarly, this medium of communication offers more options for young people to express their opinions on societal issues, which will affect their lives as adults. Odine (2014) describes radio as a companion entrusted by youths – their ideal platform to communicate their concerns and source information. With all the challenges encountered by young people in South Africa, this study assesses *Bush Radio's* role in fostering economic empowerment amongst youths in the Cape Flats.

2.5.4 The Role of Community Media (Radio) in the Social Inclusion of Youths

Marginalisation and exclusion of women and youths in society are significant issues that have been in existence for centuries. However, media convergence has opened communication mediums to be more affordable and accessible to society, especially to marginalised groups such as youth, disabled, and women. This section of the study explores how community radio has been (or can be) utilised as a vehicle to foster the social inclusion of young people through media production.

In South Africa, the Children's Radio Foundation (2021) utilises radio to create opportunities for information sharing, access to public services, dialogue, leadership, advocacy, and community building among youth. Besides offering young people training as reporters and content creators, the foundation affords them a platform to broadcast essential issues to them and their communities (giving them a voice). Some of the topics covered in their content are gun violence, climate change, gang violence, sexual and reproductive health, and unemployment (Gupta, 2020).

Similarly to the CRF, the *Young Reporters Network* (YRN) in Tanzania offers young people a unique opportunity to share their concerns, experiences, hopes, and aspirations and effectively participate in bringing about behavioural and social change through content featured on traditional and social media. The programme aims to increase young people's active participation in the production of children's programmes and develop their capacity to advocate for child's rights (UNICEF, 2014). The *Greater Lebogakgomo FM* is one of the proactive community radio stations in Limpopo for youth participation and involvement. The station provides young people with skills and tools to produce their weekly programmes, which serves as their platforms to share their views about young people's challenges within the station's communities.

Martin and Rahfaldt (2011) state that these young broadcasters are trained in various journalism aspects, from research to debate, from interviewing to producing and structuring stories. Furthermore, these young storytellers share views on gang violence

and other factors that prohibit young people's chances of getting a good education through this platform.

Through these case studies explored, it is apparent that community radio serves as a preferred medium to provide marginalised young people with a platform to raise issues of importance to them and their communities. The content produced by these emerging broadcasters ensures to eliminate the usual traditional stereotypes about youths and their challenges – through framing their own stories without an adult point-of-view. These case studies also indicate that radio is a tool that young people can utilise to gain experiential knowledge by producing media content that speaks about youths and their challenges in society.

2.6 Chapter Summary

This chapter presented the relevant literature on community media in South Africa and its historical developments leading to the MDDA, IBA, and ICASA. Also, it has dealt with the role of community radio as a tool for development and social change globally. Furthermore, the chapter discussed youths' challenges and media's role (specifically radio) in youths' social inclusion. The next chapter discusses the theoretical framework used for this study.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

This section presents the theoretical framework that informs this study. The purpose is to provide a theoretical framework to assess community radio's role in fostering youth economic empowerment in the Cape Flats. First, the researcher explored the concept and theory of Development Media and explained its application to the study.

McQuail (1987) 's Development Media Theory underpins this study. This theory is one of the six normative theories of the press: *Libertarian Theory*, *Social Responsibility Theory*, *Soviet Communism Theory*, *Democratic Participant Media Theory*, and *Development Media Theory*. These theories are more concerned with prescribing how media should operate if specific social values are observed or attained (McQuail, 2005:14). Also, these normative theories have given guidance on the role of communication media in different cultures and eras (Musa, 1997:133).

McQuail (1987:199-121), as the proponent, identifies the basic assumptions (six principles) of the *development theory*;

- the media should make a positive contribution to the national development process;
- the state should restrict the media if economic interests and the development needs of the society are at stake;
- the media should give preference to information about national, cultural and language issues;
- the media should give priority to information about other developing countries that are geographically, culturally, and politically akin to one another;
- journalists have both responsibilities and liberties in obtaining and distributing data;

- in the name of protecting development objectives, the state has the right to intervene by restricting and censoring the media. States subsidies and direct control are, therefore, justifiable.

In Raza (2012) 's view, the *development media theory* is applicable and relevant to countries at the lower economic development levels and with limited resources – these are countries with high poverty rates, financial instability, and lack of essential human compared to the rest of the world. Musa (1997:133) and Fourie (2007:198) agree that the central principle of the development media theory emphasises economic development and the idea of the media functioning in partnership with the government to achieve set goals of rural and national development.

The theory's central argument is that the media should prioritise the coverage of those areas that touch on people's lives. Also, it emphasises that the media must play a supportive role in government policy and programmes rather than being critical of governments, their programmes, and personnel (Baran & Davis, 2012). Furthermore, Johnson & Johnson (2013:101) argue that this theory proposes that the government intervene and foster development using communication programmes and action (policies). In South Africa, the media are often blamed by elected politicians, including the former President (Jacob Zuma), for not doing enough to publicise government achievements in housing, telecommunications, education, and health. Fourie (2007:198) adds the government accuses the South African media of focusing on the negative to the detriment of economic progress.

Despite its noble developmental agenda, Ihechu (2019:50) notes that the development media theory has its critics because many countries (even the developing ones) embrace democracy; the same democracy is against any form of media control infringing principle press freedom. Unlike some of these countries, in South Africa, civil society plays a very instrumental role in ensuring the government does not control or censor media. For example, the South African Broadcasting Corporation (SABC) attempted to censor its programming (by not covering service delivery protests) during Hludi Motsweneng on

the organisation's helm. However, such actions did not prevail due to civil society organisations' powerful activism as "watchdogs".

McQuail (cited in Suleiman, 2018:197) describes mass media as development agents by sending out technical knowledge, encouraging individual change, exercising voting rights, aiding literacy, education, population control, and good health quality. Radio is a medium that penetrates disadvantaged communities. According to Odine (2014:49), youth nowadays communicate their concerns through the radio as a companion they trust. This close relationship between young people and radio affords the government a vital opportunity to engage and distribute its developmental information with youth through this medium.

This study employs this theory because it has to do with recognising access and media resources to pursue the developmental agenda. As a powerful mass medium in South Africa, radio serves as a crucial mass media platform to assist the government in accelerating youth empowerment and development. By employing this theory, the researcher assessed the Bush Radio station's role in fostering youths' economic empowerment in the Cape Flats through its programming.

3.2 Chapter Summary

This chapter presented the theoretical framework that informs this study. It provided a theoretical framework to assess community radio's role in fostering youth economic empowerment in the Cape Flats. The researcher explored the concept and theory of development media and explained its application to the study.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter discusses the research methodology the researcher adopted for the study. The chapter also outlines how the researcher selected a method that helped proffer answers to the research questions in earlier study chapters. The researcher adopted mixed method research design because it allows various methods and techniques applied in the research process. The section further describes the sampling and data analysis techniques used to obtain the findings discussed in chapter five. The chapter also discussed ethical considerations and measures to ensure the study's trustworthiness.

