Unemployed youths' awareness of the National Youth Policy and the National Youth Development Agency and strategies used to find employment in Mpophomeni Township, KwaZulu-Natal

Submitted in fulfilment of the requirements for the degree of Master of Social Science in Public Policy at the University of KwaZulu-Natal, Howard College, Durban

Mandisa Brightness Mthalane

Supervisor: Dr Sharmla Rama

2020

Declaration

I, Mandisa Brightness Mthalane, declare the following:

- The research reported in this dissertation, except where otherwise indicated is my original research.

- This dissertation has not been submitted for any degree or examination at any other university.

- This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

- This dissertation does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:

    - Their words have been re-written but the general information attributed to them has been referenced

    - Where their exact words have been used, then their writing has been placed in italics and inside quotation marks, and referenced.

- This dissertation does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the References sections.

_____   _____

Student name: **Mandisa Mthalane**   Date

_____   _____

Name of supervisor: **Dr Sharmla Rama**   Date

Abstract

The increasing rate of youth unemployment has been of great concern in South Africa. The South African government's efforts to enhance the employability of youth, is in the form of the National Youth Policy and the establishing of the National Youth Development Agency. However, very little research exists on the level of awareness and exposure the unemployed youth have on the national development agency and its workings. The purpose of this study was to investigate the level of awareness the unemployed youth at Mpophomeni Township has about the National Youth Policy and the National Youth Development Agency and the strategies used to find employment. The theoretical framework informing the study was the Public Policy Implementation Models using the top-down, bottom-up and the hybrid implementation model. The qualitative research methods applied in-depth semi-structured interviews from sixteen unemployed youth at Mpophomeni Township. Participant selection consisted of purposive and snowballing sampling.

Thematic analysis was utilised to analyse collected data through coding and creating themes. The analysis of responses showed that the strategies used to find employment consists of; applying for jobs, volunteering and starting their own business. Furthermore, most participants knew about the agency. However, participants had different encounters and attitudes towards the organization such as, having no interest or discouraged from approaching the agency for assistance. This study sought to provide possible effective ways to communicate youth development initiatives and suggest strategies to reduce youth unemployment in their township. These initiatives consist of; community visits from the organisation, the use of social media, skills development programmes, promotion of youth entrepreneurship and mentorship. Recommendations offered by this study intends to improve the level of awareness of the unemployed youth about the NYDA in their community including ways to find or create self-employment to alleviate youth unemployment.

Acknowledgements

I would like to express my appreciation to the following people who supported me throughout my studies:

Firstly, I express my gratitude to God, who makes all things possible. It has been a difficult journey, but God gave me strength to continue with my studies.

Both my Parents, have been very supportive during difficult times and encouraged me to endure even when I thought of giving up.

The Mpophomeni Township Ward Councillor R. Khumalo, for allowing me to conduct my research within the township; and for allowing me the use of community facility.

I like to thank my participants from Mpophomeni Township; for their time and availability made this dissertation possible.

I thank my friends, who continued to encourage and assist me throughout this dissertation; Cikizwa Gwambe, Nkateko Manganye, Nomonde Ndlovu, Nombulelo Shezi and Zama Mthombeni.

Lastly, I appreciate my supervisor Dr. Sharmla Rama, who has been extremely patient and an excellent mentor; who tolerated my shortcomings and encouraged me to persevere, when I became weary; including her continuous guidance throughout my academic journey.

List of Abbreviations and Acronyms

DHET	Department of Higher Education and Training
EPWP	Expanded Public Works Programme
FET	Further Education and Training
ILO	International Labour Organisation
IYDS	Integrated Youth Development Strategy
JOBS	Jobs and Opportunities Seekers
LLB	Literally Legum Baccalaureus
NATED	National Accredited Technical Education Diploma
NCV	National Certificate Vocational
NDP	National Development Plan
NDPW	National Department of Public Works
NSC	National Senior Certificate
NSF	National Skills Fund
NSDP	National Skills Development Plan
NSDS III	National Skills Development Strategy III
NYC	National Youth Commission
NYDA	National Youth Development Agency
NYP	National Youth Policy
NGP	New Growth Path
NEET	Neither in employment nor in education or training
PIVOTAL	Professional, vocational, technical and academic learning
PSET	Post-school education and Training

Q1	Quarter 1
Q2	Quarter 2
SAPS	South African Police Service
SDA	Skills Development Act
SETAs	Sector Education and Training Authorities
STATS SA	Statistics South Africa
TVET	Technical and Vocational Education and Training
UKZN	University of KwaZulu-Natal
WSP	Workplace Skills Plan

List of Figures

List of Tables

Table of Contents

CHAPTER ONE: INTRODUCTION

1.1 Introduction

Youth unemployment is one of the most pressing challenges in South Africa. Thwala (2011) argues that South Africa is not the only country with a skills shortage issue, but that it is, in reality, a global problem. "Factors underpinning these job losses included a lack of education, growing population, slow employment opportunity creation, increased number of economically inactive people, high employment search costs and lack of access to information by the poor and disadvantaged" (Department of Labour, 2012:5). Various factors contribute to youth unemployment such as population growth, lack of experience, methods used search for jobs, and lack of career guidance in secondary schools (Cloete, 2013).

The International Labour Organisation (2012) explain that the youth employment crisis may be heightened by economic challenges which require the government, employers and employees collectively working together to promote, create and produce. There is an apparent employment gap between young people and adults due to the relative lack of work experience and the insufficient job skills of young workers (Kluve, 2014). National Treasury (2011) suggests improving education and skills including labour market interventions to improve the employability of young people as a short and long-term measure in addressing youth unemployment. There is a wide gap between the unemployed who have the fewer skill and the employed that are skilled, as a result, there are policy implications (Banerjee, Galiani, Levinsohn, McLaren & Woolard, 2008).

Youth empowerment has become one of the government's priorities by developing national policies to increase youth participation in the economy (Malan & Breitenbach, 2001). De Lannoy et al (2018) highlights that policies that address youth unemployment should receive more attention since recommendations have been made in existing initiatives to expand current programmes that offered.

1.2 Background and problem statement

The unemployment rate in the first quarter of 2019 was reported at 27.6%. Youth unemployment accounts for 63.4% of the total number of unemployed people (stats SA, 2019). Young people continue to experience the challenge of being absorbed into the formal labour market due to the lack of skills and experience (Melaphi, 2015). McQuaid & Lindsay (2002), state that there should be an attempt to understand what makes individuals employable to formulate and implement suitable

policies. The South African government has established different policies to support youth employment to create jobs which are not limited to any sector (National Treasury, 2011).

Youth unemployment has increased for those who have never worked as well as those who have been looking for work for more than a year (Spaull, 2013). Paver, Rothmann, van den Broeck and de Witte (2019) point out that employment intervention may not only identify needs in the labour market but other approaches that will contribute in tackling employment challenges in South Africa. Kluve (2014) highlights that youth intervention programmes are necessary to address issues such as job search assistance, training, career guidance and placement services.

The National Youth Commission (NYC) is a significant role player within the youth constituency, primarily because it is responsible for the development of the National Youth Policy (NYP) (Malan & Breitenbach, 2001:181). The NYP is utilised as a tool for looking into youth-related issues which gives guidance to execute appropriate and effective programmes for the youth (Hlophe, 2015). Malan and Breitenbach (2001) point out that the NYP focuses on youth development programmes entailing youth employment plus innovation and business. The NYDA report policy (2014) outlines that these interventions enable the optimal development of young people by offering programs for business development support services, mentorship programs, career guidance, and scholarship programs.

Efforts have been made by the South African government to empower youth by adopting the National Youth Policy (NYP) and the establishment of the National Youth Development Agency (NYDA). Some policies focusing on youth development are not successful in confronting challenges that the unemployed youth encounter at a local level (Kampala, 2011). On the contrary, Mnculwane (2016) argues that failure to implement policies is not only the result of lack of managers but the lack of public participation to make the policy more efficient.

The choice of Mpophomeni Township as a study area is due to the high rate of unemployment. Baiyegunhi and Makwangudze (2013) explain that the socio-economic setting at Mpophomeni Township includes high levels of poverty due to unemployment rate; high crime rate, drug and alcohol abuse. Hence, the purpose of this study is to explore the issues of awareness on the NYP and NYDA and highlight what attempts the unemployed youth at Mpophomeni Township have made to find employment.

1.3 Research questions

- What do the unemployed youth in Mpophomeni Township perceive as barriers towards finding employment?

- What assistance is offered to youth in Mpophomeni Township towards them finding employment or participating in job creation?

- What attempts have the youth in Mpophomeni Township made to find jobs or employment in and outside of their community?

- To what extent are the youth in Mpophomeni exposed to NYP and the NYDA?

- How best can initiatives such as the NYDA be communicated to the youth in areas such as Mpophomeni and what role can they (youth) play in this process?

1.4 Research objectives

Research objectives of this study are:

- To identify what the unemployed youth in Mphophomeni Township perceive as barriers or challenges towards finding employment.

- To identify the types of assistance or opportunities the community offers to the unemployed youth at Mpophomeni Township.

- To investigate the challenges, the youth at Mphophomeni Township face in finding employment.

- To investigate the extent of awareness raised by the NYP and NYDA to local communities

- To explore how best initiatives such as the NYDA can be communicated to the youth in areas such as Mpophomeni and what role the youth can play in this process.

1.5 Theoretical framework

This study is anchored on the top-down and bottom-up approach also known as the hybrid approach. The top-down and bottom-up approach will assist this study in analysing the implementation of the NYP and NYDA at grassroots levels. Birkland (2011) describes that the top-down implementation depends on the policy objectives and set out goals of the top-level policy designers and that bottom-up implementation starts at the lowest levels and moves upwards. On the contrary, Birkland (2011:226) adds that the "bottom-up approach subscribes to the idea of set rules and regulations that

include methods used by government and interest to address problems". It is essential to evaluate how policy is applied from a national level to a community level if they bring about the desired changes.

Makinde (2005:96) views the challenge of top-down as "often the lack of recipient participation in the formation of policies that either has a direct or indirect bearing on their lives and society". Hlophe (2014) also critiques the top-down approach as not successfully applied at a grass-root level. On the contrary, you cannot use bottom-up without top-down since they carry out goals at the top level. The importance of using the top-down approach is that it helps us understand the goals set to be attained by the policy and agency when applying the policy; therefore, there will be an assessment of objectives and programs employed by the agency to address youth unemployment. However, since the bottom-up the approach takes into account the grass-roots social ills, this will help identify the extent the unemployed youth is informed about the NYP and NYDA.

Howelett and Ramesh (2003), state that these two approaches are not contradictory but complementary. Hence, top-down and bottom-up approaches are applicable for the study to evaluate the youth's awareness about the policy and agency including; strategies they use to obtain work and determine if the policy or agency meets its expected intended goals. Also, find recommendations to increase youth participation in gaining access to these government interventions.

1.6 Research methodology

This study employed a qualitative research approach. Domegan and Fleming (2007:24) explain that "qualitative research aims to explore and to discover issues about the problem at hand because very little is known about the problem". Qualitative research was used to explore how informed the unemployed youth at Mpophomeni is regarding the NYP and the NYDA. Furthermore, the study sought to understand the attempts the youth made in finding employment.   The qualitative research is a form of social action that emphasises how people interpret and make sense of their experiences to understand the social reality of individuals (Haradhan, 2018). The aim was to get a deeper insight about the thoughts and the experiences young people at Mpophomeni Township have encountered as unemployed people. Dlamini (2017) points out that the qualitative research approach helps the researcher to get rich information and have insight into the phenomenon investigated.

To achieve the objectives of this study, semi-structured interviews were used during data collection. It required the participants to express their views and thoughts and also helped the researcher to get extensive data about the topic. Data collection in this study entailed semi-structured key informant

interviews. The researcher prepared an interview schedule to use as a guideline when collecting data. "An interview schedule guide that was used ensured that key questions were asked in each interview" (Dlamini, 2017:94). It allowed the researcher to ask open-ended questions and the ability to probe further questions. Also, all the interviews were audio-recorded. These interviews were conducted in the community centre with the permission of the ward councillor. Participants were also given an option to be interviewed either in English or isiZulu.

The sample size consisted of 16 unemployed youth of both genders at Mpophomeni Township. Unemployed youth members of the community were recruited and assisted in identifying other unemployed youth community members. Purposive and snowball sampling method was used. Etikan and Bala (2017) refer to purpose sampling as recruiting participants will best provide the information in relations to the objectives of the study. This sampling was relevant to this study because the participants selected informed the researchers about their experienced being unemployed, their knowledge on government intervention and techniques used to find work.

All participants were informed about the research conducted and expectations before the interview. Hence, their consent was voluntarily and would be allowed to pull out from the interview at any time they were uncomfortable. To ensure confidentiality, all recorded information remained anonymous. To enhance trustworthiness and credibility, findings gathered were compared to ensure questions asked are aligned with research objectives and explored subject matter in-depth.

Thematic analysis was applied to analyse data in this study. Replies from participants were grouped, analysed and classified into themes (Malaji, 2016). Kampala (2011) describes that thematic content analysis as gathering and organizing information, allowing the researcher to establish notion, expression, themes, topics and common patterns. Recorded interviews were translated from isiZulu and transcribed into English. Transcribed data were then coded and analysed. Coding was based on demographic information, education attainment and experiences seeking employment.

1.7 Structure of dissertation

The following dissertation will consist of six chapters:

Chapter one entails an introduction and background and problem statement of this study. It will further discuss the research questions, objectives of the study including an outline of the research methodology.

Chapter two presents the literature review which discusses the concepts about the youth and youth employment. It also covers the types of unemployment, challenges related to youth unemployment. Furthermore, the researcher reviewed literature covering issues relating to national policies and programme landscapes.

Chapter three consists of the Theoretical Framework. The chapter begins defining policy and policy implementation, Thereafter, implications for policy implementation by observing the top-down, bottom-up and hybrid perspective looking at the relationship between the two approaches from a local-level perspective.

Chapter four explains the research methods used such as the qualitative methodology in the form of semi-structured interviews. Purposive and snowballing sampling methods will be used to explain the objectives of this study. It will also include the ethical consideration of the study to be conducted.

Chapter five consists of the key findings and discussion of the results. The discussion and findings have emanated from the in-depth interviews and literature to support the views of the participants.

Chapter six is the final chapter that describes the key findings of the study from the results obtained. It also includes recommendations to the unemployed youth, community councillors, NYDA at Umngeni municipality and policy recommendations. Additionally, suggestions for further research were provided.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The increasing levels of youth unemployment in South Africa have become a great concern to the government. According to the National Treasury (2011), high levels for youth unemployment implies the youth does not have the necessary skills or experience needed to contribute to the labour market. Malakwane (2012), states that several unemployed people lack the essential skills, training and relevant experience to be productively utilised in the economy. Reddy, Bhorat, Powell, Visser, and Arends (2016) note that there is an increase of people without work particularly amongst the youth of South Africa and that, amongst other interventions, education, skills development, job creation as well as policies that will address issues of employment should, therefore, be a priority.

In relations to this study, the following chapter consists of two parts on Youth Unemployment in South Africa. It firstly focuses on the definition of unemployment, on unemployment statistics and the supply and demand of skills in South Africa while also examining the issue of youth's lack of work experience, educational attainment and lack of information and resources to assist them in finding employment. Secondly, this chapter will focus on national policies and programmes implemented by the South African government in an attempt to address the challenge of youth employability and work opportunities. These policies comprise the National Skills Development Strategy III, The New Growth Path, National Development Plan, National Youth Policy and the National Youth Development Agency.

2.2 Unemployment

2.2.1 Definitions

There are different concepts used interchangeably when referring to employment such as having a job or working. The ILO (2013) explains that employments has two main categories such as paid employment and self-employment. Furthermore, individuals work during a specified brief period, either one week including individuals who have their own businesses (ILO, 2013). Cacciattolo (2015) defines work as a consequence interconnected with education and workplace education in which skills are upgraded and knowledge is acquired at the place of work. Santana (2012) points out work can also be a way in which society distributes wealth and power. On the other hand, Heron (2005:9) state that "a job refers to the specific tasks and duties to be performed for a particular position, for example, a clerk whose tasks to draft drafting monthly reports and filing reports and documents".

There are various definitions used to describe unemployment. Cloete (2015) defines unemployment as a state of availability for employment and are searching for jobs but cannot find employment. The International Labour Organisation (2005) refers to unemployment as efforts made, during a period, to find a job which include: browsing job sites, applying to companies' as well as recruitment agencies. Du Toit (2003), explains that it can also be disappointed people who have struggled to find work.

"The definition of unemployment excludes persons who want to work but do not actively seek work because of limited job opportunities, have restricted labour mobility, or face discrimination or structural, social or cultural barriers" (ILO, 2005:12). For instance, Yetter (2013) states that when students graduate, it may take a while for them to find a fit job and some of these graduates are eagerly job searching but do not find work, they are considered **frictionally unemployed**.

Mafiri (2005) describes **structural unemployment** as being caused by mismatches among the skills that workers possess, and the skills required in the workplace. Mncayi (2016), states, to some degree, agrees with Malakwane, that some of the problems of structural employment can be attributed to education, shortage of skills, illiteracy as well as skills mismatch. Relatively, Mitchell and Quirk (2005) explain that structural unemployment is when jobs are available, and potential employees are willing to work, but they don't have the required job skills to qualify for the relevant vacant post. Differing slightly, Malakwane (2012) believes that unemployment in South Africa is mainly structural in nature but also comprises of cyclical unemployment.

Contrary to structural unemployment, **cyclical unemployment** happens when there is an increasing demand for employment for those who seek work but due to the demand for most goods and services declining, fewer workers are required and therefore, others become unemployed (Maynard 2007 cited in Malakwane (2012). Yetter (2013) points out that this type of unemployment occurs when fewer goods and services are being purchased as a result, fewer employees are needed in the production of these goods and services. De Rheede and Joy (2012) state that graduate unemployment increased during the period of economic recession as this type of unemployment is cyclical; it is, therefore, dependent on the skills that are in demand in the workplace and the supply of those skills.

2.2.2. Unemployment in South Africa

Malakwane (2012) explains that the increased unemployment rate is motivated by the uneven distribution of employment opportunities amongst provinces. Mncayi (2016) state the unequal distribution opportunities among provinces are due to come provinces are an economic hub of the

country like Gauteng and Western Cape, which makes it easier for jobseekers to have access in the workplace. For instance, in South Africa this, provinces like Eastern Cape, Limpopo and Mpumalanga which are underdeveloped, have a dense population, young and old as a result, it affects their unemployment rate (Mncayi, 2016). That is why others migrate to provinces that are economic hubs for employment. However, the rate increased in two of the nine provinces, KwaZulu-Natal, up by 2.6%, and the Eastern Cape, up by 0.5% but high unemployment rate, especially in Durban and Johannesburg, the job market was generally completely saturated.

Figure 1: General South African unemployment rate by race in 2018
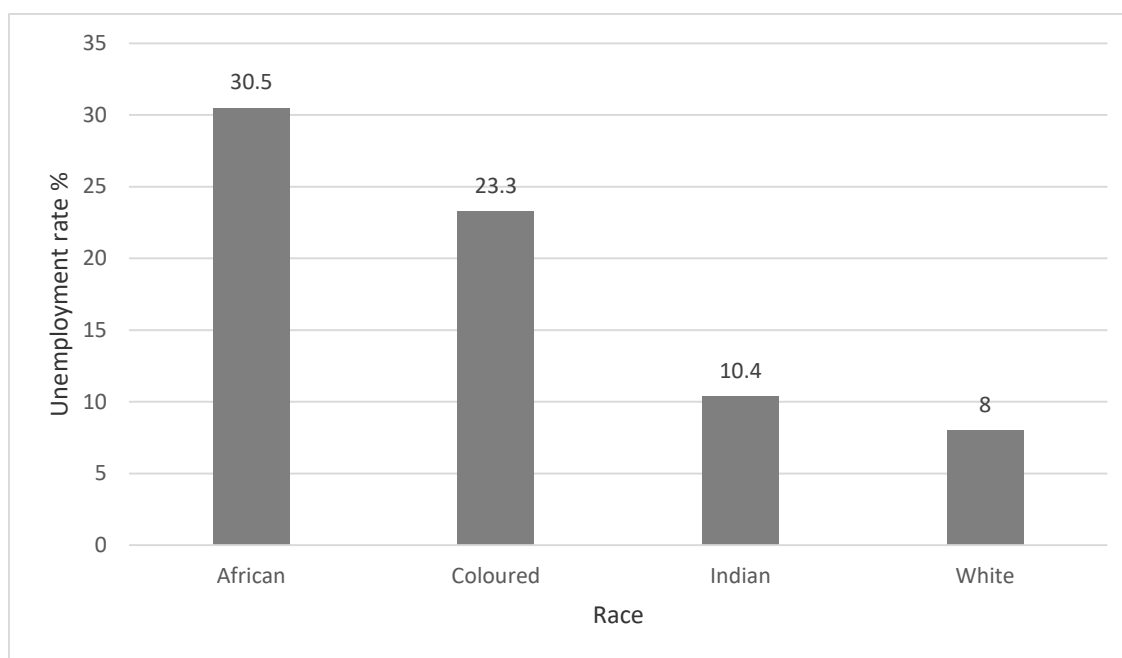
Source: Statistics South Africa Quarterly Labour Force Survey, Quarter 2, 2018 pg. 28.

Figure 1 indicates the unemployment rate in Q2 by race in 2018. Black Africans have the highest unemployment rate (30.5%) followed by Coloured (23.3%) and White (8%) with the least unemployment rate.

Historically, racial imbalance has contributed to the lack of opportunities and resources. Even after the apartheid-era labour market discrimination being excluded from economic and political participation, several disadvantaged citizens remained relatively disadvantaged, particularly African peoples through there is labour market legislation and polices (Moses, Van der Berg & Rich, 2017). Moreover, Leibbrandt et al (2010) argue that racial inequality in South Africa is associated with geographical areas whereby many African people live in rural areas, limiting their opportunities to

migrate to urban areas. Being constrained from the economy and education, it inevitably affects the development of skills (Kampala, 2011).

Figure 2: General South African unemployment rate by gender in 2018

Source: Statistics South Africa Quarterly Labour Force Survey, Quarter 2, 2018 pg. 11

Figure 2 shows South African unemployment rate by gender in Q 1 and 2. Females have the highest unemployment rate compared to males for Q1 and 2. There has also been an increase in unemployment for both genders from Q1 to Q2, Q2 having the highest rate.

Figure 3: General South Africa Unemployment rate by education level in 2018
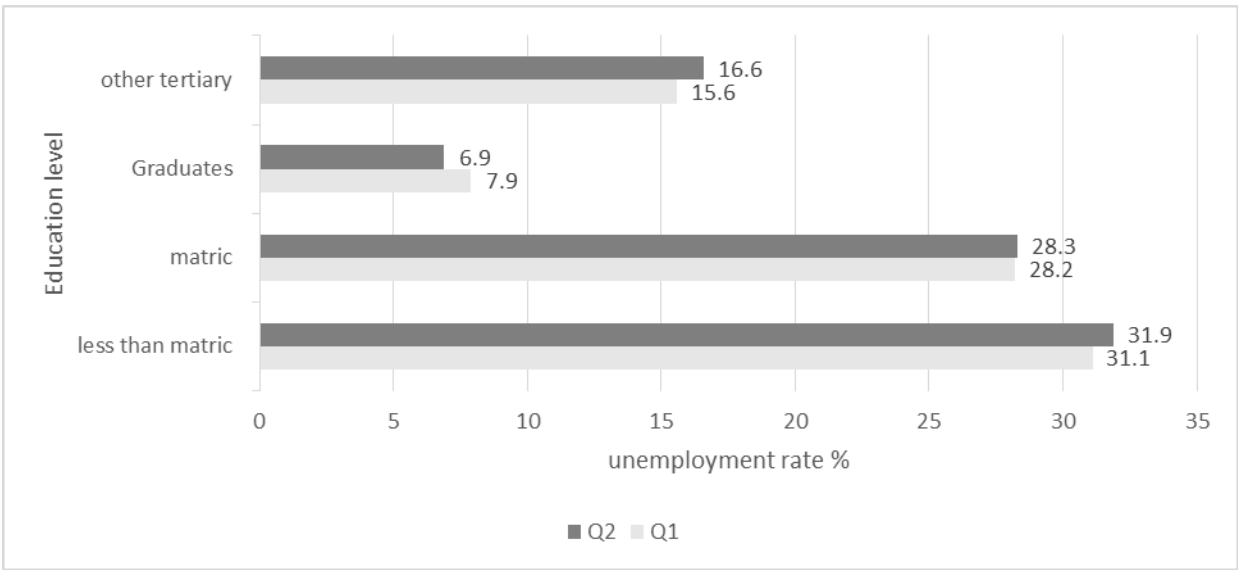
Source: Statistics South Africa Quarterly Labour Force Survey, Quarter 2, 2018 pg. 11

Figure 3 indicates the unemployment rate according to education level. Unemployment is high for people who have less than matric followed by those who have matric and graduates have the lowest unemployment rate. Graduate unemployment decreased in Q2 (6.9%) from Q1 (7.9%). This indicates that individuals who are more educated are most likely to find employment compared to people with matric or less.

2.3. Youth unemployment

2.3.1. Definition

According to Du Toit (2003), the South African National Youth Act of 1996 defines youth as persons in the age group 14 to 34 years. Lam, Leibbrandt and Mlatsheni (2007) argue that young people in South Africa fall between the ages of 15-35 and the youth are either in school or studying. Lam et al. (2007: 4) acknowledge that "workers that are classified as a youth in South Africa are not a homogenous grouping and propose that there are three distinct cohorts within this broader classification of youth: 15-19, 20-24, and 25 to 35". This study will focus on youth between the ages of 18-35 years. This age group will help answer key questions and examine objectives concerning the unemployed youth experience finding employment and initiatives made to address this issue.

2.3.2. Global statistics

The International Labour Organisation (2017) reveals that over the last twenty years, the amount of youth who actively engage in the labour market and the global labour force participation rate (either by working or looking for work), declined from 55.0 % to 45.7 %. An estimated 21.8 % of young people, the majority being female, are neither in employment nor in education or training (NEET) and male NEET are the lowest in developing countries at 8.0%, in developing countries at 9.6% and in developed countries at 11.3% (ILO,2017).

Perold, Cloete and Papier (2012), note that in most developing countries the youth population continues to increase and as a result, more people are unemployed and are searching for jobs. The International Labour Organization (ILO) report (2016) shows countries that are hardest for youth to find work in 2016; South Africa, Namibia and Mozambique are above 35%, Botswana between 28-35% and Zimbabwe from 13 to 20%. Morgan (2014) confirms that South Africa has high levels of youth unemployment compared to other developing countries with an unemployment rate of 23.9%.

2.3.3. Youth unemployment in South Africa

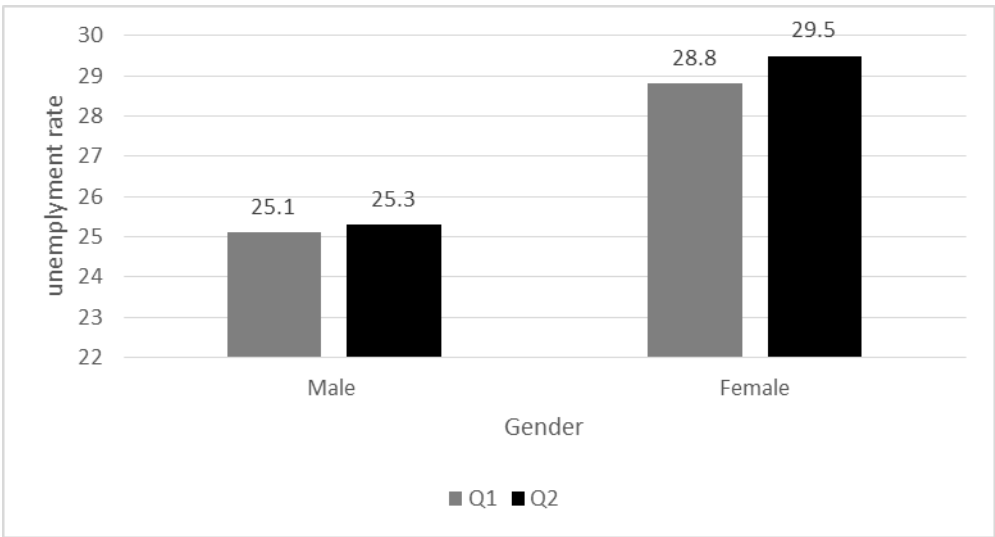Figure 4: Unemployment rate between 15-34 years and education level in 2019
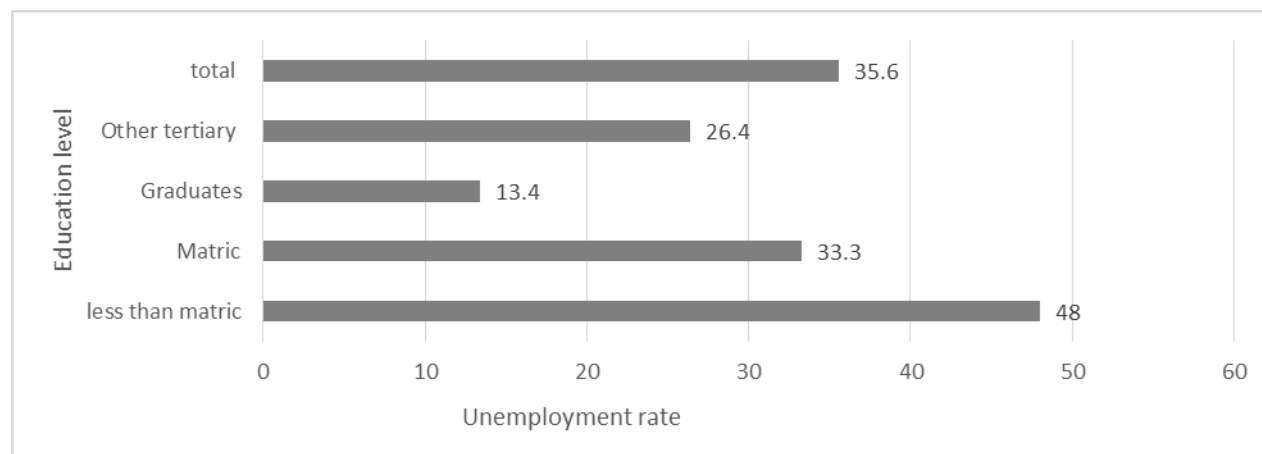
Source: Source: Statistics South Africa Quarterly Labour Force Survey, Quarter 2, 2019 pg. 11

Figure 4 shows the unemployment rate between the ages of 15-34 years and education level. Similar to the general unemployment rate, unemployed youth with less than matric (48%) has the highest unemployment rate, youth with matric (33,3%) being the second highest and young graduates (13,4%) with the lowest unemployment rate. These statistics indicate that graduates are most likely to find employment compared to those with matric or less. The South African labour market absorbs more young people with tertiary education than with any other lower qualification. Mncayi (2016) indicate the research reports for tertiary education holders are higher compared to those with lower education levels.

Table 1: NEET rates youth between 15-34 years by race and gender in 2018.

Race group	Males	Females
African	37.1%	45.9%
Coloured	32.6%	36.1%
Indian	14.9%	36.3%
White	15.5%	24.2%

Source: Statistics South Africa Quarterly Labour Force Survey, Quarter 2, 2018 pg. 8

Table 1 shows the youth Not in Education, Employment and Training (NEET) by race and gender. Females for all race groups had the highest rate compared to males. Majority of the youth NEET are

Black Africans for both males and females. Male Indians are the least gender NEET and White females compared to other race groups.

However, Spaull (2013) states that the percentage of 18 to 24year olds who are NEET has increased from about 30% in 1995 to 45% in 2011, while the percentage enrolled in education has decreased from 50 % to 36 % and the percentage of youth in employment remained fairly constant at between 17 % and 19 %.

Figure 5: Youth unemployment rate between 2014 and 2018 in South Africa
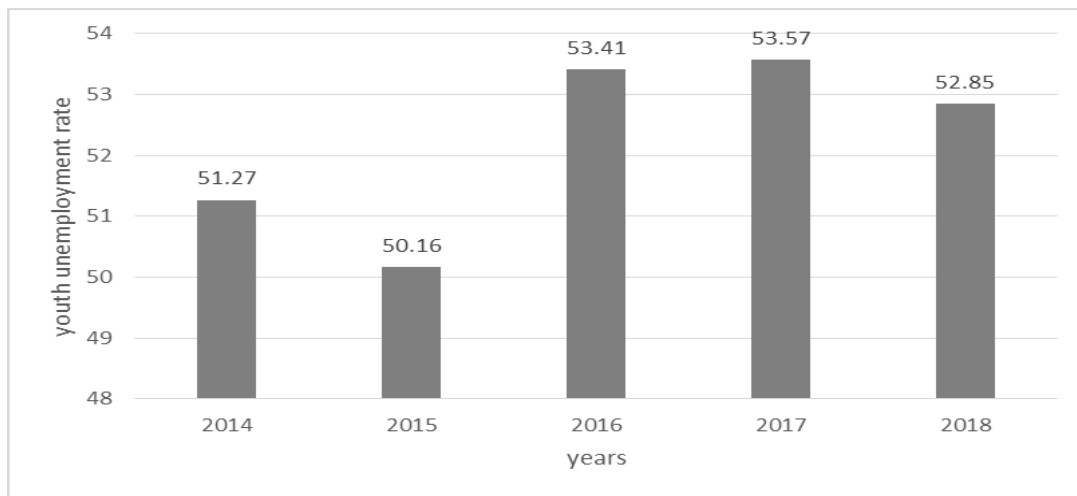
Source: Source: Statistics South Africa Quarterly Labour Force Survey, Quarter 2, 2019 pg. 8

Figure 5 shows the youth unemployment rate fluctuated between 2014 and 2018. The highest youth unemployment rate was in 2017 and lowest in 2015.

Figure 6: Provincial NEET rate for youth between 15-34 years in 2019
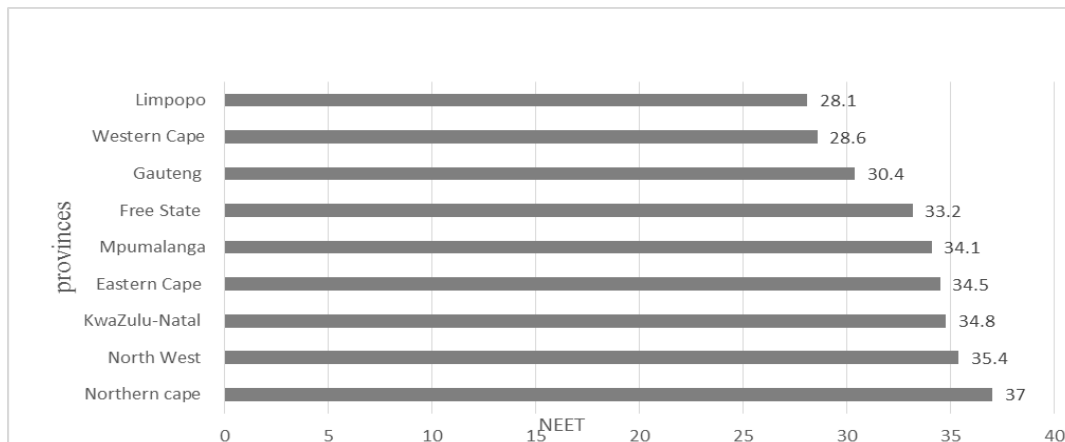
Figure 6 shows provincial NEET rate for youth between 15-34 years in 2019. Northern Cape has the highest rate (37%), followed by North West (35.4%) and KwaZulu-Natal (34.8%). Limpopo has the lowest rate (28.1%), followed by Western Cape (28.6%) and Gauteng (30.4%).

2.4. Supply and demand of skills

Mateu, Allen-Ile and Iwu's (2014) explain that skills shortage in South Africa comes from many origins, namely a lack of investment in skills development, education, and rapid structural change, which is combined with low levels of overall unemployment; a cyclical flow in employment in parts of the economy. In addition, Malakwane (2012) says the level of education and skills does not necessarily translate into an automatic employment opportunity. The existence of periodic skills shortages is symptomatic of the slow adjustment process associated with the exclusive reliance on the market as a means of matching demand and supply (Ashton & Sung, 2000).

Mateus (2012) states that a skills gap occurs when current employees do not have possess qualifications, experience or skills required in the workplace. Employees may not be sufficiently trained or qualified to perform tasks or may not have up skilled skills required. On the other hand, scarcity of skills exists when employers are unable to fill vacancies for an occupation or specialised skill needs within that profession. (Department of Education, Science & Training 2000:4 cited in Richardson, 2007). Skills mismatch is defined imbalances between skills offered and skills needed in the world of work (Reddy, Bhorat, Powell, Visser & Arends, 2016).

According to Fields (2000), South Africa's structural unemployment problem is a skills problem. Reddy et al. (2016) state that structural mismatch is caused by the mismatch between the demand and supply in the labour market. De Rheede and Joy (2012) comment about the demand requirements in the graduate labour market, stating that graduates have been acquiring skills in their specialised fields are not in demand by employers and hence causing unemployment. Ramdass (2009) describes skills in demand for jobs are usually technical orientated skills, generic skills (verbal, numerical, planning and communication skills), information technology skills and managerial and leadership skills and ability to work with others which cut across disciplines.

Richardson (2007) points out that there is no amount of specific skills supplied to the labour market or is there a fixed amount demanded. When the supply increase in terms of employment, it becomes

more attractive and demand will fall as the costs of employing people with particular skills rise. McConnell (2010:15) argues that "what has emerged in several South African studies is that there is not necessarily an aggregate skills shortage within the country, but rather critical skills mismatch due to a lack of relevant Instead information". Critical skills in South Africa also known as occupations in demand in 2018 are; Architecture, Project Builders, Civil Engineering, skills development facilitator, advocate, agricultural operations, Information Communication and Technology, trade and health professions (Reddy et al, 2019).

Undoubtedly, there is a wide gap between the labour market and the supply of skills that are needed by employers and this needs to be given more attention in terms of finding strategies to close this gap. Graham and De Lannoy (2017) identify the gaps between the skills necessary in the workplace and employers, indicating the that youth seeking for jobs face difficulty in that they do not possess that skills needed by employers. As noted by Maher (2004), employers are more interested in what a graduate can do, as opposed to what the graduate knows as a learning outcome approach. Van der Berg and Van Broekhuizen (2012) argue that some young people studied in the wrong fields in their post-Matric education and inappropriate course choices which possibly contribute their chance of getting employed particularly among many South African graduates.