4.2 Research Approach and Design

To achieve the objectives of this study, the researcher adopted a mixed methods research approach to gather data. In Clark & Ivankova (2015) 's view, this research approach allows the researcher to integrate quantitative and qualitative methods of data collection analysis to best understand the purpose of the research. Some of the advantages of mixed methods, the researcher collects and analyses both qualitative and quantitative data rigorously in response to research questions and hypotheses. Also, it allows the researcher to collect data using quantitative instruments and follows up with interviews of a few individuals who completed the survey to help and explain the reasons behind and meaning of the quantitative survey results (Creswell & Clark, 2017).

Furthermore, by adopting mixed methods approach, the researcher had the opportunity to interact with the study respondents (i.e., listeners, station management, producers, and content producers) to gain more insight into the topic. The chosen research design of semi-structured interviews and questionnaires allowed the researcher to gather in-depth information into the research problem and generated new ideas for further research. Suffice to add, the researcher adopted these research designs to meet the study's goals, namely, to evaluate if the station's programming fosters youth economic empowerment.

Also, ascertain listeners' perceptions of the station and its programming, specifically those targeted at youths (18 – 35).

4.3 Area of the study

The researcher conducted the study in the Cape Flats community of Cape Town. Cape Flats refers to areas that the Apartheid government previously used as dumping grounds of non-white Capetonians forcefully relocated under the Group Areas Act (SA Venues, 2021). Cape Town Travel (2021), Cape Flats consists of black and coloured communities such as Khayelitsha, Manenberg, Mitchells Plain, Bishop Lavis, Nyanga, Hanover Park, Phillipi, Bonteheuwel, Delft, Pinelands and Gugulethu. For example, the Youth Explorer report indicates youths in Mitchells Plain records 19% of its population; 21% in Khayelitsha; and 19% in Bishop Lavis (De Lannoy, Fortuin, Mpofu-Mketwa, Mudiriza, Ngcowa, Storme, and Smith 2018:10). Despite the high youth unemployment rate and escalating levels of human trafficking and gang violence, these Cape Flats townships, to some degree, remain poverty-stricken (SAHO, 2021).

Although Cape Town has more than ten on-air commercial and community radio stations, this study considered only one community radio station: *Bush Radio*. Bush Radio is one of the oldest pioneering community radio stations in South Africa, which is why it regards itself as the “*Mother of Community Radio in Africa*” (Bush Radio, 2021). The station was started by a group of community activists and independent media producers, who saw a dire need to investigate innovative ways to use grassroots media for social upliftment. Its history dates back to the '80s when it was formerly known as the Cassette Education Trust (CASET). It started during the height of apartheid as an audio-cassette production project, at the time when South Africa's media industry was under the government's control (Bosch, 2008:73). The station played a pivotal role in producing political content, such as the Defiance Campaign led by the Mass Democratic Movement (MDM). In addition, it served as the station's strategy to provide progressive content to combat the propaganda broadcasted by the white minority regime-owned and controlled state broadcaster (Mtimde, 2020).

In 1993, the station officially operated as geographical community radio and was renamed into what is now known as *Bush Radio*. In Mtimde (2020)'s view, *Bush Radio* was previously serving as a campus-based radio at the University of the Western Cape (UWC), popularly known as *Radio Bush*. The station broadcasts to all the communities through the Cape Flats, such as Nyanga, Mitchells Plain, Manenberg, Khayelitsha, Phillipi, and Woodstock. According to Chiumbu and Ligaga (2013), Bush Radio provides these communities with developmental programming focusing on various societal topics such as human rights, gender, LGBTQ+, labour, health, and entrepreneurship. The station focal areas are broadcasting, community upliftment, scholarship & training, and potential human development. The Broadcast Research Council of South Africa (2020) indicates a notable growth in Bush Radio's listenership from 33 000 in 2019 to 44 000 in 2020. The rationale behind the selection of *Bush Radio* as a station of choice for this study is that it's the only station in Cape Town, with approximately 80% of its listeners are youths within the age group 15 – 35 (*Bush Radio, 2021*).

The researcher sampled participants in the research from within the station's coverage areas, as illustrated in the image below.

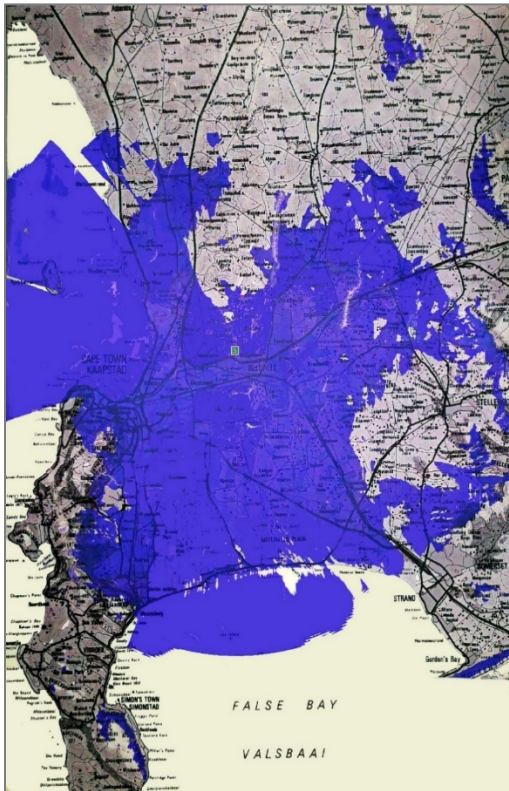


Figure 4.1: Bush Radio broadcasting coverage map. Source: Bush Radio, 2020

4.4 Data collection techniques

For this study, the researcher collected data from semi-structured interviews conducted with the station’s production team — also, the researcher distributed questionnaires to the youths residing in the Cape Flats townships. Data collection lasted for about three months. The table below illustrates the relationship between the objectives of the study, research questions and research methods. It provides questions that helped the researcher get an insight into each of the study’s goals and adequately respond to the research’s central problem. It also shows clear links between research objectives and instruments used for data collection.

Table 4.1: Table of objectives, questions, and methods

Research Question	Research Objective	Method used
		Semi-structured Interviews

What programmes produced by <i>Bush Radio</i> target youths?	To determine programmes produced by the station targeted at youths	
How are these radio programmes foster the economic empowerment of youths?	Examine how are, these radio programmes foster economic empowerment of youths	Semi-structured Interviews & Questionnaires
What are the perceptions youths have of <i>Bush Radio</i> programmes?	To ascertain youth perceptions on <i>Bush Radio</i> programmes	Questionnaires

Source: Author, 2021

4.4.1 Semi-structured interviews

The researcher conducted semi-structured interviews to collect data for this study. According to DeJonckheere & Vaughn (2019), this method typically consists of a dialogue between researcher and participant, guided by a flexible interview protocol and supplemented by follow-up questions, probes and comments. The researcher conducted there with both the station’s personnel and management, namely, the Managing Director, Programme Integrator/Manager, and Presenters. This interviewing process allowed the researcher to gain insights into others’ perspectives about the phenomena under study; it is beneficial for ascertaining respondents’ thoughts, perceptions, feelings, and retrospective accounts of events (Goodwin & Goodwin, 1996:134). In addition, the researcher ensured that the interview questions addressed the research questions underpinning the study.

4.4.2 Limitations of the semi-structured interviews

The major limitation of the study, in general, was that it took place during a pandemic, as there were government-mandated lockdowns and social distancing protocols. Nevertheless, the researcher was aware of the risk of conducting face-to-face interviews, given the likelihood of contacting COVID-19, especially considering that the Western Cape Province was a hotspot. Thus, the researcher ensured he observed all safety precautions. The Herculean process confirms DeJonckheere & Vaughn (2018) 's opinion that semi-structured interviews for researchers who are not familiar with qualitative approaches can be challenging and intimidating. Furthermore, semi-structured interviews are time-consuming, labour intensive and require the interviewer's sophistication (Newcomer, Hatry, & Wholey, 2015:493).

4.4.3 Questionnaire

The researcher also administered questionnaires as part of the data collection process for the study. A questionnaire-based research method can produce qualitative and quantitative information, depending on how they are structured and analysed (Headlam & MacDonald, 2008:35). These questionnaires comprised of two (2) sections.

- Section (A) focused on the respondents' demographical information, age, gender, economic status, and residential information.
- Section (B) focused on the station's programming and perceptions of the youths

According to Williams (2013), questionnaires are used in various settings to gather information about an individual's opinions and behaviour. In relevance to the study, the researcher used questionnaires to gauge the targeted audience (youths) perceptions of *Bush Radio* and its youth-focused programming to foster economic empowerment. The researcher decided on this instrument because of the following;

- It was helpful to gather information on a small sample population at a single point in time
- It ensured a high response rate as the questionnaires were distributed to respondents to complete and were collected personally by the researcher;

The researcher personally distributed 90 questionnaires to the respondents (youths) in the Cape Flats townships — Manenberg, Mitchells Plain, Khayelitsha, Elsies River, Nyanga and Phillipi. The researcher administered the questionnaire with the help of one research assistant. It included randomly selecting youths around these communities who were willing to complete the questionnaire. In addition, the researcher engaged study participants in public spaces within the study’s delineated areas. The term ‘public spaces’ refers to places where you would easily find youths, such as taxi ranks, local spaza shops, recreational parks, etc. Unfortunately, a significant number refused to participate in this study due to safety concerns from COVID19. Furthermore, given the high rate of crime in the communities, some youths also declined participation. Subsequently, the researcher was only able to retrieve twenty (20) questionnaires, as indicated below.

Table 4.2: Number questionnaires distributed and administered

Cape Flats townships	Questionnaire Targets	Questionnaires completed
Manenberg	15	2
Elsiesrvier	15	2
Mitchells Plain	15	5
Khayelitsha	15	4
Nyanga	15	3
Phillipi	15	4
TOTAL NUMBERS	90	20

Source: Author, 2021

4.5 Research participants and sampling procedures

The researcher used purposive sampling to develop this study’s sample population, particularly for the Bush Radio interview respondents. This method is widely used in qualitative research to identify and select information-rich cases related to interest phenomena (Duan, Green, Hoagwood, Horwitz, Palinkas, and Wisdom, 2013:533; Makwambeni & Salawu, 2018). However, Tongco (2007:147) describes this technique as a non-probability sampling that is most effective when studying a specific cultural domain with experts within.

The interview participants consisted of *Bush Radio* presenters (5), including the Managing Director and Programme Integrator/Manager. The researcher interviewed all participants separately to ensure confidentiality and create trust. Their selection to participate in this study was based on their role as presenters of the station's youth-focused programmes. In addition, the researcher interviewed the Managing Director and the Programme Integrator to understand *Bush Radio's* strategic mission of fostering youth empowerment through its programming.

For the measure audience perception, youths residing within the Cape Flats were purposefully and conveniently selected to gauge their views and perceptions of the station's programming targeted at them. These participants had to meet the following inclusion criteria:

- Youths between 18 to 35 years of age
- They must reside in any of these Cape Flats areas/communities (i.e. Manenberg, Elsiesriver, Nyanga, Phillipi, Khayelitsha, or Mitchells Plain)

4.6 Data Analysis

For this study, the researcher analysed data qualitatively. Data analysis in qualitative research involves organising and arranging textual data obtained into themes through coding and condensing the codes and expressing the data in figures, tables, or conversations (Creswell, 2013). Huberman & Miles (1994:10) further state that the analysis process should consist of three concurrent flows of activity; data reduction, data display, and conclusion drawing/verification.

After the researcher collected all the data, he employed thematic analysis to explain the data transcribed from the digital recordings of *Bush Radio* staff's interview transcripts. The researcher used this method because it focuses on identifying, analysing and interpreting meaning. According to Maguire & Delahunt (2017:3353), the thematic analysis aims to identify themes and use these themes to address the research questions or say something about an issue.

This analysis method was suitable for this study because it helped the researcher identify patterns from the data gathered from the semi-structured interviews and questionnaires distributed. The researcher commenced the analysis process by transcribing data collected through interviews with Bush Radio management and personnel. The transcribing process is regarded as the first step in qualitative data analysis, and it involves close observation of data through repeated careful listening and watching (Bailey, 2008:129). Each transcript of the interviews was checked thoroughly and verified for accuracy with the recordings. This transcribing process permitted the researcher to be more acquainted with the data collected and cluster it into themes and codes, as Braun and Clarke (2006) recommend. After transcribing the data gathered, the researcher read the transcripts repeatedly and noted the patterns emanating from the data. The questionnaire's data was also analysed and presented in graphs, as illustrated in the next chapter.

4.6.1 Thematic Analysis

The researcher applied thematic analysis to identify patterns of the themes in the interviews data. According to Guest, MacQueen & Namey (2011:10), this method moves beyond counting exact words or phrases and identifies and describes both implicit and explicit ideas within the data (themes). Data analysis commenced in this study after all the interviewing and survey data collection processes. The researcher followed the six-step process/procedure of conducting thematic research as advised by Caulfield (2019); and Braun and Clarke (2006).

Table 4.3: Braun and Clarke's Six (6) steps to conduct Thematic Analysis

Phase	The procedure followed by the researcher
1. Familiarisation	The researcher transcribed data and noted initial codes.
2. Coding	Clustered exciting features of the data into a systematic outline relevant to each code
3. Generating themes	The researcher collated codes into potential themes

4. Reviewing themes	Generated a thematic map which served as a guiding framework to ensure the themes were a good and accurate representation of the data.
5. Defining and naming themes	The researcher identified and clustered the data according to the relevant theme to determine the meaning when formulating.
6. Writing up	Selected the appropriate extracts from the themes and analysed the data relating it to the research questions.