In addition, studies show graduates in Arts and Humanities are unlikely to find work immediately in relations to other fields like commerce graduates (Van der Berg and Van Broekhuizen, 2012). Mncayi (2016) explain that African youth often further their higher education qualifications in fields of low labour demand such as humanities and arts; as a result, they struggle to find employment compared to having a qualification in science or engineering. This raises a question if qualifications or courses offered at tertiary are aligned with the critical skills needs in South Africa. However, "The Department of Higher Education and Training reports shows that many university students fail to enrol on scarce skills; wherein 2011, only 28 percent enrolled in Science, Engineering and Technology sectors, while over 40 percent of all university students enrolled in humanity programmes" (DHET, 2013:3).

Sefora (2016:31) state that "at the end of Grade 12, learners are required to make decisions regarding further study or work preferences". Learners at the end of Grade 9 select subject choices which will influence their career choices after matric (Sefora, 2016). However, Career guidance is usually neglected in most disadvantaged schools due to the lack of resources, limited exposure to different careers paths and few educators trained to career guidance to help learners (Du Toit, 2011).

Spaull (2013) explain that the pass requirement standard for the National Senior Certificate (NSC) has been criticised that encourage mediocrity, on the other hand, learners choose subjects that require less study time and others drop-out before completing Grade 12. For instance, 30% is the pass mark for some matric subjects; as a result, it hinders learners who want to enter tertiary institutions (Kaburise, 2014).

According to Pauw et al (2006) point out that Tertiary institutions need to understand the importance of bringing together potential employers and employees, particularly if it will increase the chances of students in finding employment opportunities. Manufacturing firms experience a shortage of artisans and have wanted to collaborate with educational institutions and business sectors to address the issue of irrelevant course modules and the lack of practical experience Pauw et al, 2006). This may imply that employers are making an initiative to communicate and address the issue of the skills gap.

Graham and Mlatsheni (2015) argue that there is a great demand for skilled labour but in reality, many university graduates enter the marketplace with minimal or no skills due to the inability of the basic and post-secondary education systems. Reddy et al (2016) suggest that skills planning must respond to the needs of the labour market because an effective and efficient labour market requires that the skills of the workforce match those required by employers, and the education system should respond to market demand. Thus, Shava and Clementine (2016) argue that the only way to address shortage skills by increasing public investment in education and training.

2.5. Lack of work experience

Lack of opportunities for work experience, whether it be through summer jobs, internships, apprenticeships, voluntary work or paid work, combined with the absence of vocational guidance and inadequate demand, exacerbate the problem of getting employed (ILO, 2005). Cloete (2015) argues that the unemployment rate amongst educated people including skilled people is also increasing in the country. Employers often describe post-school leavers as lacking the skills needed. This sometimes seems to relate to a lack of practical workplace experience from the unemployed youth. Furthermore, "when graduates do succeed in finding employment, employers need to provide extensive training before they can be productive which discourages employers from employing graduates without work experience" (The World Bank, 2009; 46). Therefore, work-integrated learning must be seen as a fundamental part of the qualification and programme design (Department of Higher Education & Training, 2013).

The majority of young people have difficulties gaining work experience since employers prefer experienced workers (Mokgohloa, 2006) According to Pauw, Bhorat, Goga, Mncube, Oosthuizen, and van der Westhuizen (2006), many of the unemployed youth lack the required skills come from historically disadvantaged institutions and they are not able to acquire these skills or work experience. In addition, Baah-Boateng (2014) states that the scarcity of work experience combined with the lack of social capital which puts the young people at a disadvantage when pursuing job opportunities. Hence, National Treasury (2011; 4) point out that "employers look for skills and experience and they regard inexperienced jobseekers as a risky investment".

Smith (2006) notes that about 60% of unemployed youths had never worked before; since they are relatively inexperienced, this would be the reason why employers are overly cautious and hesitant to employ youths, whose experience and productivity levels are unknown. Adams (2012) explain that countries have struggled with the need to integrate spending and policy development for education and training, hence have introduced reforms creating National Training Authorities or similarly named bodies to coordinate and govern skills development. This needs to be given more attention to improving more structures that support skills development.

Some workplace has a culture whereby men are perceived as masculine and favour men compared to women. Saxana, Bhanagar and Mavalankar (2009:83) state how "many organizations are attempting to embed the concept of gender in their workplace experience". Apart from equity issues, the skill shortages in certain areas mean that there is an urgent need to recruit more women into particular occupational sectors (Franscis, Osgood, Dalgety & Archer, 2005). Nonetheless, Ellemers (2014) argues that bias against women has led to the belief that women have superior socio-emotional skills.

These obstacles can be relatively overcome through effective labour market policies encompassing skills development, work experience and efforts to match demand and supply (ILO, 2005). Graham and Mlatsheni (2015) suggest that to lessen negative outcomes, learners at school must be encouraged to be some exposure in a form of work experience through work while at school must be encouraged, as evidence indicates that high school learners who have worked while at school experience lower unemployment than their peers.

2.6. Education attainment
2.6.1. School drop-outs

Lam t al (2007:14) is concerned about the "amount of completion of secondary schooling, the results achieved in matric and the poor performance of Further Education and Training (FET) college graduates in terms of finding employment". "Most school drop-outs in South Africa occur in grades 10 and 11, resulting in 50% of learners in any one cohort dropping out before reaching grade 12" (Spaull 2015: 34). This means that around 60% of young people in South Africans drop out of school, with no school-leaving qualification to their names (Hartnack, 2017).

Several reasons contribute to school dropouts such as; the community, financial issues, family issues, school and personal circumstances (Hartnack, 2017). Snyders (2013) comments that most school dropouts will spend a large portion of their lives in uncertainty being periodically unemployed, or depending on family members or state grants, or, at best, earning a small salary. Dieltiens and Meny-Gilbert (2008) point out that children experience poverty in their daily lives makes them more vulnerable to drop out. Likewise, family structure plays a role in learners staying and dropping out of school. "Households where the head of the house is a parent or grandparent are much more likely to attend school than those living in other types of homes" (Branson et al. 2013; 13). Hartnack (2017) explains that school dropouts are caused by living conditions where there are high family stress and limited support.

2.6.2. Graduates

South Africa currently has an increasing number of graduates. Therefore, unemployed graduates have challenges entering the workplace. Van der Berg and Van Broekhuizen's (2012) define graduates as individuals who have some post-matric qualification; whether it be a certificate, diploma or degree. Mncayi (2016:54) refers to a graduate as "an individual with at least a diploma from any higher education institution". Oluwajodu (2015) notes that most graduates are having more theoretical experience but lack understanding of practical skills because they usually assume that their learning and abilities are adequate, and universities consider their graduates to be well prepared for the workplace.

Van Der Berg and Van Broekhuizen (2012) argue that often, graduate unemployment is related with the quality of school education, university access and curricular, the nature of a country's economic structure, to name but a few. "Graduates have a 30% probability of participating in the labour market

than those with lower education levels, and they are also 20-25% more likely to find employment than those with matric" (Altbeker & Storme, 2013; 15). The quality of tertiary education plays a direct role in establishing whether the graduate will be able to perform in a work environment.

However, De Rheede and Joy (2012) claim that graduate unemployment is predominantly caused by the existing gap between the skills needed in the workplace and skills supplied by former students resulting in structural unemployment among. Furthermore, due to economic challenges, employers prefer to employ experienced workers as training graduates would result in unnecessary costs (De Rheede & Joy 2012). Mafiri (2005), states that graduates often experience struggles finding jobs, and structural unemployment mostly occurs among those with lower skills.

Dias and Posel (2007) emphasise the escalating levels of unemployed graduates in the context of skills shortage in the economy since employers require specific skills and may assess the quality of tertiary education very differently across institutions. As an intervention for graduates, tertiary institutions can consider assisting them to choose careers that are in demand in the labour market and include basic skills as part of their course before they complete their qualification. This can help reduce the chances of unskilled graduates being unemployed. Symington (2012) raises some concerns that graduates do not take responsibility for their learning and development and thus do not take the stance of life-long learning.

Dicker (2013) gives an example of Literally Legum Baccalaureus (LLB) graduates lack well-developed generic skills such as the ability to analyse, investigate and solve problems; proficiency in reading, writing and speaking English; the ability to read and interpret statutes and legal documents; and the ability to construct and communicate an argument. Moreover, Dicker (2013: 16) argues that "standards were lowered, and examination papers set with the aim of reaching the prescribed pass-rate levels rather than testing student's legal knowledge and skills". According to Bridgstock (2009) employability skills are a range of skills and attributes that graduates must possess which include team-working, communication, leadership, critical thinking and problem-solving. These are some of the personal attributes that one should have to acquire and maintain a job (McGrath, 2015).

2.6.3. Qualification mismatch

Mncayi (2016) discloses that the overwhelming rise of qualification mismatches in the workplace has caused in the questioning of the role and effectiveness of higher education in producing skilled graduates. Clayton and Williams (2014) display in the National Employer Skills surveys the concerns

of employers that the educational system prioritises academic qualifications over skills 55% say school leavers lack the right work experience, including self-management 54%; problem-solving 41%, and attitude to work 35% stressing the need for school reform to produce people who have basic employability skills as well as academic knowledge.

'Skills' refers to having the ability to perform a particular task. Cimatti (2016) describes soft and hard skills; soft skills being skills used in relations with other people in the workplace and hard skills which are specific skills used to perform a task. An example of soft skills entails communication skills, time management and decision-making skills needed (Swartz et al., 2012). These soft skills are important in helping one gain and keep employment. Richardson (2007) explains that companies desire more than just hard skills (technical skills) a worker to regulate machine to fabricate a component, but they still are expected to have good presentation, attention to detail, and good literacy and numerical competence.

According to Reddy et al (2016), educational supply mismatch examines the type of skills acquired in different levels of education and training systems and the degree to which they respond to skills demand in specific occupations. Oluwajodu et al. (2015) show that lack of employment can be caused by the type of qualification, the field of study, quality of secondary school education, quality of tertiary education, job search and work experience. Similarly, Altman (2007) indicates that there might be a possibility that students do not study proper subject choices or obtaining sufficient work experience that might help them to have access in the workplace. Van der Berg and Van Broekhuizen (2012) reveal that inappropriate course selection may also contribute to lower employability among many South African graduates, most likely often related to studies in the humanities and social sciences.

In addition to the lack of educational qualifications and relevant technical skills, many university graduates are disadvantaged in terms of core skills required in the current labour market such as teamwork, problem solving and skills that facilitate the acquisition and application of new information and skills essential for both wage and self-employment (ILO, 2005). Mateus (2014) recommends that the government should invest more in education by building more training centres and facilities, especially in previously and more disadvantaged areas so learners will be equipped with critical skills that will enable to obtain a place in the labour market. Mayer et al (2011) express that the government should encourage agriculture (e.g. veterinary science, forestry, nature

conservation) as careers with great opportunities, this can assist with access to employment and self-employment in the agricultural sector.

2.6.4. Education system and curriculum

Spaull (2015) states that the South Africa education system limits the youth's capability to utilise further training opportunities and as a result, skills part of an underachieving school system (mostly black youth) are likely to persist. The National Treasury (2011) observes that formal education is critical in determining the quality of labour market entrants and that the deficiency of the education system is a fundamental constraint on the quality of young workers looking for jobs and limits a young person's ability to find decent employment. Hlophe (2015) adds that the training of students within the education system is perceived to be faultily linked with the scarcity of adequate communication between the employers and the learning institutions on how to be training should be conducted.

The ILO (2012) report gives rates of unemployment of youth with people with no education and those with higher education training is lower than the unemployment of youth with intermediate levels of education. National Treasury (2011: 5) state that "unemployed young people tend to be less skilled and inexperienced almost 86 % do not have formal further or tertiary education while two-thirds have never worked". Alman (2007) argues that although education is essential in solving problems in the South African labour market, the challenge is people's incompetence to accomplish proper research before making their career choices.

Dias and Posel (2007) explain that the amount and type of schooling may indicate a future employee's capacity to learn and predict how quickly an individual can acquire skills, productivity after training, the individual's work ethic and commitment to the job. The National Treasury (2011) stresses that the deficits in the education system limit the views of young people as a result, they exist school incompetent for the workplace, without basic skills. The poor standards at the tertiary level may be the reason for the most unemployed graduates with qualifications that are in short supply. Another gap between the skills imparted by the education system and the skills that are demanded in the workplace has been identified.

Van der Berg and Van Broekhuizen (2012), raises an important question about the quality and the focus of different tertiary institutions and their role to prepare students for the labour market. Hendriks (2016: 22) suggests that "the South African government should try to convert more schools

to skilled schools in terms of technology and improve the effectiveness of Further Education and Training Colleges (FETs)". The National Treasury (2011) concludes that education interventions need to raise the quality of basic and higher education, re-engage drop-outs with the education system and provide an environment that cultivates academic, technical and vocational skills.

De Rheede and Joy (2012) highlight that the quality of tertiary education plays a direct role in establishing whether the graduate will be able to perform in a work environment. "The dysfunctionality of the education system, alongside its lack of alignment with the skills and capabilities required by the South African labour market and economic growth trajectory, is the fundamental reason why young people exit the system without being employable" (Mayer, 2011:7). The ILO (2005) explains many young people fail to find jobs on completing their education, even when they have progressed relatively far in the educational system because of the mismatch of their education with labour market requirements.

Smit (2017) argues that due to changes in the workplace and in the education system where there is a growing need for practical experience in the workplace to be offered as part of the curriculum. Kruss et al (2012) emphasize the critical importance for a skills development system to actively support arrangements between education and the labour market in order to facilitate the successful transition into employment. There needs to be a further examination on how to close the existing gap between the labour market and education system. Mncayi (2016) illustrates the gap in the written communication skills attribute is high 1.34, followed by the problem solving, which has a gap of 1.35, graduates failing to meet the expectations of employers, therefore, this indicates that the post-education system is not aligned with what is required in the labour market. About 600 000 university graduates were not employed while the private sector is challenged to fill about 800 000 vacancies (Mncayi, 2016 cited in The Economist, 2012:5).

Milana (2012) suggests that the education and training system worldwide should be responsive to the labour market for a school-leaver who are about to enter the workforce. This includes practical work experience component in the education curriculum to ensure that by the time graduation into formal employment takes place, there is already exposure to the world of work (Milana, 2012). For instance, learnerships are a form of education and training that seeks to bridge the gap between institutional and occupational learning, they include a contractual agreement for a fixed period between the learner, the skills development provider and the employer (Tshilongamulenzhe, 2012). "The public service internship should increase the commitments of the Youth Employment Accord to create 60

000 internship opportunities, hence, Government departments need to link the internship programme to their Human Resource Development Strategies to create a pool from which to recruit from in order to close vacancies and meet the scarce skills requirement" (NYP, 2015: 32).

2.7. Access of information, technology and financial resources

Mahele (2014) includes another limitation to employment stating that unemployment is due to a lack of access to quality developmental and empowerment services and facilities such; as libraries which can mainly be attributed to the majority of the Black South African population residing in rural areas. Graham and Mlatsheni (2015) explain how community and household level factors also hinder access to information for most of those who are poor and for instance, are unable to afford internet café fees to search for job opportunities or information on post-secondary education. Furthermore, having Internet access imposes a financial burden on the unemployed, even in developed countries (Tsvetinov, 1999).

ManpowerGroup (2012) identifies, as a limitation to employment, the lack of relevant information, networks with people who are already in the labour market and the lack of work environmental skills such as soft skills among the youth. Networks are one of the most important tools for finding employment. These networks consist of social organisations such as schools, church, sports centres, family and friends (Altman, 2007). In addition, Graham and Mlatsheni (2015) discuss that unlike middle-class youth, they lack productive social capital" that can be used for information and access to the labour market which is an important asset for navigating entry into the labour market.

Lack of information about available jobs and skills requirements to jobseekers, and the inability to access information on the part of employers regarding skills of prospective jobseekers tend to cause a high rate of frictional unemployment (Baah-Boateng, 2014). Graham and Mlatsheni (2015) suggest that interventions between the youth still in school with workplace opportunities help provide the disadvantaged youth with the social and cultural funds they need to access the labour market later on and help reduce help young unemployment.

According to Bhorat and van der Westhuizen (2012), it is expensive for the unemployed to travel to the places where the jobs are concentrated. Perold et al. (2012), state that for many unemployed youth, job searching is costly due to using public transport get to travel to areas of employment. Many people lack mobility and resources to look for a job and they, therefore, stay close to home where jobs many not to available (Spaull, 2013). Moreover, the lack of financial resources seems to

play a significant role in hindering job searching for many people living in underdeveloped areas (Lehohla, 2004). Brynard (2011) conveys that the underprivileged do not have enough money for the process of searching for a job.

The internet makes it easy for people to apply for jobs have access to information which also allows employers and job seekers to update online advertisements (Suvankulov, Lau & Cha, 2012). On the contrary, having internet access may require the usage of data which most unemployed people cannot afford the cost of data. According to Grillward (2017), the South Africans have stated they cannot afford data especially since they are unemployed. The cost of accessing the Internet, whether through mobile Internet or an Internet café, was also frequently mentioned as limiting optimal use by young people (De Lanny, 2018:31). Gillward (2017) suggest that a policy should be implemented to reduce data costs and providing affordable services for low Internet use.

2.8. National Policies and Programme Landscape

2.8.1 National Development Plan

The South African National Development Plan (NDP) aims to reduce unemployment, poverty and inequality by 2030. The NDP has three main objectives; increasing employment through economic growth, improving the education system, skills development and innovation (Zarenda, 2013). The youth needs better education and economic opportunities, and focused efforts are required to eradicate gender discrimination. Promoting gender equality and greater opportunities for young people are integrated themes that run throughout this plan (National Planning Commission, 2011).

The NDP aims achieved the following by 2030 (Zarenda, 2013):

- Reducing the number of people who live in households below R419 (in 2009 prices) to zero

- Reduction in income inequality from 0,69 to 0,6 over this period

- Employment to be raised (from 13 million in 2010 to 24 million in 2030)

- Per capita incomes to be increased from R50,000 in 2010 to R120,000 and shares of national income of the bottom 40% (from 6% to 10%) by 2030.

The plan presents a long-term strategy to increase employment and increase opportunities through education, vocational training and work experience, public employment programmes, public transport

and access to information (National Planning Commission, 2011). The NDP point out that the government also seeks to engage with different sectors of society such as the private sector, this will assist to achieve the objectives of poverty alleviation, economic growth, economic transformation and job creation (Zarenda, 2013). To achieve this, there should be more employment opportunities, improve education and training system, more integrated cities and rural spaces, increased productivity, and higher exports (Mathe, 2013).

Mathe (2013) explains a dual strategy is needed in improving skills that while creating new jobs, sectors with intense low skilled workers need to expand; these sectors include mining, agriculture, manufacturing and services in South Africa. The NDP outlines plans to grow each of these sectors to absorb unemployed people (Mathe, 2013). The ILO (2008) claims improving the relevance of skills training more women and men can help countries move to higher productivity, employment and incomes growth, and development. Increasing employment does not benefit one individual; it helps people invest more in their children's education and enables citizens to improve their own lives (NPC, 2011).

According to Deghaye, McKenzie, and Chirawu (2014), high levels of unemployment and skills shortage can influence these high levels of inequality, for instance, differences in income occur between race groups and by location, educational status and gender. Furthermore, Netshitenzhe (2014) emphasizes that public policy should target both the reduction of poverty and inequality, proceeding from the understanding that the reduction of poverty may not necessarily result in the reduction of inequality. The government needs to evaluate youth policies on how they increase opportunities, enhance capabilities and provide second chances such as; better health care, education, investing higher skills demand and easy labour market entry (NPC, 2011).