Source: Author, 2021

4.7 Ethical consideration

Ethics are very crucial and relevant to any research study. Research ethics addresses whether ethically appropriate influences the researchers’ interventions could bear on the people with or about whom the researchers do their research (Flick, 2018:134). In Silverman (2016:418) ’s view, three issues guide research ethics: codes and consent, confidentiality, and trust. The researcher made it clear that participants had the right to know the research’s goal and process. They also have the right to withdraw from participation at any time (Silverman, 2016:418; Usadolo et al., 2020). The researcher sought permission from all the respective participants within the delineated area of the study.

The researcher designed a consent form to protect the participant’s identity and serve as an agreement whereby all information attained can be used in the study’s findings. Furthermore, the researcher ensured strict confidentiality regarding the information obtained during the research process. Confidentiality means the researcher is obliged to protect the participants’ identities and the research location. As a result, the researcher got ethical clearance from the Faculty of Informatics & Design (FID) Research Ethics Committee.

As the country is at a difficult point in fighting against the second wave of the COVID19 pandemic, the researcher ensured all safety precautions, such as sanitising and social distancing, were observed in the study's data collection phase. The researcher wore a mask throughout the fieldwork and confirmed that participants also wore theirs. *Bush Radio* also ensured that hand sanitisers were available to all staff and visitors, improving overall safety measures.

4.8 Chapter Summary

This chapter presented the research methodology used in the research, the population, sample, data collection instruments, and strategies used to ensure the study's ethical standards, reliability, and validity. The next chapter discusses the research findings.

CHAPTER FIVE

FINDINGS AND ANALYSIS

5.0 Introduction

The chapter deals with data analysis and interpretation of data collected from participants in the study using semi-structured interviews and questionnaires. The research covered participants from the Cape Flats townships; Khayelitsha, Nyanga, Mitchells Plain, Elsiesriver, and Manenberg. The report is presented in a narrative form using quotations where necessary as extrapolated from the interview transcripts. This chapter is divided into two sections; the first section deals with quantitative data gathered from questionnaires. The second part deals with qualitative data collected from the semi-structured interviews with Bush Radio personnel. Data analysis was guided by the study objectives, which sought to:

- Determine programmes produced by *Bush Radio* targeted at youths
- Examine how these radio programmes foster economic empowerment of youths
- Ascertain youth perceptions on *Bush Radio* programmes

5.1 Demographics of the respondents

This section of the study analyses the social characteristics of the population under investigation, which in this case is youths residing in the Cape Flats townships. This demographic data presented in this section is an analysis of the audience questionnaire distributed, analysing the participant's gender, age, economic status, and listening patterns. The purpose of analysing this data was to understand the audience profile of Bush Radio. The number of respondents sampled for this study represents a particular portion of the broad audiences of the station.

5.1.1 Number of respondents

The researcher distributed 90 questionnaires to the respondents (youths) in the Cape Flats townships — *Manenberg, Mitchells Plain, Khayelitsha, Elsies River, Nyanga and Phillipi*. Unfortunately, a significant number refused to participate in this study due to

safety concerns from COVID19. In addition, given the high rate of crime in these communities, some youths also declined participation. Subsequently, the researcher could only retrieve 20 questionnaires from Bush Radio listeners and interpreted the results.

Table 5.1 Research participants statistics

STUDY AREAS	Distributed Questionnaires	Number of Respondents
1. Khayelitsha	15	4
2. Manenberg	15	2
3. Nyanga	15	3
4. Mitchells Plain	15	5
5. Phillipi	15	4
6. Elsiesriver	15	2
TOTAL	90	20

Source: Author, 2021

These twenty (20) respondents were purposefully selected from the delineated areas in the Cape Flats. The researcher engaged the study participants in public spaces such as taxi ranks, local spaza shops, recreational parks, community centres, and religious institutions. This purposeful sampling tool ensured only Bush Radio listeners participate in the survey and must be between 18 – 35 years of age.

5.1.2 Gender

The table below presents the gender profile of the respondents. In terms of the gender balance of the respondents, both gender groups were fairly represented, with over 50% of each group participating in the study. However, 52% of the station listeners are females, as indicated by Bush Radio (2021).

Table 5.2 Gender profile of the participants

STUDY AREAS	Males	Females
1. Khayelitsha	2	2
2. Manenberg	1	1
3. Nyanga	3	0
4. Mitchells Plain	2	3
5. Phillipi	1	3
6. Elsiesriver	1	1
TOTAL	10	10

Source: Author, 2021

5.1.3 Age group

Table 5.5 presents the age groups of the respondents. The study's target audience were youths between the ages of 18 – 35 years old. As shown in table 5.3, most of the respondents in the research were youths between the ages of 18 – 25. The same age group forms 60% of the listeners for the station (Bush Radio, 2021). Those who fall within the age groups of 25 - 35 years of age represent 18% of Bush Radio listeners.

Table 5.3 Age group of the respondents

STUDY AREAS	18 - 25	25 - 30	30 - 35
1. Khayelitsha	1	2	1
2. Manenberg	1	1	0
3. Nyanga	1	1	1
4. Mitchells Plain	3	0	2
5. Phillipi	2	1	1
6. Elsiesriver	1	1	0
TOTAL	9	6	5

Source: Author, 2021

5.1.4 Economic status

The table below 5.4 presents the economic status of the respondents. Most of the respondents sampled were unemployed. However, some of the respondents were employed, and others owned their micro-businesses. Therefore, to better understand the role of *Bush Radio* in fostering economic empowerment to youths, it was paramount for the study to have a diverse group of respondents in terms of their economic positions to give distinct perspectives in response to this responsibility.

Table 5.4 Economic profile of the respondents

STUDY AREAS	Employed	Unemployed	Business owner
1. Khayelitsha	3	1	0
2. Manenberg	1	1	0
3. Nyanga	0	3	0
4. Mitchells Plain	0	3	2
5. Phillipi	1	2	1
6. Elsiesriver	0	2	0
TOTAL	5	12	3

Source: Author, 2021

5.1.5 Radio access

Table 5.5. below indicates platforms used by the respondents to access radio. Access as one of the tenets of community radio, it is pivotal to note how are these respondents accessing the station. The study found that half of the respondents prefer using their phone to access or connect to the station, whereas to other respondents, internet and radio sets are preferable platforms to access the station.

Table 5.5 Respondents access to radio

STUDY AREAS	Phone	Internet	Radio set
1. Khayelitsha	0	1	3
2. Manenberg	2	0	0
3. Nyanga	1	0	2
4. Mitchells Plain	3	1	1
5. Phillipi	3	1	0
6. Elsiesriver	1	1	0
TOTAL	10	4	6

Source: Author, 2021

5.1.6 Listenership

The data presented below in table 5.6 highlights the preferable time of the day respondents mostly listen to the station. Data revealed that most respondents listen to the station during the morning between 7 am – 10 am. Findings revealed another portion of the respondents prefer listening to the station in the afternoon between 2 pm – 6 pm, and other respondents frequently listen to the station between 6 pm and midnight.

Table 5.6 Respondents listening patterns

STUDY AREAS	7 – 10am	11am – 2pm	2pm – 6pm	6pm – midnight
1. Khayelitsha	2	1	1	0
2. Manenberg	0	1	1	0
3. Nyanga	0	2	0	1
4. Mitchells Plain	3	2	0	0
5. Phillipi	2	1	0	1
6. Elsiesriver	1	0	1	0
TOTAL	8	7	3	2

Source: Author, 2021

5.2 Qualitative Data

This section analyses the qualitative data gathered by the researcher from the semi-structured interviews with Bush Radio personnel and the questionnaires from the listeners sampled. The data presented below were analysed using thematic analysis. Data was divided into different themes that achieve the above research objectives.

5.2.1 Bush Radio programming targeted at youths

The researcher conducted interviews with Bush Radio presenters and senior officials to determine the programmes produced by the station targeted at youths. As a result, the following programmes were identified as a sample for the study based on audience reach and content focus for each programme.

Table 5.7 Bush Radio programmes targeted at youths

Radio Programme	Description	Presenter(s)
1. Sakh'isizwe	Daily talk show dealing with current affairs with guests from civil society, government, political parties, entrepreneurs, and community activists. The show features the local talent of artists, writers, athletes, academics, and community workers. Weekly, the programme is aimed to guide in making a better choice concerning daily life and information dissemination. (Monday – Friday, 12h00 – 14h00)	Jasmine Roberts
2. The Breakfast Rush	3-hour long show which broadcasts 50% local music and features interviews with local artists,	Yuzriq Meyer

	sportspeople, entrepreneurs, fashion designers, actors, and community leaders. (Monday – Friday, 07h00 – 10h00)	
3. The Morning Cruise	Daily informative magazine programme featuring interviews on various topics, designed to help listeners be on Cape Town's pulse. With <i>Word of the day</i> , <i>Trivia questions</i> , <i>Info Guide</i> , <i>Job shop</i> , <i>Tip of the day</i> and <i>Quote of the Day</i> , the programme is guaranteed to keep its audiences current and get it talking. The show aims to educate, enlighten, empower, and inform listeners about issues concerning their daily lives without being boring (Monday – Friday, 10h00 – 12h00)	Mkhuseli Veto
4. Everyday People	Drive time show packed with insightful conversations that tackle business and finances, health, sports and even the arts. The drive time show is set to ensure that afternoon is filled with contagious laughs, the latest music, and heartfelt conversations. After all, it's all about listeners voices and their stories. (Monday – Friday, 16h00 – 17h00)	Phiwe Manata & Lerato Mashile
5. The Curly Wave Show	A weekend music show offers a platform to young entrepreneurs, emerging and established performing artists and DJs, to promote and share their stories and content. Also, the show has a segment that focuses on the latest trends in the entertainment space (Saturday, 12h00 – 14h00)	Michaela Muller

Source: Author, 2021

Based on the data gathered from the semi-structured interviews, the researcher has discovered *Bush Radio* has a strong representation of young people in the driving seat in the production of these programmes, giving youths a voice to be heard. All presenters of these programmes are below age 35. The study also found these programmes aim to inform, educate, and entertain youths and the whole community served by the station. These programmes address a wide range of topics focusing on health, gender equality, entrepreneurship, unemployment, service delivery, education, arts and culture, politics, sports, and labour matters.

These are some of the findings solicited from the respondents on the content of the station:

“You know, we take the philosophy that a little bit of sugar makes the medicine go down. So, our content is interspersing with social, health, political, and consciousness messages while still maintaining the latest music genres played, opening an opportunity for young artists. So generally, the station’s programming is geared towards a youth audience.”

“The average age of a volunteer or producer/presenter ranges from 22 to about 26. So, the bulk of the content is generated by young people, and that goes across the board – from news to on-air content.”

“I feel like they are informative and the right type of programmes for our community because they promote and support small businesses.”

5.2.2 Bush radio as a platform for youth economic empowerment

The data obtained from the semi-structured interviews have formed a basis for understanding the role played by the radio station in fostering youths' economic empowerment from the station's perspective. In the context of the study, economic empowerment (from the media consumption perspective) is a process of capacitating young people through access to information, education, and entertainment; to make choices and then transform those choices into desired aspirations.

a) Promotes entrepreneurship

The researcher has found that most of the programmes identified by the station have a common element of support for local entrepreneurs and create awareness on entrepreneurship amongst youths. For example, the *Everyday People's* programme dedicates Mondays to local entrepreneurs, offering them a platform free of charge to promote their products and services and share their business experiences with other aspiring young entrepreneurs listening to the station. It also offers free advice on business-related matters such as business registrations, financing, taxes, etc. In addition, every Wednesday, the *Breakfast Rush* focuses on local movers and shakers in business, sports, arts, fashion, and civil society. The show presents an opportunity for small local businesses to be featured on the show to promote their products and services. Similarly

to these two programmes mentioned, *The Morning Cruise* has a segment where youths interested in starting a business need a business mentor to connect them by inviting experts to be part of the show.

The following were some of the responses solicited from the respondents:

“So, Business Monday focuses mainly on businesses and entrepreneurship. We focus on businesses within the community where we shine a spotlight on them, whether you are from Khayelitsha or Woodstock or even Sea Point.”

“Everyday People has a feature specifically around youth entrepreneurship. So, they do quite a bit and Morning Cruise as well has a lot of segments even the breakfast show that features a lot of young entrepreneurs regularly”.

“...the show has another aspect if you want to start your own business; we invite experts (people who are already in the business sector), and they come to the show to assist”.

b) Promotes skills training and employment

As stated in the National Youth Policy (2020:2), young people represent a powerful resource of the country, provided they are supported and enabled to become active members of society. In Johnson (2007:4) 's view, community media deals with empowerment in many ways. One of those is through offering skills training programs to build and strengthen the capacity of both its staff and volunteers. Data revealed that the station has a rich history in skills training and employment for unemployed youths interested in community broadcasting. In addition, the station offers young aspiring broadcasters with (or without qualifications in Journalism or broadcasting) opportunities to gain professional on-the-job experience in presenting, producing and post-production. These interns and volunteers are not paid a salary but receive a stipend to cover their basic needs. Furthermore, the researcher discovered the station, just like many other community radio stations across the country, acts as a training ground for many aspiring broadcasters who require experience in broadcasting; then migrate to the commercial space for greener pastures.

c) Empowering unemployed youths

The researcher has discovered the programme *Sakh'isizwe* is centred on youth empowerment, and it has a segment focusing on job creation. A feature that offers listeners basic soft skills to enable them to get a job. These skills include crafting a CV, a covering letter, and how to register a business. Furthermore, the show connects youth unemployed youths to relevant youth organisations, which create opportunities for unemployed youths. Also, data shows *The Morning Cruise* show has a dedicated segment focusing on supporting young people searching for employment. Finally, the *Jobshop* feature lists vacant jobs in Cape Town on-air to unemployed listeners with no access to internet access to online employment opportunities (advertisements) and newspaper classifieds.