2.8.2 The New Growth Path (NGP)

Nattrass (2013) states that the New Growth Path (NGP) recognizes key economic problems facing South Africa: high unemployment, low levels of domestic saving and investment, the persistent balance of payments deficits, an overvalued exchange rate and skilled labour shortages. Meyer (2013; 19) explains that "the overall focus of the NGP is on job creation, with a secondary focus on the improvement of inequality levels; reduction of poverty; improved co-ordination; planning; and implementation of economic policies in all three spheres of government".

Local governments need to obtain assistance from the national government for the implementation of the policy. Nattrass (2013; 3) critiques the NGP saying that "it does not provide an economic model for how future job creation is to be achieved. It assumes that most of the projected new jobs will come from the private sector". Meyer (2013) implies that the lack of strong links with the private sector is also a key factor which needs improvement in the form of national departments becoming more involved in economic development processes and refocusing on job creation and the priorities of the NGP. Tauscher (2011: 8) concurs that "the NGP places too much reliance on government for implementation of the policy in the opinion that the government has already reached its peak concerning direct involvement in the economy and terms of regulations".

2.8.3. National Skills Development Strategy (NSDS) III and progress report

According to Mohlala (2011), the purpose of the National Skills Development Strategy (NSDS) III is to provide an institutional framework to create and apply national, sector and workplace strategies to develop and improve the skills of the South African labour force.

The 8 goals of the NSDS III are as follows (DHET, 2011:8):

- Establishing a credible institutional mechanism for skills planning

- Increasing access to occupationally-directed programmes

- Promoting the growth of the public FET college system that is responsive to the sector, local, regional and national skills needs and priorities

- Addressing the low level of youth and adult language and numeracy skills to enable additional training

- Encouraging better use of workplace-based skills development

- Encouraging and supporting cooperatives, small enterprises, work-initiated, NGO and community training initiatives

- Increasing public sector capacity for improved service delivery and supporting the building of a developmental state

- Building career and vocational guidance

The NSDS III also aims to address the challenges of skills shortages and mismatches that we face as a country and to improve productivity in the economy (DHET, 2011). The NSDS III incorporates workplace training and theoretical learning by addressing the needs of school learners, University students, unemployed citizens and employed individuals who are looking to develop their skills effectively and efficiently (DHET, 2011). Furthermore, the NSDS III indicates that there are skills shortages in the artisanal, technical and professional fields and that there is, therefore, a need to create pathways for school leavers into post-school learning opportunities, while directly addressing the lack of skills and work experience amongst the youth out of school (National Youth Development Agency, 2013).

Sector agreements between Sector Education Training and Authorities (SETAs) facilitate sector skills intervention to help achieve the NSDS III goals by addressing skills employers need (DHET, 2011). SETA's, Further Education and Training (FET) colleges, higher education institutions and employers are regarded as crucial mechanisms for implementing the NSDS. Despite the success this legislation has had, workplaces still experience challenges. Vollenhoven (2016) argues that challenges encountered by the NSDS, namely: continuing skills shortages in the artisanal, technical and professional fields that are fundamental to the development and growth of our economy. To address this challenge, the NSDS III, through both the mandatory and discretionary grants of the SETAs, support the training of employed workers and encourage employers to expand (Tshilongamulenzhe, 2012). This can improve the efficiency of the economy and address skills needs in the workplace.

"The NSDS III provides for the training and education of unemployed people, thus improving their chances of employment, and an increase in the number of employed people in the country" (Dube, 2003:50). Nonetheless, NSDS III changes consist of work placement difficulties for graduates and limited practical work experience, highlighting that workplace learning must be an integral part of the qualification and programme design (DHET, 2018).

Andries (2016) says that due to the lack of skills and knowledge workplaces struggle to ensure that training interventions within an organisation. The aim of practical skills training is to develop the needed skills to operate safely and accurately in the actual working environment (Tshilongamulenzhe, Coetzee & Masenge, 2013). Therefore, what is implemented will have an impact on individuals and organisations. Dube (2003) explain that when workers are skilled, they are more productive and contribute to the company's profitability.

Leboea (2017) reveals how the government has defined skills shortages without taking the relationship between the skills shortage and firms' productivity into account. Leboea (2017) furthers explains that the challenge is not only about the lack of skills in South Africa. In addition, Rajaram (2017) points out SETAs are not as effective as they should as the NSDS III purpose is to utilise SETAs to support the training of employed workers and address skills imbalances in the workforce.

- **NSDS III progress report**

The NSDS III Progress Report covers "both the 2011/12 and 2012/13 periods as the 2011/12 report was not produced due to delays caused by the transfer in November 2009 of the Skills Development Act and Skills Development Levies Act" (DHET, 2013:7).

The following is SETAs progress reporting on the NSDS III (DHET, 2013):

Goal 1: Establishing a credible institutional mechanism for skills planning
A Sector Skills Planning (SSP) Framework, and Review and Feedback Process has also been established, as has a Sector Skills Planning Task Team tasked with ensuring that SETA skills planning addresses priority skills. The South African Qualifications Authority (SAQA) has also introduced a project to evaluate foreign qualifications by SAQA contributes towards addressing the critical skills shortage.

Goal 2: Increasing access to occupationally-directed programmes

The DHET has also developed and implemented a SETA and University Engagement Plan to for research projects through funding and established of 142 research partnerships between the SETAs and the Universities and FET colleges in 2012/13. In addition, the National Skills Fund (NSF) funded the National Artisan Development Project with R131, 9 million, Middle-Level Skills Bursaries with R590.3 million in 2011/12 and R547.9 million in 2012/13. For post Graduate Bursaries were R95, 3 million in 2011/12 for 1148 bursaries for R138, 9 million in 1071 bursaries in 2012/13.

Goal 3: Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities

"The National Certificate Vocational (NCV) is reviewed with inputs from stakeholders and the curriculum is revised to ensure that it provides a sound foundational basis for building labour market-relevant skills" (DHET, 2011:17). All National Accredited Technical Education Diploma (NATED) 191 programmes need to be re-circulated with 7 of the subjects need to be revised. The report

anticipated at least 191 Skills Programmes and Learnerships to be funded. On the 31 March 2013, contracts were signed with 50 FET colleges, which entails 264 campuses, and the NSF contributed R664, 6 million.

Goal 4: Addressing the low level of youth and adult language and numeracy skills to enable additional training

"There are approximately 3 million youths, aged between 18 and 24 years who are not in employment, education or training and are poorly prepared to undertake further training" (DHET,2011:20). DHET wants to develop a national database to track and trace people entering and completing programmes, captures work opportunities and enables statistical analysis and reporting on learner throughput and post-learning impact. Hence, the NSF has provided funding to the Department of Trade and Industry (DTI) R62 million in 2010/11 and R67.4 million in 2012/13.

Goal 5: Encouraging better use of workplace-based skills development

SETA Skills Development Programmes for Employed and Unemployed Learners 2011/12-2012/13. In 2011/12-2012/13, the total employed learners that were certificated through learnerships was 24006 and the total of unemployed learners certificated through learnerships was 42283. In 2011/12 - 2012/13, total employed learners certificated through bursaries was 2272 and unemployed learners certificated through bursaries was 2918. Total employed learners certificated through skills programmes was 13 139590 and unemployed learners certificated through skills programmes was 34428 in 2011/12 – 2012/13

Goal 6: Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives

The NSF provided funding for the Cooperative Development Facilitators Learnerships at 31 March 2012 with R9, 422,678 million to R 13,367,025 million to the Cooperative Development at 31 August 2012. cooperatives, small enterprises, worker-initiated programmes, and NGOs on the 31st March 2013 with R152,6 million, R13,6 million to Skills Development support to Community Based Organisations (CBOs) and R150 million to the National Department of Public Works (NDPW) including the Expanded Public Works Programme (EPWP) in January 2011 to March 2013.

Goal 7: Increasing public sector capacity for improved service delivery and supporting the building of a developmental state

SETAs have provided the following support to government departments and public entities. SETAs have commissioned to establish priority, skills and programmes to meet the skills development needs of the public service, and monitoring and reporting on the implementation of the public service skills development programmes. In 2011/12, 124 government departments and public entities cost R 1,477,411,747.07 for support and in 2012/13, 104 government departments and public entities were R 1,003,545,514.86.

Goal 4.8 Building career and vocational guidance

The first three modules and Learning Pathways for 500 OFO occupations have been completed. Ranging from 1 pathway per occupation to 17 pathways, a total of 1497 learning pathways have been completed with an average of three learning pathways per occupation (DHET, 2011).

SETAs and DHET have been criticised for providing inaccurate data for skills planning which has resulted in ineffective analysis on skills in demand (DHET, 2011). DHET (2013:57) argues that "inadequate research capacity, a lack of economics, labour market and industry expertise, poor data management, and lack of planning expertise has resulted in sector skills plans that have limited credibility and impact in their sectors". South Africans need high-quality learning to develop low skills in transforming the labour force which will contribute towards social development and economy (Orgill, 2007).

2.8.4 National Skills Development Plan (NSDP) 2030

The purpose of the National Skills Development Plan (NSDP) is to address the expiry of the NSDSIII which was extended to 31st March 2020 and address challenges that emerged from the NSDS III and provide a plan for the DHET (DHET, 2018). In addition, "the NSDP 2030 has been developed to respond to the policy goals of the White Paper on Post-school Education and Training (PSET) to improve both the integration of the post-school education system and the interface between PSET institutions and the workplace" (DHET, 2018:9).

DHET (2018) the NSDP has 8 outcomes:

- Outcome 1-Identify and increase production of occupations in demand

- Outcome 2- Linking education and workplace

- Outcome 3-Improving the level of skills in the South African workforce,

- Outcome 4-Increase access to occupationally directed programmes, NDP sets the target of 30 000 artisans produced annually by 2030.

- Outcome 5-Support the growth of the public college system

- Outcome 6-Skills development support for entrepreneurship and cooperative development

- Outcome 7-Encourage and support worker-initiated training

- Outcome 8-Support career development services

Boka and Paterson (2018) state that the NSDP aims also to provide access to education and training in rural areas in South Africa however, these rural areas have inadequate resources for their learning institutions and lack access to work-based opportunities in the industry. The NSDP rightly stresses the importance of "evidence-based understanding of skills and occupation requirements to support economic and social development priorities" Hattingh (2018:13).

There is a challenge that SETAs need to address which includes the lack of achievement of targets, governance challenges and complicated application processes for the public (DHET, 2018). Boka and Paterson (2018) explain that NSDPs objective includes improving accountability of the monitoring and evaluation capacity. "The DHET will then be faced with the task of monitoring and evaluating the work of the SETAs to ensure that they are delivering on their new mandate and that this is having the anticipated impact" (Marco, 2012:3).

Hattingh (2018) criticise that SETAs do not verify correct information provided by employers when submitting their Workplace Skills Plans (WSPs). They do not have the staff to check all the information in each WSP or the specialist analysis skills to analyse the data. On the contrary, "the reality is that many employers see the WSP as a compliance document that has little relevance in the organisation, therefore, they don't have a strong motivation to ensure that all the data they provide in the WSP is correct" (Hattingh, 2018:32)

The Skills Development Act (SDA) is to "provide an institutional framework for devising and implementing national sector and workplace strategies, in order to develop and improve the skills of the South African workforce" (Orgill, 2007:24). These funds are utilised for various training programmes, learnerships and short learning programmes which form part of priority areas of development for employees (Andries, 2016).

2.9. National Youth Policy

The National Youth Policy (2009) refers to youth as people within the age group of 14 to 35 years. According to the NYP (2014), South Africa's concept of youth development is influenced by the historical conditions that have shaped the country on the principles of social and economic justice, human rights, empowerment, participation, active citizenship, and distributive and liberal values. Matsieli (2014) reports that the policy advances support for equally diverse and unique interventions that will provide for the holistic development of youth. The policy seeks to align the development of young people with the government's approach to addressing poverty and underdevelopment as diagnosed in the NDP (NYP, 2015).

The NYP has four pillars as strategies to empower the youth. These pillars consist of: education, health and wellbeing; economic empowerment; social cohesion and civic participation NYP (RSA, 2008):

- **Education**

  The South African government has recognised the importance of education since there are imbalances that need to be addressed; which are the lack of access to educational options for those who leave school prematurely, poorly resourced schools, poor quality education and lack of schools. Education contributes to the capacity to obtain employment opportunities (Malakwane, 2012). NYP (2015) states that due to the poor quality of education and training in the post-school education system in South Africa, majority of school leavers who do not qualify for direct entry into higher education or employment since they are not sufficiently prepared for the workplace.

  The NPC (2011) recommends that there should be more improvement in strengthening the accessibility and post-school training system, as well as labour market policies which will match job seekers and employers.

- **Economic participation**

  Economic participation is essential as it involves South African citizens which will have a positive effect to combat youth unemployment. The challenge that lies ahead is the need to equip the youth with various skills to be positioned to trade with their skills in the economy. According to Booyens and Crause (2012), the quality of the education system, skills mismatch between employers and jobseekers which includes the required skills by employers hinders youth economic participation.

Many young South Africans lack the appropriate skills, work-related capabilities and higher education qualifications required for a high-skills economy (Tele, 2016).

The NPC (2011) indicates that the structural challenges hinder economic participation and growth due to high levels of inequality in the small market, economic empowerment forums not achieving their desired objectives including policies and programmes are not conducive to human development in education. "The inability to learn new skills because of inadequate basic education or lack of opportunity slows the transfer of all factors of production from lower to higher value-added activities" (ILO, 2008:2)

According to Malakwane (2012), improving economic growth, there should be an increase in employment and a subsequent decrease in unemployment. NYP (2015), suggests improving youth employment; there need to be Industrial policy interventions to improve labour-absorption in the economy and rising labour demand in the South African economy, skills development and training to prepare youth for jobs and enhance career mobility. The NPC (2011:107) recommends "promoting structural change and stimulating new industries will require state intervention, including incentives, procurement, research and development, and infrastructure investment to provide the right type of skills and the ease in those sectors to other markets".

Furthermore, there should be a provision of workplace learning for the youth for exposure and gain work experience and interventions to support youth-owned companies and cooperatives with finance, access to markets and business skills.

- **Health and well-being**

The policy states that there are several challenges regarding the wellbeing of the youth that need to be addressed. 'Poverty, housing, clean water and sanitation, a healthy environment, food security and more, greatly influence the health of the population groups'. Kampala (2011) points out that the South African youth are at risk from a broad range of health and social challenges that threaten their future life and impact negatively on their careers. The connection between being poor and unhealthy over time; reveals that the lack of nutrition and the inability to acquire the best available health treatment is caused by lack of income (Malakwane, 2012).

Malakwane (2012), points out that the unemployed youth cannot use private health facilities; where they often do not get proper or sustained treatment for such diseases. Furthermore, Mlatsheni

(2012) states that having good health not only reinforces the ability of a young person to secure employment but also contributes to their performance and meet their goals at work. Hence, physical changes in the transition to adulthood do not only offer opportunities but also risks that can affect health (both physical and mental) significantly (Tele, 2016). The NYP seeks to identify and address health issues by promoting health education programmes, expanding and create access to health services and empower communities with necessary information and skills regarding sexual education through workshops (NYP, 2015).

- **Social cohesion and civil participation**

Social cohesion can be defined as "the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression among individuals and communities" (NYDA, 2017:28) Njozela, Shaw and Burns (2017) explain that social cohesion comprises of the willingness to extend trust, respecting other citizens and uphold their dignity, including to be disturbed by the action of those who are marginalised in society. Promoting social cohesion is one of the most difficult, yet one of the most important challenges facing South Africa. Likewise, Burns et al (2018) focus on social cohesion by South African policymakers is given a context of widening inequality, growing unemployment, and persistent racial inequalities.

Few would contest that, in many ways, South Africa remains a deeply divided society. In this case, the NYP aims to strengthen the participation of individuals and groups of various race groups so that they have equal opportunities. The Department of the Premier (2010), propose that building connected communities should, the government should assist public participation in the local business; ensure schools, libraries and multi-purpose centres are available for community events and create conditions for sports and cultural talents to be nurtured and supported. Moreover, Kampala (2011:46), indicate that "policy and programmes need to strengthen by government, by promoting the prevention and eradication of substance abuse, to ensure that young people are productive and engaged in society".

The NYP (2009-2014) also makes the following youth groups their main priority:

- **Young women**

Young South African women still face challenges whereby they are given fewer occupational opportunities compared to males. These challenges are as a result of historical gender stereotypes

which lead to gender imbalances. According to Segalo (2015) women are frustrated by being discriminated against because of their gender even though we live in the post-apartheid era, and by the fact that even after obtaining educational qualifications they are unable to find employment. Dimova, Elder and Stephan (2016), state that it takes young women longer than young men to enter into the workplace. Females in the labour market are under-utilised compared to their male counterparts and as a result, young women are highly inactive in the labour market which increases unemployment among women (Dimova, Elder and Stephan, 2016).

Improving access for young women too; vocational training, apprenticeships, scheduling workplace-based learning, entrepreneurship training, and help older women who had challenges to equal access to opportunities in the past (ILO, 2008). Therefore, the NYP advocates for gender equality targeting young women to address gender imbalances and ensure gender equality in education.

- **Youth with disabilities**

Young people with disabilities should be able to participate equally with those without any disability. Engelbrecht, Shaw and Van Niekerk (2017) state that a minority group of youth, such as the youth with disabilities, should be of great importance to government in terms of the creation of access to employment for them. Luecking and Wittenburg (2009) point out that youth considered to have significant disabilities are not experiencing comparable gains in post-school employment rates. The youth with disabilities are often the last to be hired and the first to be retrenched, including being employed for jobs that require little training and have few opportunities for development (Engelbrecht, Shaw & Van Niekerk, 2017).

Engelbrecht, Shaw and Van Niekerk (2017) argue that the low employment rate of youth with disabilities is further influenced by government policies that are not being implemented effectively. Thus, the NYP aims to address such issues. The youth with disabilities need support and assistance to ensure that they have access to a variety of resources and have equal opportunities. Currently, they are unable to compete with their peers due to the inability to access those resources (NYP, 2015).

- **Unemployed youth**

Poverty is counted amongst the things that hinder access to basic services for large numbers of young people living in poor households as it affects their ability to take up opportunities offered. The NYP identifies ways that challenges caused by poverty relating to unemployment affect young people and suggests that the government should work with stakeholders, like the private sector to tackle backlogs in the labour market. This policy emphasises measures, taken to enable youth people to participate in the social and economic mainstream.

There is also the challenge of determining how skills are to be acquired, both in terms of locating sources of specialised training and support and the means of paying for it (Mitchell & Quirk, 2005). Dias and Posel's (2007) concerns with skills shortages have been included in national policy, evidenced by the recent launching of the Joint Initiative on Priority Skills Acquisition. Hlophe (2015) includes the deficit of skills relevant to the work environment as one of the main barriers between the unemployed youth and the employer and due to inadequate skills amongst the youth, skills development becomes a significant issue explore.

Thus, a policy specifically for the youth that focuses on increasing employment chances for young people is necessary because unemployment has profound personal and social effects (NYP, 2015). Malakwane (2012) points out that the demand for skilled labour seems to be particularly relevant, as one of the constantly mentioned explanations for the growing rate of unemployment is lack of skills. The key driving force of this strategy is improving the effectiveness and efficiency of the skills development system and encouraging the linking of skills development to career paths, career development and promoting sustainable employment (DHET, 2013).