These are some of the views from the respondents:

“Sakh'isizwe helps the youth by equipping them with employment and educational information.”

“We have youth high unemployment, so we found that even though certain shows aren't specifically aimed at a youth group specifically, we find things like Jobshop segments, in particular, has been very helpful and very useful and interaction is quite great with young people.”

“The Morning Cruise – learn new words and how to upskill according to what companies are currently looking for.”

d) Promotes local content (music)

Data has revealed the station is entrenched in localism of its programming, one of the key tenets of community media as conceptualised by Johnson & Menichelli (2007:3). Tucker (2013:395) asserts that community media must play local music, support local artists, and focus on public affairs as part of its programming principles. Localism is evident through all the youth programmes sampled for this study. As one of the regulatory requirements for community broadcasting, the station actively serves as a platform utilised by local young emerging artists to promote and monetize their creative content (music). The station fulfils this responsibility by affording local emerging and established artists a platform to engage and reach their target audiences and generate more bookings for gigs.

Also, the researcher discovered having their music played more frequently allows these local artists to claim royalties from the South African Music Rights Organisation (SAMRO).

e) Promotes financial literacy amongst youths

A study by Garg & Singh (2018:173) reveals low levels of financial literacy among youth across most parts of the world. In response to this challenge at the local level, the show *Everyday People* on Mondays has a dedicated segment aimed to educate youths on financial matters such as budgeting, black tax, business financial management, savings, and how to invest. In addition, the show brings in financial experts to engage with the listeners (youths) and capacitate them to manage their finances effectively.

One of the respondents revealed in the interview:

“Know Your Story is where we get financial experts, and they breakdown financial terms because most of the time, we find that most young people don’t know the terminologies in terms of what “black tax” is; how SMME’s work, and how taxes work, and so forth. So, we normally invite a financial expert or someone within the financial space to come and breakdown some of the terms in a way people will have an understanding of”

5.2.3 Youth perceptions on Bush Radio programming

The data obtained from the questionnaires formed a basis for understanding how youths perceive the programming produced at the station. The researcher presents the data in the form of using quotations extrapolated from the questionnaires administered.

a) In your opinion, what is the role of community radio?

This question served to ascertain respondents’ opinions on the normative function of a community station such as *Bush Radio*. These are some of the responses from the youths sampled for this study.

“To be the voice of the community and any community-related.”

“To act as a voice for the community, broadcast specific viewpoints of the community. In addition, share emergency information about crime hotspots on the Cape Flats.”

“To be informative, play a role in social upliftment.”

“Talk about what’s happening locally in our marginalised communities and bring development to our people.”

“To empower, equip and entertain the community.”

The researcher found that respondents have a basic understanding of the normative role and function of the station under study. However, the researcher also found that other respondents were not entirely knowledgeable of this function.

b) Which programme(s) is your favourite on the station, and why?

The researcher discovered some of the programmes sampled for this study turn out to be favourable to the young target audience. Below is the sample data extrapolated from the questionnaire in response to this question:

“The Breakfast Rush – because of the great music and updated news about the Cape Flats and beyond.”

“Sakhisizwe – for it helps me to know what is happening around me and the country at large.”

“The Morning Cruise – to learn new words and how to upskill according to what companies are currently looking for.”

c) Are you aware of programmes on the radio station that targets youth empowerment?

Table 5.8: Radio programmes focusing on empowerment

STUDY AREAS	YES	NO	NOT SURE
1. Khayelitsha	2	0	2
2. Manenberg	1	0	1
3. Nyanga	1	1	1
4. Mitchells Plain	1	2	2
5. Phillipi	2	1	1
6. Elsiesriver	1	1	0
TOTAL	8	5	7

Source: Author, 2021

The study has found that 40% of the respondents are aware of the programmes designed by the station focusing on youth empowerment, whereas 25% of the respondents are not aware, and the other 35% are not quite sure if these programmes exist.

d) What are your impressions of the programme(s) in general?

Findings indicate the respondents have good impressions of various programmes produced by the station, and each respondent has a different perspective with each programme. Some of the feedback received in response to this question posed:

“It helps the youth by equipping them with employment and educational information.”

“I’m just enjoying the music.”

“Listeners share what they think, and the community get a sense of what’s happening concerning local developments.”

“It needs more local music and adds more content.”

“They benefit the community.”

f) Would you say the station is fostering youth economic empowerment?

Please explain

In response to this question, data revealed most of the respondents affirm they believe that the station plays a role in the economic empowerment of youths through its programming. These are some of the responses extrapolated from the respondents:

“Yes, because if you listen to the programme, you end up getting that job you were probably looking for.”

“Yes, programs are educational and entertaining. “

“Yes, it is trying, but it must try harder.”

“Sort of, as it helps the youth know which industries demand which skills.”

“Yes, because it promotions towards young businesses.”

f) Do you have avenues to air your views and make suggestions to the station?

Table 5.9: Listeners’ suggestions and views to the station

STUDY AREAS	YES	NO	NOT SURE
1. Khayelitsha	1	2	1
2. Manenberg	0	0	2
3. Nyanga	1	2	0
4. Mitchells Plain	1	2	2
5. Phillipi	1	2	1
6. Elsiesriver	0	1	1
TOTAL	4 (20%)	9 (45%)	7 (35%)

Source: Author, 2021

Data shown in table 5.9 indicates that most (45%) of the respondents are not aware of channels at the station to add or forward their suggestions and inputs regarding programming. A minimum number (20%) of the respondents are aware of the avenues created by the station for advice and views from the listeners. Another 35% is not sure of these channels. According to Nirmala (2015:42) community, radio stations such as *Bush Radio* are mandated to give a voice to marginalised groups in society such as women, disabled, and youths to express their views on issues facing their community served by the station. To ensure its relevance to both its listeners and the community it serves, Alfandika (2019) recommends that a community station should form a relationship anchored on two-way communication where access and participation of the community in the station are paramount.

g) Would you say your suggestions are taken into consideration?

This question aims to find out the involvement of youths in programme design and planning, especially for programmes targeted at youths.

Table 5.10: Listeners participation and involvement in programme design/creation progress

STUDY AREAS	YES	NO	NOT SURE
1. Khayelitsha	0	3	1
2. Manenberg	0	1	1
3. Nyanga	0	1	2
4. Mitchells Plain	0	3	2
5. Phillipi	3	0	1
6. Elsiesriver	2	0	0
TOTAL	5 (25%)	8 (40%)	7 (35%)

Source: Author, 2021

Data displayed in table 5.10 indicates that a small portion (25%) of the respondents agree that the station does take their suggestions on programming into considerations. In contrast, a significant number (75%) of the respondents do not agree, and others are not sure if this process takes place at the station. To foster more participation and involvement of the community (listeners), Al-Hassan, Andani & Abdul-Malik (2011) recommend community radio stations conduct regular feedback engagements to identify listeners' preferences in strengthening the station's content. The data presented shows that the station needs to enhance its mechanisms or channels to engage its listeners.

h) In what ways do you think the station can foster youth economic empowerment through its programmes?