- **Youth in rural areas**,

Locations which are far like some rural areas have a negative impact in job searching and employment prospects as they reduce labour mobility and exposure to labour market opportunities and keep many unemployed (Klasen & Woolard, 2009). Swartz et al. (2012) argue that the socio-economic status of young people's communities plays a large role in limiting access to opportunity. Young people in rural areas face constraints such as access to and availability of services and facilities and as a result, they have fewer opportunities, less information and lower employment compared to urban areas.

The fact that young people in rural areas are unable to attain the best available education and skills at the top educational institutions has long-term implications in that it deprives them of

employment opportunities (Malakwane, 2012). In addition, the policy fails to provide clear guidelines as to how these developments will be executed. For instance, the policy does acknowledge the problem that we have with the rural NEET youth but it fails to highlight the heterogeneous nature as their needs and experiences are different: they may be in school, university, any forms of vocational training, employed and unemployed (Tele, 2016). Mateus et al (2014) recommend that the government should invest more in education by building more training centres and facilities, especially in previously and more disadvantaged areas to equip the youth with the relevant skills needed in the labour market.

Interventions should be implemented to address the challenges of young people in rural areas concerning access to services and creating opportunities including employment. "The Department of Agriculture and the Department of Rural Development could focus on improving small scale and commercial agriculture by expanding irrigated agriculture and providing extension officers as well as farming implements to young people and help them identify and grow products that are labour intensive" (NYP, 2015: 36). These young people can be mentored by farmers to transfer skills and agricultural extension and have partnerships with other companies in the industry.

- **Youth headed households**

Youth headed households include children who are vulnerable and at-risk if their biological mother, father or both parents have died and are unable to take care of them due to ill health or abandonment. This results in the inability of parents to fulfil their role and responsibility of caring for and protecting their children. Consequently, youth in such circumstances may be forced to head the household. Klasen and Woolard (2009) indicate that supporting unemployed members drags many households into deep poverty. Unemployed young people find it difficult to move out of their parent's homes and to be self-sustaining and are often marginalised by their communities, unable to find a way to engage meaningfully with society (NYP, 2015).

- **School-age out of school youth**

School-age out of school youth can be described as those who have dropped out of school prematurely and are unskilled. They are most likely unemployed since they do not have any qualifications. Since some of these youths lack basic literacy and numeracy and are unskilled, they remain marginalised by the economy as they lack the capabilities to access economic opportunities.

About 60% of unemployed youth below the age of 35 have never worked and without targeted intervention, will remain excluded from the economy, (NYP, 2015).

Tele (2016) explains that young people who drop out of school are left with insufficient skills and qualifications to be absorbed into the labour market and some of the school dropouts are at a high risk of not gaining employment. The skills deficit that many young people carry after having left the formal education system means that there is a crucial role to play for second-chance opportunities, technical and vocational forms of training and other opportunities (Magongo & Motimele, 2011).

Currently, there are limited programmes aimed at addressing the needs of these youths. There is a need to focus the country's efforts on them and to give specific attention to the opportunities that provide unskilled and uneducated youth with second-chance opportunities. Tele (2016) implies that TVET colleges are an important provider of intermediate-level technical and vocational skills and providers of second chances for those who did not complete secondary school. However, many employers hold a poor image of TVET colleges and as a result, only a minority of their graduates can find employment (Matsheni, 2012).

- **Youth at risk of being subjected to all forms of abuse**

   This comprises of the youth at risk of exposure to the unhealthy lifestyle of abusing dependency-creating substances. The system reveals that most patients seeking treatment are between 27 and 35 years of age but patterns differ according to the type of drug. Substance abuse has become a serious health problem in South Africa. Alcohol abuse, in particular, is directly linked to high levels of violence and motor vehicle accidents. The NYP (2015), urges that community networks should be strengthened in supporting adolescent including their parents and caregivers.

2.10 National Youth Development Agency

According to MahyUd-Din (2014) the National Youth Development Agency (NYDA) was established by an Act of parliament; act no 54 of 2008 to address youth development issues at the national, provincial and local level and ensure that all major stakeholders prioritise youth development towards youth challenges. The agency has also adopted the NYP in addressing socio-economic issues that the youth are facing such as poverty, inequality and joblessness. The focus is mainly to ensure that its strategy initiates, facilitates, implements, coordinates and monitors youth

development interventions aimed at reducing youth unemployment and promoting social cohesion (Kampala, 2011).

The NYDA's Act (2008) mandate is to develop an Integrated Youth Development Strategy (IYDS) for South Africa and initiate, design, coordinate, evaluate and monitor all programmes that aim to integrate the youth into the economy and society in general. The IYDS is, therefore, a national response to youth development, taking into account both specific historical imbalances as well as the general challenges of global growth and sustainable development (NYDA, 2017).

Hlophe (2015:56) indicates that the "NYDA has the mandate to fulfil which is mainly to initiate, implement, facilitate and monitor youth development interventions aimed to facilitate youth unemployment and promote social cohesion". Furthermore, the NYDA is one of the governments' intentions is to equip the youth and lead them in realising their potential through implementing policy and executing effective and efficient administration. Anderson (2006:6), raises "policy to be a purposive course of action followed by the government in addressing a problem or matter of concern".

Policy implementation has different outcomes that can either be positive or negative. According to Gough, Langevang and Owusu (2013) policy interventions in South Africa mainly focus on employment opportunities, labour markets training, education, and skills training to address unemployment. The NYP (2015) notes that the NYDA is set up to be the main driver of youth programmes but it does not have enough capacity as their programmes are not visible or accessible and its high salary bill affects the money available for programmes. Meyer's (2013) report describes the major stumbling blocks preventing sustained development in South Africa the lack of institutional capacity; the poor relationship between government and communities and a lack of coordinated interventional strategies.

Kampala's (2011) studies, focused on youth policies and their impact on youth empowerment in South Africa, have shown that most policies do not tackle the challenges of implementation at the local level or address the problems of unemployment facing the youth. Mhlongo's (2016) argument is that for the NYDA to effectively empower the youth, it must be accessible to all youth including those in rural areas. McConnell (2010), implies that policy alignment is required between national and local levels for implementation to happen, the policy has to travel via institutions. Furthermore, Mhlongo (2016), states that the problem of accessibility for youth in rural areas persists and continues

to limit the effectiveness of the NYDA in empowering youth which includes the rural youth population.

Kampala (2011) addresses the issue of how most policies that are designed to address social ills are made at the national level with little emphasis on how they can be implemented at a local level, yet the local government is closer to the people. McConnell (2010) explains that national policies provide a guiding framework for the implementation of local programmes. However, there is often a disconnection between what policies say and what happens at the ground level. There are various interventions currently targeting youth development, but further research is required to determine the extent of the impact that these interventions have at the grassroots level.

Hlophe's (2015) study also addresses the challenge of inadequate awareness in terms of the youth and the general public is informed about the NYDA and other initiatives. A large number of South African citizens are not aware of current sustainable development practices and so the NYDA should ensure it makes itself known to the youth to promote the NYP (Hlophe, 2015). Creating awareness about the NYP and the NYDA and about the services they offer will be beneficial for local communities.

Kampala (2011) highlights that the NYDA, as a structure to fulfil the policy goals, was launched following the policy launch. However, according to Matsieli (2014), it appears that not all youth structures were put in place to advance the policy goals at the local government level and this undermined policy implementation in the Msunduzi Municipality. Kemyeni and Gyima-Brempong (2013) suggest that governments should always try to investigate how policies and actions would impact youth. Having identified unemployment as a major threat among youth, their study, therefore, suggests an integration of youth and economic policies.

This research will investigate the extent of how informed the unemployed youth is about the NYP and the NYDA since there is little research conducted on the awareness that the youth has. This will help evaluate the relationship between the accessibility and visibility of the interventions that the NYDA offers and how informed the youth is about such interventions. In so doing, it will help bridge the gap between local authorities who implement these interventions and the unemployed youth that needs assistance at grassroots levels for optimal youth development. Moreover, this study explores unemployed youths' experiences in finding employment or being self-employed and attempts made to up-skill or obtain work.

2.11 NYDA National Programmes

2.11.1 Jobs Programme

The Jobs Programme was formed and launched by Deputy President Phumzile Mlambo Ngcuka in 2005 and was a result of the demand created by young people looking for jobs and training opportunities (Hlophe, 2015). The South African Graduate Development Association (2013) reports that only 52.2% of graduates had participated in any Job Readiness programme while still at the tertiary institution and the Career Guidance officers reported that only about 25 to 33 % of students use their services.

The NYP (2015) provides an online database programme that targets youth between the ages of 18-35 years from grade 12 to tertiary graduates, which helps the unemployed youth to seek opportunities in the labour market. The unemployed youth, between the ages mentioned, can give their details to register on the NYDA online database to get the organisations assistance in finding learnership or internship programmes. Graham and Mlatsheni (2015) explain that the Jobs and Opportunities Seekers (JOBS) programme is an online database intended to link unemployed young people with job and skills development opportunities made available by the NYDA. But, there is limited information about the impact of JOBS on helping young people to transition to work.

Graham and De Lannoy (2017) that propose Local-level youth employability programmes run through non-governmental organisations are another possible intervention as they can help young people access information about jobs and support them to be more effective in looking and applying for jobs. The government needs assistance from non-governmental organisations to effectively address the challenges of youth unemployment in this country.

2.11.2 Career guidance programmes

Career guidance programmes play a crucial role in informing and assisting the youth in the choices they make when choosing career paths. Hlophe (2015;64) comments that the "NYDA career guidance programme started in 2010 due to the challenge of many South African youths not having reliable information on their options for education and training after school, careers, career pathways, employment and self-employment". McConnell (2009), emphasises that local and relevant market-driven career guidance is of critical importance for youth to make informed decisions when choosing career paths.

Balasuriya & Hughes (2003) comment that career guidance has been identified as a means of addressing the mismatch between the needs of the labour market and the products of the educational and training system thereby dealing with unemployment and improving labour mobility. It is essential to have career guidance as it plays an important role in assisting the labour market and education systems to balance out the skills mismatch and achieve their goals. "Moreover, education and career-based guidance based on relevant labour market information help to sidestep many entry-level employment barriers" (ILO 2005, 22). Therefore, career guidance is widely accepted as a powerful and effective method of helping to bridge the gap between education and the world of work, as well as between school and society (Hansen, 2006).

2.11.3 NYDA Grant Programme

The NYD has a grant programme which caters for the youth with entrepreneurial opportunities in the form of funding start-up and supports survivalist businesses. The NYDA (2013) describes its criteria for eligibility for the grant; the applicant must be between ages of 18 to35 years; the grant must be within the range of R 1 000 to R 100 000; the grant applicant must be a South African citizen who works within the country and has a business idea for sustainable profit.

Mahy-Ud-Din (2014) explains that under the Grant programme, issues such as the provision of physical capital, access to resources in the form of advice, guidance and mentorship made available by the NYDA to the unemployed youth needs to be addressed. Perold, Cloete and Papier (2012) claim that providing technical and financial support to young entrepreneurs remains difficult as it requires access to local networks and will benefit disadvantaged youth. However, in entrepreneurship, training is very essential for entrepreneurs to be able to sustain a business and know-how and conquer the obstacles that come with it.

Shezi (2010) explores the relationship between job creation and the Umsobomvu Youth Fund's skills development and entrepreneurship programme and findings did not attract adequate participation, needing more interventions for the UYF to deliver effectively in both these programmes. This makes private-sector job creation a necessary pillar to assist the government's policy in addressing youth unemployment.

Furthermore, Mahy-Ud-Din (2014) discloses that inadequate youth education and lack of labour market preparation is a challenge for the South African youth coupled with the lack of entrepreneurial knowledge through education, business development services and insufficient support and access to

financing. The NYP (2009) recommends that to enable the youth to contribute as productive citizens, they need to shape their talents and creative energies, equipping them with appropriate skills, and find ways to eradicate barriers that may constrain participation in the labour market. In doing so, helping the youth by investing in their talents and equipping them with entrepreneurial skills can assist the youth to start their businesses if they cannot find any job.

Steenkamp (2015) suggests that policy intervention should include government-funded active labour market programmes that aim to create employment in the private and public sector, education and training incentives and job search assistance. The NYDA is set up to be the main driver of youth programmes, but it does not have enough capacity. The programmes it runs are not optimally visible or accessible; the high salary bill makes incursions on money for programmes, many of the NYDA offices are not fully operative (NYP, 2015). This research will extend from existing research to connect the youth with local government, corporations and implementation agencies, to support the NYP with regards to making it more efficient and to contribute to reducing youth unemployment.

2.12 Conclusion

In this chapter, the study shows that the pace of employment growth depends on the demand for labour and the availability of specific required skills in the labour market. Youth unemployment continues to be a challenge within different for those who have dropped out of school and those who have not obtained any post-school higher education and training. Graduates are perceived to be more employable compared to school drop-outs and matriculants. However, the challenges graduates face are caused by not having work experience and skills that are desirable to employers.

Other challenges that the youth encounter consists of the types of qualifications they have studied whereby people are not studying the appropriate skills. Lack of experience becomes a contributing factor for the majority of the unemployed youth and as a result, they struggle to find jobs. Overall, young people are affected by unemployment in South Africa because the demand for labour is highest for skilled employees. The National Treasury (2011) highlights that addressing youth unemployment requires both short- and long-term measures that encompass increasing demand for labour, improving education and skills and implementing labour market interventions that improve the employability of young people.

Moreover, this chapter has explored intervention policies to tackle employment issues in South Africa, namely; the NYP and the NYDA. It has been stated that they were created to address youth

development issues at the national, provincial and local government level. The NYDA's responsibilities are to provide access to information regarding their services which include: career guidance, skills development programmes and training entrepreneurship to youth. Several loopholes were identified in the NYDA's initiatives. Hence, the ever-changing environment often shifts demands which force institutions in the public sector to be able to adapt and meet the needs of its intended recipients, meaning that policy has to be flexible in terms of supporting the youth of South Africa (Hlophe, 2015).

CHAPTER THREE: THEORETICAL FRAMEWORK

3.1 Introduction

This chapter will examine public policy with regard to youth unemployment. It will shed light on the nature, formation and implementation of public policy and explore models of policy implementation.

This research will utilise the public policy implementation framework by examining implementation models such as the top-down, bottom-up approach and the hybrid implementation model. The public policy implementation can help analyse the success or failure of the programmes offered by the NYDA to fulfil its mandate. Investigating the awareness of NYDA programmes and policy is also crucial for promoting more participation by the unemployed youth for the efficiency of the policy, executed by the government.

3.2. Public policy

Kampala (2011), states that there are various definitions of a public policy due to different contexts and discipline areas. Matsieli (2015) refers to public policy as planned goals set by the state to address certain public issues and need. Likewise, Knill and Tosun (2008), state that public policies are designed to achieve distinct goals and present solutions to societal problems. Moreover, policies are aimed to achieve different outcomes according to the challenges the government and organisations purposely want to tackle. Concerning this study, different conceptions of public policy will help understand the need for implementing policies that address youth-related issues.

In confronting the challenges of youth unemployment, national youth policies are developed to implement strategies to deal with issues that are affecting them. (De Lannoy et al, 2018). The NYP's desired goal is to ensure that youth development consists of education, economic participation, health, well-being and social cohesion and civic participation (NYDA, 2015).

Kampala (2011) point out that the policy is intended to lead governments, individuals, organisations, civil society and the private sector in achieving certain goals desired to be attained through interaction. Policies have to identify critical macro-level issues that drive unemployment such as the need for skills development, economic growth, employment creation, and redistribution (De Lannoy et al, 2018). The NYP responds to the social and economic impacts that come with the development of the youth. The government also addresses poverty and youth underdevelopment, which is also mentioned in the National Development Plan (NYP, 2015). In addition, resources should be allocated

to projects and programmes designed to respond to societal problems and challenges requiring government action (Anyebe, 2018).

3.3 Policy formulation

According to Knill and Tosun (2008:13) policy formulation involves "the definition, discussion, acceptation or rejection of feasible courses of action for coping with policy problems". Howlett et al. (2009) cited in Matsieli (2015) states that the government has acknowledged existing social issues of where action is required; further adding that policymakers are expected to select the course of action by designing an appropriate policy. Ndua (2013) explains how policy documents are usually formulated by bureaucrats with little or no input from the implementer or other stakeholders. Luthuli (2007), describes that the early stages of policy formulation consist of individual and interest groups comments. Luthuli (2007) further explains that policy processes take place at two levels, firstly, the participation of a Green Paper, with the White Paper being the final document or Bill thereafter, with parliament deliberating on the policy before it gets implemented.

Policymakers take into account the procedures, these include the judicial and legislation the policy is aimed at, those against the policy and people who will implement the policy (Tebele, 2016). Provincial governments, service providers, organizations, communities and those directly impacted by the policy have a minimal role in policy formulation (Ndua, 2013). This raises challenges such as programme planning, management, scale-up, communication and advocacy in the policy implementation process where people need to be first educated on the policy (Ndua, 2013).

Ndua (2013) argue that when formulating policy, governments, organizations and communities play a significant role particularly those who will be impacted. "Participation in policy formulation allows the people to have a greater say about what is essential to them and allows them to own decisions made about their lives" (Matsieli, 2014:36). However, young people are not involved in policymaking because they lack the experience and knowledge base needed for evidence-based policymaking, young people lack the practical knowledge and work experience (Adu-Gyamfi, 2013:215)".

3.4 Policy implementation

It is important to discuss policy implementation as it is the key to the success of the policy process (Mthethwa, 2017). "Policy implementation involves translating the goals and objectives of the policy to operate an ongoing program" (Ndua, 2013:9). According to Khan and Khandaker (2016) policy

implementation involves translating the goals and objectives of the policy into action. Kampala (2011) urges that the policies have their own intended goals and objectives with a strategic plan on how to achieve them. Therefore, the implementation process should be managed by qualified individuals.

When implementing regulatory policies, most agencies are responsive to the communities over which they preside, while distributive policies are implemented with some bureaucratic discretion, with congressional subcommittees and organized interest groups exercising continuous oversight (Knill and Tosun, 2008). Policy implementation happens on two levels, macro-implementation are central actors who plan government programmes and micro-implementation level are local organizations who respond to the macro-level plans and develops and implements their own programmes (Signe, 2017).

The NYP strategy is to provide a blueprint for the public sector, civil society and the private sector to implement youth development programmes to address NYP's objectives (NYP, 2015). Thus, if some stakeholders are not involved in formulating and part of the implementation process, no matter how good the ideas are, it will reflect on the outcome. It is imperative to also include people in communities to be made aware of policies or programmes employed by the government such as the NYDA. Participation of the unemployed youth is required, with the help of local organisation to increase the efficiency of the NYP and NYDA.

It is important to note that whatever happens at the implementation stage will influence the policy outcome which can be anticipated or foreseen (Ndua, 2013). Khan and Khandaker (2016), state that one of the challenges with policy implementation is how implementation lacks proper direction or guidelines which are supposed to be derived from the appropriate theories of policy implementation. Youth related agencies across national, provincial and local government levels usually lack clarity on which of these bodies are responsible to oversee youth issues and drive youth employment initiatives (De Lannoy et al, 2018).

The key role-players for policy implementation, include interest groups, beneficiaries and politicians (Matsieli, 2015). Ndua (2013) argues that some national policies are usually designed at a broad level which may not be always supported by operational or local policies guidelines. Mthethwa (2017) indicates that learning from implementation problems can promote learning about better ways to structure policies, ensuring that they have an impact.