The researcher sought to understand how the station can improve its programming to empower its listeners to support the current programmes. These are some of the proposals generated from the respondents:

“Running youth workshops for entrepreneurs and work together with schools on upliftment programmes in poor communities.”

“Bringing in youth that is successful in their respective fields to share their journey in the world of work, to inspire the fellow South African sitting at home without hope and unemployed.”

“Be engaged with community forums, team up with schools, police, and NGOs to become proactive in youth activities.”

“Share business details and give them (youth) the opportunities to express their business ideas.”

“By giving youth advice on their lives. Also, help them pursue their goals as well as their dreams.”

5.3 Conclusion

In summary, the study primarily revealed that *Bush Radio* positions the youth at the forefront of their programming. The station serves as a credible source of information relevant and beneficial to youths focusing on entrepreneurship, financial literacy,

education, and employment creation. Furthermore, *Bush Radio* anchors its content to crucial community media tenets of localism and participation, which affords local young talent of artists a platform to promote and monetize their creative material. Finally, some of the study's findings revealed the station acts as a conduit that connects youths with government and relevant organisations that offer opportunities to uplift and better their livelihoods.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents a summary of the findings and provides recommendations and a conclusion of the study. This study explored the role of community radio in youth economic empowerment using Bush Radio in Cape Town as a case study. The study sought to answer the following research questions;

RQ1. What programmes are produced/broadcasted by Bush Radio target youths?

RQ2. How are these radio programmes fostering the economic empowerment of youths?

RQ3. What are the perceptions youths have of Bush Radio programmes?

Furthermore, this chapter highlights the study's limitations and recommendations to strengthen the role played by the station to youths in the Cape Flats. Lastly, this chapter recommends relevant topics for future research.

6.1 Summary of the research

To achieve the objectives of this study, the researcher adopted a mixed method research approach to gather data. In Clark & Ivankova (2015) 's view, this research approach allows the researcher to integrate quantitative and qualitative methods of data collection analysis to best understand the purpose of the research. Some of the advantages of mixed method, the researcher collects and analyses both qualitative and quantitative data rigorously in response to research questions and hypotheses. Also, it allows the researcher to collect data using quantitative instruments and follows up with interviews of a few individuals who completed the survey to help and explain the reasons behind and meaning of the quantitative survey results (Creswell & Clark, 2017). The chosen research design tools allowed the researcher to gather in-depth information into the research problem and generated new ideas for further research.

Although several commercial and community media projects exist in Cape Town, the researcher identified *Bush Radio* as a preferred case study. It is one of the oldest pioneering community radio stations in South Africa, which is why it regards itself as the "Mother of Community Radio in Africa" (Bush Radio, 2021). The researcher delineated the study in the Cape Flats townships of Khayelitsha, Mitchells Plain, Manenberg,

Elsiesriver, Nyanga, and Phillipi, the station's critical geographical areas broadcasting radius. The station has a rich footprint in providing these communities with developmental programming focusing on various societal topics such as human rights, gender, LGBTIQ+, labour, health, and entrepreneurship. The station focal areas: broadcasting, community upliftment, scholarship & training, and potential human development.

The study sampling size was eight (8) radio station personnel, including twenty (20) radio listeners, youths between the ages of 18 – 35 living within the Cape Flats. The researcher identified participants using a purposive sampling technique. Tongco (2007:147) describes this technique as a non-probability sampling that is most effective when studying a specific cultural domain with experts within. Furthermore, it is a type of selection in which the researcher selects settings, persons, or events for the vital information they can provide (Maxwell, 1997). Data gathered from the fieldwork was analysed using thematic data analysis to identify patterns and interpret data using themes to address the research questions (Maguire & Delahunt, 2017). This method was suitable because it helped the researcher identify patterns from the data gathered from the semi-structured interviews and questionnaires administered.

In terms of ethical considerations, the researcher informed all study participants and briefed them about the study prior. Also, no one was forced or coerced to participate in this study; everyone experienced it of their own free will. As the country is at a difficult point in fighting against the second wave of the COVID19 pandemic, the researcher ensured all safety precautions, such as sanitising and social distancing, were observed in the study's data collection phase. The researcher wore a mask throughout the fieldwork and confirmed that participants also wore theirs. *Bush Radio* also ensured that hand sanitisers were available to all staff and visitors, improving overall safety measures.

6.2 Summary of the findings

This section presents a summary of the research findings aligned with the study objectives as highlighted below:

1. Determine programmes produced by Bush Radio targeted at youths
2. Examine how these radio programmes foster economic empowerment of youths
3. Ascertain youth perceptions on Bush Radio programmes

6.2.1 Youth programming

The study discovered the station has several programming that caters to youths in the study's delineated areas. Data revealed that Bush Radio has a strong representation of young people in the driving seat in producing these programmes, giving youths a voice to be heard. They are one of the marginalised groups in society. Aligned with the ICASA mandate for community broadcasting, the study also found the station's programming aims to inform, educate, and entertain youths and inform, educate, and entertain youths and the whole community served by the station. These programmes address a wide range of topics focusing on health, gender equality, entrepreneurship, unemployment, service delivery, education, arts and culture, politics, sports, and labour matters.

6.2.2 Youth Economic Empowerment

In response to the main research question on the role of community in youth economic empowerment of youths, the study discovered the station offers a wide range of mechanisms to empower its listeners (especially youths). Firstly, the researcher found that most of the programmes sampled for this study have a common element of support for local young entrepreneurs and create awareness of entrepreneurship. Through these identified programmes, young emerging entrepreneurs have an opportunity to be offered a platform to promote their products and services at no cost, which could cost them a fortune compared to a commercial station. Secondly, the station provides young aspiring broadcasters with professional on-the-job experience in presenting, producing and post-production. These interns and volunteers are not paid a salary but receive a stipend to cover their basic needs.

Furthermore, the data gathered indicates the station also caters to unemployed youths; these are young people sitting at homes with or without a formal qualification in need of a job. Through programmes such as *Sakh'isizwe* and *The Morning Cruise*, the station provides listeners with relevant lists of vacant positions in Cape Town. Also, these include

sharing information on work preparedness (how to draft a CV/resume, cover letter, etc.), financial literacy, bursaries, internships, and leadership.

6.2.3 Youth perceptions

The study sought to understand youths' perceptions of the programming designed by the station. The researcher administered questionnaires for this segment of the study. Firstly, a dominant number of the respondents were aware (informed) of the normative mandate of community stations such as Bush Radio to the geographical communities it serves. However, the researcher also discovered many youths weren't listening or even aware the station exists in their area. Data shows the programmes sampled turned out to be favourable and relevant to the youths. Also, the study has found that 40% of the respondents sampled are aware of the programmes designed by the station focusing on youth empowerment, whereas 25% of the respondents are not aware, and the other 35% are not quite sure if these programmes exist. Data also showed that most (45%) of the respondents are not aware of channels at the station to add or forward their suggestions and inputs regarding programming. A minimum number (20%) of the respondents are aware of the avenues created by the station for advice and views from the listeners. Another 35% is not sure of these channels.