The national government should ensure that implementing policies is aligned with the state's overall vision and to monitor the effectiveness of the implementation, including efficiently addressing citizen's needs (Luthuli, 2007). Challenges in policy implementation occur when the desired results or the targeted benefits are not achieved, whenever factors that are crucial in policy implementation are missing, there is bound to be an implementation problem (Ndua, 2013). Where implementation has not been adequately considered during formulation, problems may arise during subsequent attempts to put the policy into practice (Matsieli, 2015).

3.4.1 Models of Implementation

The implementation process can be achieved by the following models or approaches; top-down and bottom-up approach. In addition, this research will consider the hybrid implementation model.

3.4.1.1 Top-down approach

The top-down approach is when a policy is regulated by higher authorities of decision-making, such as the government and communicated down to those who will implement it at a lower level of government or grass-root level (Mthethwa, 2017). Similarly, Kampala (2011), clarifies that in this model, a policy is mainly regulated from the top and down to street-level bureaucrats implementing government policies in different programmes. In this case, policy implementation is regulation from the top authorities of the hierarchy and communicated down to provincial and local levels. Signe (2017), states that the government has clear and consistent goals to place responsibility for clear implementation within an organisation with the policy goals. This approach is known as 'the best approach to implementation (Mthethwa, 2017).

However, the top-down approach has been criticised of neglecting political aspects since this model implementation focuses on matters of administration and availability of resources (Signe, 2017). Moreover, these models tend to focus on the entity crafting the policy, rather than those affected by it (Cerna 2013, 18 cited in Signe, 2017). It has also been criticised by not taking into account local actors and the particular conditions for policy implementation at the street level (Knill & Tosun, 2012). The NYP cannot be implemented automatically without the active participation and commitments of relevant stakeholders (Hlophe, 2014). This approach should take into account that implementation does not only consist of various stakeholders, but they operate at multiple levels. For instance, the NYDA functions at a national, provincial and a local level.

3.4.1.2 Bottom-up approach

The bottom-up approach perspective accounts for the fact that implementation processes are rarely characterised by a clear delineation of competencies between the political and administrative actors involved at different institutional levels (Knill & Tosun, 2012). "Bottom-up approach suggests that implementation is best studied by starting at the lowest levels of the implementation chain and moving upward to determine where implementation is more successful" (Mthethwa, 2017:68). The objectives of the policy should be clearly defined to be understood by the public alongside resources and effective communication (Kampala, 2011). Tebele (2016) points out that policy implementation should start from the bottom then move upwards, this is contrary to the top-down approach. By doing so, it helps to foresee challenges that are easily encountered in the implementation of policy (Kampala, 2011). This research study seeks to investigate how well-versed is the unemployed youth at Mpophomeni is about the NYDA and the services they offer.

According to Cerna (2013), that the bottom-up approach recognises the local, regional and national actors involved in the planning, financing to implement the relevant governmental and non-governmental programmes. For instance, the local actors and decision-makers can be composed of doctors or teachers as the top policymakers in both the public and private sectors (Sabatier 2005: 23 cited in Cerna Hlophe (2014). It can further be pointed out that in the top-down approach, policies are not implemented effectively especially at a local level. On the contrary, young people are were perceived to lack understanding and incapable of influencing governance systems, hence cannot contribute to public decision-making (Adu-Gyamfi, 2013).

The NYDA is also responsible for reporting to Parliament since it's regulated by a higher institution which in turn is responsible for prioritising the interest of the youth. The NYDA ensures that government responds to the pressing social needs of the country through empowering the youth with relevant skills for the labour market (Hlophe, 2014). Bottom-up scholars believe that centralized decision-making is poorly adapted at a local level. Hence, flexibility is important to reach the objectives of the policy (Signe, 2017). It consists of more participation by ensuring there is various input into the policy, however, the broad participation prolongs the process of policy formulation and takes longer to consult which delays the progress of implementation (Luthuli, 2007). In addition, the bottom-up approach focuses on central located actors who devise and implement government programmes. Therefore, the contextual factors within the implementing environment are important. Actors and their goals, strategies and activities need to be understood to comprehend implementation

(Cerna, 2013). Nonetheless, the bottom-up approach has been criticised, for instance, policy control is exercised by actors whose power derives from their accountability to sovereign voters through their elected representatives. However, the authority of local service deliverers does not derive from this (Cerna, 2013). The NYDAs programmes will be accessed in this study to discover the implementation in delivering the desired outcome by examining the participation of the unemployed youth.

Literature reveals that authors including Kamapla, Matsieli, and Mohy-ud-din have researched NYDA staff. Kampala's (2011) study focused on NYDA manager and staff from the business and career advisor how the NYP is integrated into the NYDA. Matsieli (2014) assessed the implementation of the NYP in Lesotho by interviewing the Department of Youth director, the National Youth Council Coordinator and the Youth Employment Promotion officer. Likewise, Mohy-ud-din (2014), identifies the perspectives of the beneficiaries and the NYDA Cape Town Branch implementing staff.

3.4.1.3 Hybrid model of public policy implementation

The hybrid model consists of both the top-down and bottom-up approach of public policy implementation (Knill & Tosum, 2012). Using the two approaches will be more beneficial with their main strengths and help minimise their weaknesses (Cerna, 2013). "Combining both models, it is not a case of a bottom-up approach to policy and action being preferred to top-down but that balance between the two is necessary" (Ndua, 2013:8). Hence, using both these implementation models will help to evaluate the unemployed youths at Mpophomeni Township awareness about the policy and its objectives.

The top-down policymaking and implementation speeds up implementation but may overlook other issues and remains unattended, whereas the bottom-up approach may take longer to reach an agreement, but the result may be more efficient in dealing with the problems the policy is trying to address (Luthuli, 2007). Furthermore, policy implementation comprises various stakeholder's interaction between different levels as a result both central policymakers and local actors on the ground are important for a successful implementation (Cerna, 2013).

The youth need to be empowered through effective institutions and policies to overcome the challenges they encounter. The marginalised youth and those that have fallen out of educational, social and economic system should be re-integrated through second-chance measures (NYP, 2015).

This will require a collective effort which includes stakeholders in the public and the private sector, civil society along with everyone working together to promote youth development (NYP, 2015). It is important to understand and interpret policy implementation at different levels in order to evaluate their ability or inability of the different institutions to deal with policy implementation (Luthuli, 2007). To identify the awareness of the unemployed youth about the NYP/NYDA, the unemployed youth will be asked questions such as; 'do you know about the NYP/NYDA?' and 'what type of assistance do you they offer? In this research study, the unemployed youth at Mpophomeni Township will be asked about different programmes the NYDA offer. Thus, programmes like The Jobs Programme and Career Guidance can be evaluated by working towards delivering the organisations mandate by employing the NYP.

In this study, the hybrid model was used. It is imperative to look at both approaches since the bottom-up approach cannot be assessed apart from the top-down approach. Top-down approach-government's decision to infuse youth empowerment programmes to achieve objections of the policy, however, the bottom-up approach is also essential in this study to investigate if the knowledge the unemployed youth at the local level as beneficiaries of this policy.

For government intervention programmes to be effective, it needs a holistic approach using the hybrid implementation model. The need to engage with the unemployed youth as beneficiaries was essential this study to help discover if they know and use the services offered by the NYDA. The researcher believes for a policy to be successful, using the hybrid approached helped to understand there should be more interaction amongst people in the community and officials from the NYDA.

3.5 Policy Evaluation

Policy evaluation refers to the process where the policy is evaluated to determine whether the policy is successful or not (Tebele, 2016). Likewise, there is an evaluation between the expected and achieved outcome (Knill & Tosun, 2012). This is usually achieved through reviewing feedback produced in the outcomes when evaluating the policy (Tebele, 2016). Knill and Tosun (2008) state that the policy evaluation system as the need for a problem, programme design, implementation, outcomes and its effectiveness (Knill & Tosun, 2008). The evaluation of the programme in this research study will assist to recommend effective implementation of the NYDA programmes in promoting youth development.

Mthethwa (2014) suggests that there should be continuous public policy evaluation and focus on the short, medium and long-term impact, which in turn will assist in maximising public policy improvement strategies. Process evaluations focus on the implementation phase of the programme, project or policy understudy and help interested parties to critically understand experiences in the policy context. Process evaluation is done through monitoring activities of implementation. Administrators whose role is often to implement policies need to be aware of the progress or lack thereof in programmes being implemented to reconsider their implementation strategy (Hlophe, 2014). The study is mainly centred on improving the implementation of the NYP through its programmes as opposed to looking at the failures of the NYP implementation.

The NYDA implements various youth development programmes to fulfil their mandate. The NYDA has experienced challenges in implementation and monitoring youth development programmes at a provincial and local level. This is due to current institutional, administrative and management arrangements that are legislated in the act as well as sections that are either not explicit or incomplete (NYDA, 2015). "The desired outcome is to empower young people who are able to realise their full potential and understand their roles and responsibilities in making a meaningful contribution to the development" (NYP, 2015:5). Understanding of implementation programmes is a key component to ensure delivery of governments mandate (Hlophe, 2014:77).

3.6 Conclusion

In conclusion, this chapter has defined different concepts of what is public policy; decisions relating to public policy and how policy is formulated. Defining these concepts clarifies that policies are intended to lead governments, individuals, organisations, civil society and the private sector in achieving certain goals. This chapter further highlighted that the effectiveness of policies depends on the success of the implementation processes. The implementation of the public policy encompassed three approaches, namely top-down, bottom-up approaches and the hybrid approach. The top-down is viewed as the 'government knows best' decisions starting from political to administrative execution. On the contrary, the bottom-up approach states that implementation should start at the street-level upwards. However, the hybrid approach encompasses both the top-down and bottom-up approach as complementary, which is useful for this study and the most successful implementation model. The success of a policy is measured through evaluation. Policy evaluation is a systematic process for assessing the design, implementation and outcomes of public policies. The success or failure of the

NYDA, as well as the NYP, will be determined by the participation of the youth in programmes made available for them.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1 Introduction

This chapter describes the research methods used in this study. The following qualitative study was conducted in Mpophomeni Township at Zenzeleni Community Centre. This township falls under the Umngeni Municipality located within the KwaZulu-Natal Province. This study made use of explorative research design and qualitative research methods to identify the challenges that unemployed youth in Mpophomeni encounter seeking employment as well as their awareness about the NYDA and the NYP. Furthermore, the following will be discussed in this chapter; sampling, data collection tools, data analysis, limitations of this study and ethical considerations.

Source: Weather forecast, 2019

4.2 Research Design

The interpretivist paradigm also known as interpretivism is associated with qualitative research which will help the researcher to investigate and understand the meaning as well as the interactions of human behaviour (Pulla & Carter, 2018). This can be achieved by the researcher engaging with the participant's thoughts and cognitive process (Kivunja and Kuyini, 2017). Employing the interpretivist paradigm in this study will assist to understand lived experiences by unemployed participants at Mpophomeni, their behaviours as a result of unemployment including their knowledge about government interventions such as the NYP and the NYDA.

Interpretivism also enables the researcher to achieve a deeper understanding of the phenomenon by interrogating their emotions, experiences as well as perceptions on the investigated matter (Dammak, 2015). Each participant in the township had their perspective and personal experience seeking employment or starting their own business.

According to De Langen (2009), explorative research design explores the nature of the phenomenon and other factors related to it. Matsieli (2014) points out that exploratory research can also investigate an issue or situation for more insight on the topic investigated. In this study, exploratory research was suitable to investigate issues such as personal, social and economic challenges encountered by the unemployed youth at Mpophomeni Township in seeking employment. The researcher also aimed to gain knowledge if the unemployed youth were well informed about the government policies such as the NYP and the NYDA

Qualitative methods consist of interaction, thought, reasoning, composition, and norms from an in-depth examination of a phenomenon (Eyisi, 2016). Hammarberg, Kirkman and De Lacey (2016) state that it is used to answer questions about experience, meaning and perspective of participants interviewed. This qualitative study helped to discover the perspective and experiences on youth unemployment, various initiatives the unemployed youth at Mpophomeni used seeking employment within and outside their community. Likewise, the experiences they encountered pursuing self-employment. Moriarty (2011), point out that qualitative research aims to provide an in-depth and interpretation of research participants by learning about their social circumstances, experiences and perspectives. Qualitative research allowed the participants to express their frustration being unemployed and how it has affected their personal and social lives.

A qualitative study entails focus groups and semi-interviews which seek opinions on a particular topic and in-depth interviews to understand personal experience (Hammarberg et al, 2016). The aim is to understand what the unemployed youth at Mpophomeni understand about unemployment, their experiences in seeking employment or being self-employed and their knowledge concerning the NYDA or NYP, including how it has impacted in their lives.

Using qualitative research methods techniques can also help examine the impact of the policy. Information found can be used to access changes that took place and how they can be used for analysing a specific phenomenon. The youth's exposure to various programmes offered by the NYDA will create an enabling environment for the youth to actively participate. This will improve the efficiency of the NYDA initiatives.

4.3 Sampling

A qualitative sampling describes "how many observations, interviews, focus group discussions or cases are needed to ensure that the findings, contribute to rich data" (Korstjen & Moser, 2018:10). Pandey and Pandey (2015), state that sampling consists of a criterion which is considered relevant for a particular study and appropriate specifically to the control specific variables. Furthermore, Alvi (2016) refers to sampling as a group of people selected from a population for research purposes. The research sample consisted of 16 unemployed youth residing in Mpophomeni Township between the ages of 19 to 30. This sample size included both male and female participants. This sample was relevant for this study to help answer the research questions.

A combination of purposive and snowball sampling method will be used in this study. Purposive sampling is identifying and selecting individuals or groups of individuals that are capable and well-informed about the researched topic (Etikan, Musa & Alkassim, 2016). Saunders and Lewis (2012:138) state that "purposive sampling has been chosen because the researcher selected the respondents' group under the judgment that these groups will best be able to help answer the research question and meet the objectives". Matsieli (2014) explains that the purposive sampling technique permits the researcher to select t participants that have the most adequate knowledge on the subject matter and in the best position to answer the research questions. The sample of this study has been classified by interviewing unemployed females and males residing in Mpophomeni Township.

Alvi (2016) refers to snowball sample selects participant based on whether they match the criteria of the research, then the first participant is asked to refer the researcher to another person who meets the same criteria. Dragan and Isaic-Maniu (2013) indicate that snowball sampling is when the population is hard to find or difficult to encounter like drug-addicts, unemployed youth and club members. The researcher knew the first key informant as an unemployed youth residing in Mpophomeni. The key informant was approached then enquired about this study and agreed to participate in this study, this gave the researcher to use the first key informant as gatekeepers to access more unemployed youth within the community. The unemployed youth at Mpophomeni was asked to refer the researcher to either a female or male unemployed youth they knew between the ages of 19 to 30 residing in their community.

Prior to conducting the interviews, the researcher made phone calls, introduced herself, the study; and its purpose, and asked if they were willing to participate in the study. The researcher then confirmed their availability during December 2018 holidays.

4.4 Data Collection

This research used in-depth interviews which were more suitable for this study. Moriarty (2011) defines data collection as close contact between the researcher and the research participants which allows emerging issues to be explored. Face-to-face interviews are most common even though they can be telephone interviews due to geographical barriers (Barrett & Twycross, 2018). Interviews were a useful method to understand the challenges faced by unemployed youth at Mpophomeni.

Qualitative researchers usually use semi-structured interviews which involve several open-ended questions based on the topic that the researcher wants to address (Hancock et al, 2001). Likewise, Moriarty (2001) explain that qualitative interviews are generally described as semi-structured or in-depth based on open-ended questions regarding the issues the researcher thinks are relevant to the topic. According to Moser and Korstjen (2018), an interview guide is prepared as a set of questions which will be covered in semi-structured interviews. For this study, face-to-face semi-structured interviews were conducted as the study sought to explore the challenges the unemployed youth at Mpophomeni experience when seeking employment and their awareness about government youth interventions like the NYP and the NYDA. Hence, the researcher has used to prepare an interview schedule which consisted of open-ended questions before collecting data.

Furthermore, semi-structured interviews have open-ended questions, which defines the topic investigated and it provides opportunities for both interviewer and interviewee to discuss some topics in more detail (Hancock et al, 2001). If the researcher wants to get as much detail as possible, follow-up questions will be asked to encourage the participants to share details in depth (Moser & Korstjen, 2018). Additionally, the researcher can also enquire unexpected information which will give more insight into how respondents feel about a phenomenon (Lantai and Dospinescu, 2016). Matsieli (2014:45) state that "interviews also enabled the researcher to follow-up new ideas that surfaced during the interview process".

In this study, the researcher was also able to use follow-up questions and probing to get an in-depth understanding of the challenges encountered by unemployed youth at Mpophomeni in their attempts to generate income. For instance, there was a question if they had any knowledge about the NYDA, some answered yes, the researcher was able to ask follow-up questions to how they heard about the organisation and if they have tried to approach them, if not then why. During these interviews, the researcher was also able to clarify questions participants did not understand and had an opportunity to inquire more information from participants.

4.4.1 Data collection instruments

Face-to-face interviews were conducted, and participants could choose which language to be used between IsiZulu and English. Most participants were interviewed in IsiZulu. These interviews were conducted in the Community Centre in one of the vacant offices whereby permission was requested from the ward councillor at Mpophomeni Township. All interviews were recorded permitted by respondent's consent. These interviews were mainly conducted in IsiZulu which participants were comfortable with and also assisted the interviewer to cover other areas, and each interview lasted about 18 minutes or more depending on how informed the participants were about youth empowerment initiatives offered in their community and their knowledge about the NYDA.

All interviews were audio-recorded with the consent from the unemployed youth. Participants were fully aware that their participation was voluntary and that they withdraw their participation consent (Moore & Llompart, 2017). An interview schedule was prepared as an instrument for collecting data. Lantai and Dospinescu (2016) describe an interview schedule as a set of questions designed for a semi-structured interview. In the schedule, the list of questions is pre-planned and noted down formally and the interviewer is equipped with the formal document detailing the questions (Pandey & Pandey, 2015).

For this study, the interview schedule questions sought to investigate the challenges faced by the unemployed youth in Mpophomeni Township, barriers seeking employment. Furthermore, investigate the attempts the unemployed youth at Mpophomeni made to find employment or self-employment. In addition, explore the awareness that unemployed youth had about the NYDA or NYP. The interview schedule consisted of an introduction about the research, research objectives, informed consent; permission to record the interview, voluntary participation, confidentiality and anonymity including the length of the interview. This introduction helped the participants to open up after knowing that their information would be kept confidential, and to generally know their role during the interview. (Mungule, 2016)

4.5 Data analysis

According to Hancock et al (2001), data analysis, comprise summaries of the data collected and the presentation of results which communicates the most relevant information. Collected data were analysed using thematic analysis. Lantai and Dospinscu (2016:50) explain that "thematic analysis is a form of constant comparison used to analyse documents, records, transcribed conversations, letters or

any documents in a textual form". Braun and Clarke (2006) describe that thematic analysis identifies, analyse themes or patterns from the collected data. In addition, analysis involves a constant revisit the entire data set, the coded data that will be analysed and the analysis of the data produced (Braun & Clarke, 2006). After data was collected, some interviews were translated from IsiZulu to English for transcribes to be analysed.

The researcher transcribed non-verbatim manually each interview. Non-verbatim transcription of course excludes all unnecessary speech to make one's transcript more readable without editing or changing the structure or meaning of uttered speech (Pandey & Pandey, 2015). Hancock et al (2001), state that transcribing data is a process of writing interviews. This is done by listening or viewing data repeatedly to identify phenomena of interest that respond to the research questions (Moore & Llompart, 2017). Furthermore, Alhojailan (2012) highlight that the researcher can detect and identify factors that are stated by participants. As a result, themes can form coding and categorise data according to themes of a different perspective from participants. Transcribing the data, was time-consuming, therefore the researcher was assisted by an acquaintance with experience in transcribing interviews. The assistant was able to transcribe 8 interviews and the researcher transcribed 8 interviews. It took the researcher at least 2 days and a half to transcribe each interview which took approximately 8 hours. The researcher had to listen, pause and type each time-consuming word. It took about 4 weeks to complete all transcripts.

Data was manually coded. The researcher used the six steps of thematic analysis by Braun and Clarke to analyse her data. The first step was being familiar with the data. It was important to read through the collected data to understand the content. Braun and Clarke (2006) explain that the researcher needs to read through their data before they start coding and the aim is to identify possible patterns as you read through. By going through the data a few times before and after identifying the themes and codes assists the researcher to understand the participants' thoughts and experience, which includes having more time to evaluate coded data to avoid impulsive conclusions (Alhijailan, 2012). Transcripts were read to help break-down and ensure relevant data remained. When analysing data, concepts emerge and ideas which may produce detailed description and classification, identify patterns and explanations (Snape & Spencer, 2003 cited in Moriarty, 2011).

The second step was to generate an initial code. This begins, when you have familiarised yourself with the data; and have a list of ideas about what is in the data and what is interesting about them (Braun & Clarke, 2006). Furthermore, Braun and Clarke (2006) say coding will help develop themes

depending on the data you have read and had certain questions that will assist in coding your data. Aljojailan (2012:42) add that "this process is appropriate when the researcher aims to examine the data to discover common themes and thoughts from more than one participant". In this phase, the researcher started to highlight relevant information respondents gave which seem relevant to the research questions and objectives using different coloured highlighters for each question. By doing this, it will later help the searcher when looking for potential themes.

Searching for themes was the third step. After coding the data, it generates a list of potential different themes identified. Braun and Clarke (2006) explain that when searching for themes, you can start analysing possible code and how different codes form themes and this is done by using tables, mind-maps or writing each code separately and start organising them into themes. Alhojailan (2012) indicates thematic Analysis provides an opportunity to code and categorise data into themes. The researcher started to categorise all similar data on a separate paper and put coded information under relevant themes identified. The researcher also organised and presented her data into charts and tables which allowed her to identify, compare and determine which data to focus on (Alhojailan, 2012).

After searching for themes, the fourth and fifth step was to review, refine and name themes. Braun and Clarke (2006) state that in this stage, you start to refine your themes, these themes should be clear and identifiable, and this is done by reading all extracts for each theme then consider if they appear in a coherent pattern. Thematic map of data starts here' and refining themes means to identify what the theme is and determining what each theme encompasses thereafter, a detailed analysis needs to be conducted for each theme (Braun & Clarke, 2006). For each theme, the researcher can explain the data like making comparisons through different themes maps (Gibbs, 2002). Most themes were developed by noticing a pattern of similar experiences and challenges from the unemployed youth identified in different transcripts. The broad themes developed by using the research questions and objectives of the study were able to produce sub-themes.

The sixth and final step was doing a write-up. A write up consists of a thematic analysis for a research assignment or dissertation which should include sufficient evidence of the themes within the data (Braun & Clarke, 2006). At this stage, there was enough information to do an in-depth analysis and elaborating on each theme and sub-theme. The research finding was clear which permitted the researcher to start with a write-up for findings and discussion of the study. The researcher kept all recorded interviews and transcripts were a USB drive and uploaded everything on google drive with password protection for confidentiality.

4.6 Limitations of the study

The limitation of the study was time constraint by not having enough time to collect data from the expected sample. The researcher could not interview all 20 unemployed youth at Mpophomeni Township. This partially affected the opportunity of getting different views from unemployed youth. The researcher had geographic constrains. The researcher is currently working in Midrand which is based in the Gauteng province and data needed to be collected in KwaZulu-Natal. It was a challenge to find time and travel between the two provinces. The only time the researcher was available to conduct interviews was during December 2018 holidays for two weeks and the first week of January 2019.

The researcher also had the challenge to probe regarding the question about the awareness of the NYDA. Most participants were not informed about the NYDA. Follow up questions like 'how did you know about the agency and have you tried to approach them' was not applicable. For this study, credibility was used by gathering information from different unemployed participants who expressed their personal experiences which addressed the objectives of this study.

4.7 Credibility and trustworthiness

Credibility is important in a research study because it helps the researcher to have true and accurate findings. Semi-structured interviews can help address validity by constructing questions that focus on the research objectives (Matsieli, 2014). For this study, the researcher made sure her questions formulated in the research schedule corresponded with all the research objectives. Prolonged engagement with participants was encouraged to probe their answers during their interviews by supporting their statements with examples, and the interviewer using follow-up questions. (Korstjens & Moser, 2018) Furthermore, the researcher had participants, from different age groups; people who have been unemployed for various periods; and who had a different educational background. This was done to try and avoid data being bias.

According to Shenton (2004), another way to establish trustworthiness and credibility is to allow respondents approached to be given the opportunity to refuse to participate in the study conducted, it ensures that during interviews when collecting data, participants give their honest opinions and freely give information. In addition, "detailed description in this area can be an important provision for promoting credibility as it helps to convey the actual situations that have been investigated and, to an extent, the contexts that surround them" (Shenton, 2004:65). By using talking to the participant, it is

to make them understand what the study entails beforehand, it helped the researcher to gain trust and the unemployed youth interviewed to answer questions honestly.

4.8 Ethical consideration

The researcher complied to the University of KwaZulu-Natal (UKZN) ethics procedure to conduct her study and received approval from the ethics committee for data collection. Prior to collecting data, a gatekeepers letter was obtained from the Mpophomeni Township ward councillor asking for permission to conduct research at Mpophomeni Township and use Zenzeleni Community Centre to conduct interviews with participants.

According to Kloppers (2008), ethical consideration helps to protect participant's rights like the right to privacy, right to autonomy and confidentiality and the right to be protected from any harm or discomfort. "The researcher must inform the participants about the methods which will be used to protect anonymity and confidentiality and indicate a person with whom they can discuss the study" (Fouka and Mantzorou, 2011:5). The researcher assured the participants that all the information they had provided would be confidential. Furthermore, the participants were informed that any information they provided would not be linked to the participant's name.

Fouka and Mantzorou (2011) point out that informed consent is used to protect the right to autonomy to be protected, therefore, everyone who participates in the study is given consent to freely participate but be well informed about what the study entails. In this study, the researcher explained what the study aim, description of the use of data collected and what is expected from participants. Furthermore, participants (unemployed youth at Mpophomeni Township) were given informed consent letters to sign and notified to withdraw for the interview whenever they were uncomfortable. Gill, Stewart, Treasure and Chadwick (2008) explain that an informed consent process gives respondents what is expected from the interview and increases the likelihood of honesty during the interview.

4.9 Conclusion

The primary purpose of this research methodology chapter was to provide an in-depth description of how data was collected for the entire study. Exploratory research design, details how the researcher plans to collect information and where he is going to look for this information (Matsieli, 2014). The qualitative research approach was to investigate and get an understanding of the various challenges unemployed youth at Mpophomeni Township encounter when seeking for employment, attempts they

have made in finding employment or being self-employed as well as their awareness about the NYP and the NYDA. This was accomplished by conducting semi-structured interviews to get a rich understanding of their experiences and how they can overcome the challenges they face. This section further describes how data was analysed using thematic data analysis. Lastly, it covered the limitation of the study and ethical issues whereby permission was asked from each participant and given an informed consent letter to sign for their participation. The data analysis has also been presented in this chapter.

CHAPTER FIVE: FINDINGS AND DISCUSSION

5.1 Introduction

This chapter consists of the findings of the challenges that the youth of Mpophomeni have encountered seeking employment in and outside their community. The study also captures the challenges that the unemployed youth face regarding self-employment and their knowledge about government interventions such as the NYP and the NYDA. Participants in this study were 16 unemployed youth (9 males and 7 females). Semi-structured interviews were used for gathering data to address the research question and objectives of the study.

5.2 Participants profile

Table 2 - Participants' Profile

Participants	Gender	Age	Education level (attainment)	No. of years unemployed
1	Male	29	National Certificate	7 years
2	Male	27	National Certificate	6 years
3	Male	23	Degree	3 years
4	Male	27	Matric	8 years
5	Male	24	Diploma	2 years
6	Male	30	National certificate	4 years
7	Male	2	Matric	4 years

		3		
8	Male	2 2	National certificate	2 years
9	Male	2 1	Matric	2 years
10	Female	2 6	Matric & Basic Care	10 years
11	Female	2 5	Matric	6 years
12	Female	2 1	Matric	2 years
13	Female	3 0	Grade 11 (High school)	9 years
14	Female	1 9	Matric	1 year
15	Female	2 6	Honours degree	1 year
16	Female	2 2	Matric	3 years

Source: Own

Table 2 presents participants profile by gender, age, education level and the number of years being unemployed. All participants were between the ages of 19 to 30 years. Most unemployed youths had a national senior certificate as their highest qualification. Furthermore, those who had a senior certificate as their highest qualification had a great number of years unemployed. Participants with a bachelor's degrees and honours degrees were unemployed in comparison to those who possess a national senior certificate.

According to the data captured it is important that the youth that has acquired a tertiary level qualification are most likely to find employment in contrast to their counterparts' national senior

certificates or lowest grades. "It is a widely believed view that individuals with higher education qualifications have an added benefit in the labour market than those with just primary and secondary education" (Mncayi, 2016:53).

5.3 Views about youth unemployment

5.3.1 Graduate unemployment

A contributing factor to unemployment is a qualification mismatch. Manpower Group (2012) notes that most graduates are not prepared for the world of work, as their qualifications grant them theoretical knowledge without any practical skills or knowledge. Mncayi (2016) points out that a qualification mismatch raises questions around the role and effectiveness of the higher education and training in producing graduates who are sufficiently skilled for the labour market.

Two participants stated:

Female participant 6: The issue is not only about people being qualified or not qualified. It is also about if the labour market is able to absorb new graduates. I have been unemployed for a year with my university qualifications.

Male participant 2: People with qualifications from universities and TVET colleges are also unemployed. So it is very discouraging to even study further because of the high rate of youth unemployment.

Most companies in the workplace argue that graduates from TVET institutions are not prepared or skilled enough for the labour market (Melaphi, 2015). The challenge is that young people lack basic literacy and numeracy skills. Hence, they remain marginalised from participating in the economy (NYP, 2009). Moreover, there are currently limited programmes aimed at addressing skills development needs of the young people (NYP, 2009).

The NSDS III highlight the importance in promoting growth of FET college system by providing education and training which is responsive to the skills need in the labour market (DHET, 2011). "The skills development system including the SETAs, the NSF, the colleges and the universities must remain aware of the skills challenges facing various industries and governmental institutions including individuals in need of skills development, especially the youth" (DHET, 2013:10). However, the NSDS III has identified the challenge that many lectures lack occupational qualifications and relevant experience which needs to be addressed (DHET, 2011).

5.3.2 Relationship between the labour market and education system

There is an existing gap between the education system and the labour market that contributes to the lack of employability amongst the youth. De Lanny, Graham, Patel and Leibbandt (2018) indicate that when young people with tertiary qualification exit the education system, it does not mean they acquire the necessary skills required by the labour market. As a result, Mago (2014) states that the poor relationship between the educational institutions and the labour market creates a skills gap which affects graduates negatively, one participant expressed:

Female participant 6: There is no relationship between the labour market and the education system. The education system continues producing graduates that are not relevant to the labour market. The relationship between the education and the labour market need to be strengthened in order to address the issue of youth unemployment.

This reveals that lack of capacity in government departments and the capability issues to effectively execute policies is reflected in the basic and post-secondary education system to assist young people with basic and technical skills that are relevant for the labour market (De Lannoy et al, 2018). To address this challenge, there should be a partnership between schools to improve their career guidance for young people when making decisions on their subject choices for their careers (Manpower Group, 2012). Nemalili (2006) also suggests that schools need to introduce a more practical and vocational oriented curriculum, which equips pupils with basic skills for living to improve their employability. Even though there has been an improvement in education attainment in the South African youth, the imbalance between the education system and labour market remains a challenge that needs to be addressed (NYP, 2009).

DHET (2013:9) recommends a "training systems, including curricula, need to be designed around close cooperation between employers and education and training providers especially in those programmes providing vocational training". The NSDS III promotes professional, vocational, technical and academic learning (PIVOTAL) programmes which includes practical learning in the workplace (DHET, 2011).

5.4 Challenges encountered finding employment

5.4.1 Geographic and transport constrains

"In a South African context of high levels of unemployment, inactive job seeking may be due to financial constraints as a result of high costs searching for a job accompanied by a low probability of finding employment" (Mlatsheni & Ranchhod, 2017:8). Limited income can be aggravated by

location and high costs of transportation; contributes to the youth unemployment (De Lannoy et al, 2018). Some participants complained about not having money for transport when searching for jobs especially outside their community. Hence, it hinders their chances of being employed. They also spoke about the issue of where internet cafes are situated so they need public transport to go to town.

Two participants the following about on geographic constrains:

Female participant 6: I can say the main issue is not having transport money to travel around looking for employment and also paying at the post when sending the application forms. The discouraging thing is that sending applications does not guarantee employment so it's pointless anyways.

Male participant 2: You find that the internet Café is far so I have to take a public transport to town because the internet in this community can be very slow when you are applying or browsing for other things.

De Jongh (2017) points out that distance from rural to urban areas are very costly as a result, the youth with low access of quality schooling have difficulties finding employment. Mlatsheni and Ranchhod (2017), highlight that many young people do not actively search for employment due to the inability to access areas of employment. Findings indicated financial constrains whereby participants had challenges traveling from township to town. Consequently, they get discouraged to continue searching for jobs thus exacerbating youth unemployment in their township.

5.4.2 Internet access and costs

The lack of internet access has been a barrier to the unemployed youth at Mpophomeni in finding employment. The unemployed respondents stated that they cannot afford to buy data and the high costs use internet cafes. Furthermore, the internet in the community library is not useful. De Lannoy et al (2018), highlights that mobile phones have made mediation easier to hake internet access. The following participants stated:

Male participant 1: As unemployed person you do not have money to go and apply the internet access is very bad especially in government places and then the really internet (strong internet connection) you find it in town where you have to pay for it with the money that you have.

Male participant 6: I am an orphan, so I have challenges like not having money for transport and paying to print CVs, transport and money to access the internet.

The NYP (2009) suggests that the government should partner with civil society in promoting access to information for young people. This, also include the availability of adequate internet access. The

internet at Mpophomeni community is very limited as a result, it is not efficient when searching for jobs or doing research.

5.4.3 Lack of work experience

Studies show that some employers prefer employing people with work experience than taking the risk of employing someone without any work experience (De Lanny et al, 2018). Mago (2014) explain how the scarcity of jobs implies that the graduates are most likely do not have the skills required in the labour market.

Two participants expressed that one of their biggest challenge when searching for jobs was that they lacked relevant work experience:

Female participant 5*:* In my case I would say lack of industry experience. The crazy thing about the work industry is that they expect you to have experience in order to apply for a lot jobs and where are you going to get the experience they are looking for if you just currently graduated…. The work industry is not open or does not accommodate new graduates from universities.

Female participant 4: I think not having an experience have been a huge challenge for me to get a job. As they always state on their job applications, they always looking for someone who has lots of experience, 2 years minimum, how possible is that fresh from school you can have a minimum 2 years' experience?

De Jongh (2017) states that employers feel like graduates only have theoretical knowledge but lack practical skills. Nemalili (2006) expresses that the tertiary sector does not prepare its students with the appropriate skills needed in the industry. Employers usually react positively when applicants indicate that they have work experience and skills set (De Lanny et al, 2018). Lack of work experience and employability skills is seen as a limitation in the socio-economic environment. Hence, the NYP promotes youth participation to improve socio-economic conditions (NYP, 2009). The NYP aims to focus on key areas that prohibit participation of young people in the economy like the lack of work experience and information, both of which constrains young people from responding to labour market demands and embracing opportunities such as work placement (NYP, 2009).

The DHET (2011) point out the NSDS III intends to address the lack of skills and poor work readiness for the youth leaving secondary school and tertiary education entering the labour market. Seta's implement programmes that are occupational with significant elements of practical workplace learning such as learnerships, apprenticeships and structured internship to address scarce skills needs (DHET, 2013). Orgill (2007:30) state that "skills development contributes towards preparing the

labour market for the repercussions of poverty and disease and prepares them for coping with such problems in response to the NDP 2030".

5.4.4 Lack of qualification

It is very challenging to find employment without any qualification. The struggle of getting into Higher Education Institutions (HEIs) hinders most unemployed youth from having access in the labour market. Most job post requires certain qualifications, which affects the employability of young people. "Youth who do not possess labour market-related qualifications are particularly affected by this interrupted transition" (Graham & Mlatsheni, 2015: 19).

Participants responded:

Male participant 7: Jobs need people with qualifications so since I don't have a qualification that is another challenge that is there. I don't even have money to further my studies to make matters worse.

Male participant 2: I do not have a complete qualification, so it is difficult to find a job. You complete your matric and cannot afford go to higher institutions.

Female participant 6: I think my level of education also contributes to my unemployment, because most of the posts I see in newspapers require university qualifications or at least matric certificates.

5.4.5 Nepotism, social networks and corruption

Asaju, Arome and Anyio (2014) points out nepotism and corruption contribute to the increasing levels of unemployment. Cloete (2013) refers to nepotism as company owners influencing the recruitment and selection process which favours their relatives and friends. The unemployed youth at Mpophomeni criticised how their community councillors do not empower young people in the community particularly those who are unemployed instead, they practice nepotism which is unacceptable. They also stated that when there are vacancies or temporary jobs that can assist the youth to gain some work experience, they would share these opportunities with their family and friends. Consequently, nepotism and corruption causes harm in society. Furthermore, the youth stated that the government is not doing enough to resolve these issues (Ndhlovu, 2010). Ndhlovu (2010), state that the youth get discouraged from seeking employment and decide to stop searching.

These are the responses expressed:

Female participant 3: Hiring people from same family is biased and unfair, that is nepotism is really deferent from looking out for a person that you know has skills and qualifications. They hire their

family members who don't even have qualifications or skills for the job. That is unfair and a disadvantage to people who have skills and qualified.

Male participant 6: I have spoken to the Councilor and asked him to let us know if there are any job opportunities that come up and he said he is aware that there are people like us in the community and promised to tell us but you find out later on, they hired people privately without us knowing, they hire their family member.

Female participant 2: Every politician voted into a position sees an opportunity to steal or to employ their relatives or friends regardless of whether they qualify for that position or not.

There is a demand on accountability and transparency from South African officials from the public since there is a lack of professionalism which continues to restrict the effectiveness delivery of public policy, achieving objects and goals that the government has set (Luthuli, 2007). The government is required to consider strategies to adequately deal with public service inefficiency and lack of effectiveness (Luthuli, 2007). Local officials and organizations play a significant role in policy implementation when a policy is implemented at street-level (Knill & Tosun, 2012).