6.3 Recommendations

The data from the semi-structured interviews indicate the station lacks a proper monitoring system (matrix) to evaluate the programme's effectiveness produced by the station. Social media platforms such as Facebook, Twitter, and WhatsApp messaging emerged as primary tools currently used by the presenters (using their accounts) to engage listeners and generate feedback on their respective programmes. Therefore, the station should establish a central monitoring platform that will develop data from the listeners and translate it into each programme's performance to assist the station in noting areas of improvement and development in content production.

Despite the station having youths as its primary and dominant target audience, the study has found youths in Cape Flats are still unaware of the station and its programmes that cater for them - giving them a voice to address their challenges. To reach more youths in

the Cape Flats, the station needs to expand its direct footprint by conducting more outside broadcast (OB) campaigns to all the communities within its coverage radius. These outreach campaigns allow listeners to directly interact with the station personnel, which can still be frequently used to ascertain listeners' perceptions of the station programming. The researcher discovered the station conducts these OB outreach programmes; however, only a few get implemented due to budget constraints.

6.4 Limitations and future research

This study initially targeted conducting focus groups with the station's listeners (specifically youths) in all the communities delineated. However, due to COVID19 lockdown regulations, the researcher opted for a questionnaire as a secondary research design to engage with listeners. Also, under normal circumstances, the sampling size of the respondents (youths) should have been larger than twenty (20) to give a proper representation of the youth population of listeners in the Cape Flats. Furthermore, due to the non-availability of funding and resources, not all the communities within the Cape Flats were covered in the study to ensure all the areas covered by the station were featured in the study. These limitations provide a gap for future research.

6.5 Conclusion

This chapter presented the synopsis of the findings and provided recommendations and conclusions of the study. This study found that youths are positioned at the forefront of Bush Radio's programming. The station serves as a credible source of information relevant and beneficial to youths focusing on entrepreneurship, financial literacy, education, and employment creation. Furthermore, the station's content is anchored on crucial community media tenets of localism and participation. Finally, some of the study's findings revealed the station acts as a conduit that connects youths with government and relevant organisations that offer opportunities to uplift and better their livelihoods.

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**PROOF OF REGISTRATION
To Whom It May Concern**

15-Jan-2020

It is hereby confirmed that the under mentioned person is a registered student at the Cape Peninsula University of Technology.

Student Number: 211053996
Name: GQIBILE JOHN BULANI
Registered for Period: 09-Jan-2020 - 20-Dec-2020
Course: MTPRMC M TECH: PUBLIC RELATIONS MNGT (CRSE
BASE FT FULLTIME - DISTRICT 6 CAMPUS

Subject	Description	Qual.	Class Group	Exam Year	Exam Month	Cancel	Offering Type	Amount
R5PR01C	0 YEAR (JAN-NOV) DISSERTATION	MTPRMC	A	2020	11	N	FT	10150.00
Subtotal:								10150.00

YOU HAVE BEEN ENROLLED FOR THE FOLLOWING SUBJECT/S. IT IS IN YOUR INTEREST TO CAREFULLY CHECK THIS INFORMATION AND SHOULD THERE BE ANY ERRORS OR OMISSIONS INFORM THE FACULTY OFFICE IMMEDIATELY!
ALL FEES WITH THE VALUE OF R9 990.00 / R99 990.00 MUST BE REPORTED AFTER REGISTRATION TO YOUR FACULTY OFFICE FOR RECTIFICATION

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Office of the Research Ethics Committee	Faculty of Informatics and Design
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29 July 2020

This serves to confirm that ethics approval was granted to Mr Gqibile John Bulani, student number 211053996, for research activities related to the MTech: Public Relations Management in the Faculty of Informatics and Design, Cape Peninsula University of Technology (CPUT).

Title of dissertation:	An assessment of the role of community radio in youth economic empowerment in the Cape Winelands District
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Comments

Research activities are restricted to those detailed in the research proposal.

	29 July 2020
Signed: Faculty Research Ethics Committee	Date



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1 October 2020

To whom it may concern

I, **Brenda Leonard**, in my capacity as **Managing Director at Bush Radio**, give consent in principle to allow **Gqibile Bulelani**, a student at the Cape Peninsula University of Technology, to collect data in this company as part of his M Tech (IT) research. The student has explained to me the nature of his research and the nature of the data to be collected.

This consent in no way commits any individual staff member to participate in the research, and it is expected that the student will get explicit consent from any participants.

I reserve the right to withdraw this permission at some future time.

In addition, the company's name may or may not be used as indicated below. (Tick as appropriate.)

	Thesis	Conference paper	Journal article	Research poster
Yes	x	x	x	
No				x

Brenda Leonard

1 October 2020

THE MOTHER OF COMMUNITY RADIO IN AFRICA

DIRECTORS: MS LEAH ABRAMSON, MR MOKENA MAKEKA, MRS XOLISWA MAYISELA,
DR NORMAN MAHARAJ, MS BRENDA LEONARD (Managing Director)

AN ASSOCIATION INCORPORATED UNDER SECTION 21 - NO 1997 01762/08
VAT REG. NO: 424 01 78 428



THE ROLE COMMUNITY RADIO IN FOSTERING YOUTH ECONOMIC EMPOWERMENT

Questionnaire

SECTION A:

Biographical Information

Please, tick as appropriate.

Sex: Male Female rather not mention

Age: 18-25 25-30 30-35 over 35

Employment: Employed unemployed business owner

Where do you live?

Mitchells Plain Elsesriver Philliphi

Manenberg Khayelitsha Nyanga

How in the many years have you lived in the community?

1-5 yrs 5-10 yrs 10-15 yrs over 15 yrs

SECTION B:

1. Do you listen to *Bush Radio*? Yes No

2. How do you access the station? Via phone via the internet via a radio set

3. How often do you listen to the station? Daily Weekly Monthly

4. What time of the day do you listen to the station? 7-10 a.m. 11 a.m.- 2 p.m.

2-6 p.m. 6 p.m.- midnight

5. In your opinion, what is the ideal role of a community radio station?

6. Which programme(s) is your favourite on the station, and why?

7. Are you aware of programmes on the radio station that target youth empowerment?

Yes No Not sure

8. Can you please name the programme?

9. What are your impressions of the programme(s) in general?

10. Would you say the station is fostering youth economic empowerment? Please explain.

11. Do you have avenues to air your views and make suggestions to the station?

Yes No Not sure

12. How effective are these avenues?

13. Would you say your suggestions are taken into consideration?

Yes No Not sure

14. In what ways do you think the station can foster youth economic empowerment through its programmes?