The need of social connections was brought up by one participant as one of the contributing factors to youth unemployment. De Lanny et al (2018) defines social capital as the social networks that can be leveraged for access to information about the education system, the labour market and job opportunities. Likewise, De Lannoy et al (2018) states that a low socio-economic communities struggle with social networks that can provide different types of information needed for effective job searches since today's youth usually finds work through social media networks including how employers use these networks to recruit.

Two participants responded:

Male participant 5: You have to bribe and you must use connections if you want a job, and I don't understand why they are pushing us to go study so that we can get jobs because we do study but we still don't get jobs.

Male participant 8: you need money to network and meet people who are already in the same industry that you want to pursue but it is not easy to find them, if you do not have money. There is a need of more social connections especially in townships like Mpophomeni to share different opportunities in promoting youth development holistically.

5.4.6 Emotional stress

The inability of finding employment for young people causes frustration and anger when this hinders them from achieving their personal goals (Idris, 2016). De Witte and Leuven (2010) indicate that the

unemployed youth find it difficult and sometimes impossible to find a job. Therefore, the youth pull out psychologically from job seeking as a coping mechanism.

Two participants replied:

Female participant 2 explained that being unemployed is very stressful and depressing since I am responsible for my own basic needs.

Male participant 8 said that he had found a job but was not available to take it because of personal issues at the time, thereafter, he had not tired or saw the need because the disappointment of not being able to work.

Long term unemployment can have a negative effect on young people psychologically. "Mental health consequences of unemployment include anxiety, depression, disturbed sleep, self-harming behaviour, feelings of apathy, isolation, hopelessness, low self-esteem, and reduced decision-making ability" (Nemalili, 2006:26). Findings revealed, that one respondent at Mpophomeni was affected psychologically and have lost confidence in themselves due to unemployment.

Male participant 1 stated:

Male participant 1: I can say we as young people suffer the most mentally because you lose confidence in yourself. I can say unemployment is a bad thing and the government should do something because we have skills and we are educated. On the other hand, we hear news about corruption in our country so that all of the things that make us feel discourages.

Young people feel like they have no luck when seeking for jobs as a result, they suffer from depression which led them to substance abuse and crime. De Lannoy et al (2018) points out that discouragement of seeking employment can lead form of depression and usually characterised by high levels of chronic unemployment. Little attention has been given in mental illness in relations to youth unemployment in South Africa (Mlatsheni & Ranchhod 2017).

On the other hand, female participant 7 stated that some people feel worthless and get into relationships with older men for money.

Female participant 7: it is not a good thing being unemployed. It really destroys the youth because some feel worthless and useless, they will start doing bad things, for instance, some start going out and date sugar daddies.

5.5 Challenges encountered pursuing self-employment

The issue of unemployment has propelled the South African government to focus on assisting the unemployed youth to pursue entrepreneurship as a means of addressing the increased levels of

unemployment. Since employment opportunities are insufficient, entrepreneurship has been emphasized as a remedy in reducing the unemployment rate (De Jongh & Meyer, 2017:70).

5.5.1 Skills and means of creating income

Skills can be used to create streams of income. Most participants in this study said their skills were; writing skills, computer skills, baking skills, interpersonal skills, athletics, and communication skills. Nonetheless, they have never used their skills to create means of income. Certain individuals argued that they were discouraged due to the insufficient capital and support from their families and friends; as a result, they preferred looking for instead of starting their businesses.

Other participants expressed that being self-employed comes with being financially unstable therefore choose being employed since it comes with more financially stable. They believe that being in business is more difficult and riskier.

Female participant 4: Have never tried. I really don't know where to start, I feel like my skills alone will not work without having a formal education or a college qualification. I think my skills can be noticed only when I am at work, so if I can get an employment that is where they can really see that I am skilled.

Male participant 4: I have been to trials, but I was not lucky to chosen or maybe they thought I was not good enough.

Participants who have tried in starting their own business used their skills to create means of income. Male participant 9 used his computer skills to make an income by helping other people type and print their CVs to make money. Female participant 6 had communication and marketing skills and sell vegetables at home to make streams of income. She stated that her business is slowly growing but she is able to contribute something for her family.

Male participant and female participant 6 responded:

Male participant 9: I have used my computer skills for typing and printing for people in order to get means of income.

Female participant 6, sells stuff, particularly vegetables. I can say I am more of a business minded person, but the challenge with selling vegetables is that the business does not grow. I have to sell small portion of it, the amount that I can carry around on my trolley.

The NYDA provides training for youth entrepreneurs and guidance in starting and managing of businesses (Mohy-Ud-Din, 2014). These are the various type of assistance to help young owned

businesses. However, they are not aware of available government assistance which can help with the development and sustainability of their small businesses.

5.5.2 Financial constrains

Financial constraints affect most young people that aspire to start or grow their companies. Lack of funds was the most common challenge encountered by participants aspiring to start their own business. Starting your own company usually needs access to funds. Most young people need capital or credit to start a business like saving income generated from employment, getting loans from family or obtaining credit from financial institutions (Wiger, Chapman, Baxer & DeJaeghere, 2015).

The following participants started:

Female participant 5: You can never be able to be self-employed if you do not have the funds. So, it's better to start saving up while there is still enough money to start your own business.

Male participant 4: Money is the challenge; as you know, the most important thing you need to start a business is money. It is even difficult to get funding from the government. They require a lot of things in order to consider your application for funding. So, I must save my own money which I don't have at the moment.

Male participant 1: It is difficult to get financial assistance to start a business from people around you and even from the government

When approaching investors for capital, they are more interested in established businesses with minimum risks and are certain they will get the returns of the risks taken (Kanchana et al, 2013). The provision of loans is the main entrepreneurial hindrance that the youth in South Africa face. Mungule (2016) express how some government policies that support self-employment fail through instilling of entrepreneurship attitude and skills. There is a need for programmes aimed at business development which include financial support services (such as start-up loans or information regarding finance opportunities), mentoring and consultation services from experienced entrepreneurs (Paver, Rothmann, Van den Broeck & De Witte, 2019). As mentioned, the NYDA has programmes that support young people with finances from their businesses and training NYP, 2015). They need to do research on the criteria and required documents in order to receive funding from the agency

5.5.3 Financial mismanagement

Financial mismanagement can affect the production and growth of any business. One participant explained his downfall was mismanaging his money.

He explained:

Male participant 8: I had a weakness of not managing money efficiently in the business, I would spend the money he had made on other things.

De Jongh and Meyer (2017) suggest that there should be intensive efforts for financial provision and access to funds for young entrepreneurs as well as the development of financial literacy skills. This will be beneficial for young entrepreneurs to develop discipline and learn to manage their finances. Another downfall is the lack of forward-thinking, planning and innovation which come with exposure. (Kanchana, Divya & Beegom, 2013)

5.5.4 Lack of support from family and friends

Most unemployed youth at Mpophomeni articulated that people do not believe in their vision and the business ideas they want to pursue. They are also discouraged to seek help from the government due to the stories they have heard from their peers who have tried to approach different government interventions but did not receive the help they needed.

Two participants expressed themselves:

Male participant 5: Yes, I have tried but here at home they don't believe in those things they tend to think you are gay or something.

Male participant 6: The big problem is capital we need someone who can sponsor us but it's very difficult to find those people so end up relaying to our families for assistance… at home, they don't understand the type of business we are trying to run so they fear that their money might get lost and that is the challenge that we face.

5.6 Consequences of unemployment

5.6.1 Social-economic factors

Household income affects young people who are unemployed especially in rural and township areas. Ndhlovu (2010:16) points out that "household income and level of education are the most influential factors that impact unemployed youth in the Townships". Furthermore, some households depend and are sustained by their grandparents' old-age pension fund (Ndhlovu, 2010).

Two participants raised their concern:

Female participant 1: we are sustained by my grandfather's pension; he provides food and clothing for my siblings. I cannot afford to help because I am unemployed.

Female participant 3: If I had parents, I could have asked them for money, but I have learnt not to complain about these things. So, I have to try to make ends meet.

The NYP identifies and prioritises the youth at risks like young people who run households due to the loss of their parents, unable to take care of themselves, including being responsible for their younger siblings and sick parents (NYP, 2009). The NYP caters for the unemployed youth heading households and those for are dependent on their grandparents. However, the unemployed youth at Mpophomeni are not aware of such government interventions, which affects their progress in life.

5.6.2 Illegal means for survival

The scarcity of economic opportunity should be a priority to be addressed, as it has resulted in increased crime rate caused by unemployment (Ruhiiga, 2006). The lack of job opportunities drives the youth to crime to get money and provide for themselves and their families. Findings from the interviews conducted revealed that young people at Mpophomeni has were exposed to illegal activities to make money. The level of youth unemployment in this township is very high therefore, others get into drugs as a coping mechanism and a way they spend their idle time.

Male participant 5 said:

Male participant 5: You have to bribe, and you must have connections if you want a job, and I don't understand why they are pushing us to go study so that we can get jobs. We study but we still don't get jobs, up until now I am not employed, and I am even considering going back to school to further my studies.

One of the NYDAs objectives is to initiate programmes directed at reducing poverty, combating of crime and substance abuse in respect to youth development (Kampala, 2011). The NYP (2009) proposed that The Department of Safety and Security need to ensure that community policing or safety forums and the South African Police Service (SAPS) engages more with the youth. This will determine their needs and help create opportunities for them to participate in activities aimed at preventing and reducing crime (NYP, 2009). Matsieli (2014) explains that failure to engage the youth by government officials in decision making hinders the implementation of the NYP by excluding the youth. Furthermore, "this policy recognises that young people who become actively engaged in social cohesion activities such as community service, civic participation and volunteering, are less likely to engage in risky or self-destructive behaviour because these activities inculcate a clear sense of purpose and a desire for them to reach their set goals" (NYP, 2009:26).

5.6.3 Substance abuse

Kingdon and Knight (2004) explain that frustrations and depression due to youth exclusion from employment propel the youth to engage in drug abuse as well as alcohol consumption. Mago (2014), state that some unemployed youth are forced by certain conditions to get involved in violence and substance abuse especially among African youths.

In this study, some participant responded:

Male participant 5: I hang out around with people who did not complete matric. They did not attend tertiary institutions, consequently, they are involved in drugs and drink. Being around them influenced me to end up drinking and smoking. I am not saying it's their fault but if I was employed, I was not going to do all this.

Male participant 3: The level of unemployment among youth in this township is very high that's why they end up getting into drugs. If we can have just one political leader who can delegate and focus specifically here in Mpophomeni, it can help develop and increase the level of employment.

Aggravated unemployment among the youth who use substances such as drugs and alcohol spend childhood and adolescence in lower households (Lee et al, 2015). Ayllon (2016:2) state that "the increased probability of being unemployed or the lack of opportunities found in the labour market, young people may resort to self-medication causing an increase in substance use". Some individuals who are depressed or have other mental or emotional issues may use drugs and alcohol as a coping mechanism (United Nations Drug Programme, 1995). The NYP (2009:25) recommends that "The departments of health and social development should provide young people with relevant information that seek to reduce the likelihood of having them involved in risky behaviour such as substance abuse and violence".

5.7 Attempts made finding employment within Mpophomeni Township

5.7.1 Submissions of CVs

Most participants explained that they have tried approaching the Umngeni Municipality and submitted their CVs. Unfortunately, they had no luck in being employed and complained about nepotism and favouritism when community councillors and Umngeni Municipality is recruiting.

Male participant 5: I have approached the Umngeni municipality particularly the EPWP. I submitted my CV but they never came back to me. They also have a habit of taking people from other provinces to come work in our Township, doing the same work we are qualified to do but they don't hire us.

On the contrary, Female participant 5 and male participant 1 shared their experiences looking for jobs within their community. They preferred searching for employment outside their community.

Female participant 5: I don't know of any place where you can look for a job in this township as a result, I make no attempts because I feel like I'll be wasting my time.

Male participant 1: No here (Mpophomeni) I use my resources to get money and I have never attempted to look for employment here. I believe this community does not have many opportunities. The competition is also too high since a lot of young people are looking for jobs within the community.

5.7.2 Volunteering

Volunteering can help unemployed youth gain exposure and work experience. Ndhlovu (2010:62) points out that "most youths would like to get as much experience as possible to help them find employment, but there are inadequate schemes to accommodate them all". Volunteering sometimes can be helpful if one is looking for a job (Mzizi, 2017).

Female participant 7: I have tried to work at 'Love Life'. I started volunteering there but it didn't go well. It was the only place I knew I can volunteer thereafter I decided to go back to school.

Male participant 3: I was involved in helping people who pick up papers around the community, but the problem was that I was not exposed nor knew the people person to approach and ask at least for a temporary job.

5.7.3 Temporary employment

Temporary or contract employment can assist the youth to gain work experience including being exposed to how the workplace environment operates which may increase their chances of being employed. Few participants were employed for a short-term, to earn an income.

Some participants said:

Male participant 2: I have worked at 'Friends for Life'. They are care givers who help patients with HIV/AIDS and yes, we did get a stipend but left the job because I wanted to be self-employed.

Male participation 4: I am currently driving a family car transporting kids to school, but this is just to keep myself busy and avoid depression and substance abuse.

Female participant 3: I sometimes get something temporary, even if it's for one week to help out in my neighbourhood. Life has taught me not to be choosy with work, I do every type of work as long as I am going to get paid at the end of the day.

5.8 Attempts made seeking for employment outside Mpophomeni Township

5.8.1 Sending our CVs

Findings reveal that the youth at Mpophomeni Township used the most common strategy to seek for employment by submitting CVs. They w submitted CVs in different companies in town such as restaurants and retail stores. Furthermore, their applications were either done online or physically. The posts were found online, shared amongst friends, newspapers or found advertisements at the community library.

Male participant 5: I do find the email address of other companies outside, like Mpumalanga and Johannesburg because what I am qualified for is mostly found in those two Provinces and I send applications through emails even though my parents do not approve the idea of going to work in Johannesburg.

Female participant 1: I research on the internet and apply. It is always easy to apply on the internet and it's a lot cheaper than paying the post office. However, most government organisations still require an application to be sent through the post office with those Z83 forms attached to them. It's so tiring but we don't have a choice we have to use their ways.

Female participant 2: I think if a person has good knowledge about employment application, to teach the youth about the dos and don'ts when it comes to applying for a job. I think if they just organise seminars and teach the youth how to craft CVs and align all the attachments. I sometimes think that the mistakes we make on our CVs are the reason why we don't get employment, I don't know I just feel like it contributes, I may be wrong but that's what I think.

On the other hand, male participant 3 alluded that he has been discouraged to look for a job due to receiving no response and decided to do his own thing now, whereas male participant 2 expressed that he prefers to pursue other ventures then actively look for a job.

Their responses were:

Male participant 3: No. I was discouraged plus I want to do my own thing. So it is better I focus on building myself and my brand.

Male participant 2: No I haven't tried to look for job outside Mpophomeni township, maybe it's because I just told myself that I want to do my own thing to push myself.

5.9 Knowledge about initiatives offered in the community for youth empowerment

5.9.1 Community programmes

Male participant 7 stated he had heard about the EPWP:

Male participant 7: I am not sure of the Extended Public Works Programme (EPWP), just not sure if it caters for the youth or everyone but I have heard about them.

Public work programmes can employ people with no formal education, but their challenge is, they cannot provide training that equips people for meaningful employment (Brynard, 2011). Another policy that addresses youth unemployment is the National Youth Service included in the NYP, its programmes train young people in preparation for the labour market through the EPWP (De Lannoy et al, 2018).

The EPWP objectives are to offer income through temporary employment opportunities for the unemployed by mobilising young people. The EPWP also allow the unemployed youth too by assisting in the community while earning an income and gaining relevant work experience (NYP, 2015). It is a key component of the government's social protection framework for the unemployed. The government has attached significant importance to the EPWP as a means to tackle unemployment (Malakwane, 2012). However, EPWP has also been burdened with the need to respond to low skills levels through training interventions (De Lannoy et al, 2018). As a result, these programmes are not expected to transition young people into the formal labour market, particularly jobs that need people with low skills (De Lannoy et al, 2018).

Another participant said that she is only aware of a community project that helps with gardening and cleaning around the community. In addition, she also revealed that the township does not have enough opportunities to empower young people.

Female participant 1*:* There are groups who work in the garden and those who clean rivers. To be honest, there is not much that this community do to empower youth, there are too many of us in this community and we all unemployed. We cannot all work in the gardens and rivers only; I think community leaders should do something to help out.

5.9.2 Community library

Community libraries are necessary for people to have access to information, may have an impact on improving the socio-economic development of the communities (Mojapelo, 2017). Male participant 1 viewed the community library as a useful resource to assist people in their community.

Male participant 1: We have a library here and is very good I won't lie and is the only strong resource in this township that help us find jobs. We do print but we don't pay a lot of money, they also make us CVs for free.

Community libraries have an essential role in informing its residence about issues that affect their community and ensuring that information is easily accessible that empowers its citizens, such as youth empowerment programmes and resources like; reliable internet access for job searching and online research. Public libraries usually have limited funding and limited resources which results fail to sustain the purpose for such facilities (Mugwisi, 2018). However, not every participant knew about initiatives offered in their community.

Some participant responded:

Male participant 5: There is nothing, no organisation in this township… You have to look out for yourself here and if you feel like going outside you have to go and hustle because you won't get any job here".

Male participant 6: No, I won't lie I haven't heard of any initiative.

5.10 Services lacking to assist the unemployed youth at Mpophomeni
5.10.1 Skills development programmes

Government, private-sector and civil-society organisations should work together to ensure that skills development programmes have exit strategies linking young people to employment, further learning or self-employment approach (NYP, 2009). Another respondent recommended starting youth groups designed to help them develop skills such as drawing, woodwork and knitting to generate streams of income. More skills development will increase job opportunities and improve the standard of living for the poor (Ndhlovu, 2010).

One participant suggested:

Female participant 7: We do have youth centres around that assist the youth. There is Ethembeni, whereby they can help the youth especially regarding computer things, that's a centre, they do have youth offices. We even have councillor all over Mpophomeni that can assist the youth even though they are not doing anything much at the moment.

The NYP has identified the need to strengthen interventions that seek to address youth unemployment by implementing employment and skills development programmes to ensure youth participation in the labour market (NYP, 2009). The importance of having programmes that will focus on skills such as resilient, effective coping mechanisms and problem-solving in dealing with unemployed people

(Paver et al, 2019). By helping to develop skills, like knitting and other skills, in addition, they will not only gain practical skills to be employed, but it will also promote self-employment.

5.10.2 Temporary employment

Temporary employment as stated above, it promotes skills development including gaining work experience.

Male participant 3 suggested:

Male participant 3: They should create jobs and that's what could help youth. Just like you said that it can create a municipal organisation that will employ youth maybe cleaning in the community, even if that job is only for 8 months just to give them experience or maybe to take youth and go to work in their offices and that is how to want the municipality to help us because we have skills.

5.10. 3 Advertising Strategy

The unemployed youth criticised their community leaders do not give out information to empower them. One participant suggested there should start sharing information by making announcements throughout the whole community by using loudspeakers. They can also make use of billboards to display information, advertising youth empowerment programmes like the NYDA to expose more young people to the different programmes they offer. Using the suggested strategy may help reach out to more youth people in the community.

Female participant 2: The organisations like these should come to people or introduce themselves to the youth, we have to know about their programs and the only way we can know about them is only if they come to us. The problem is that we do not have a fully excess to the internet, so we do not get information about these things.

5.11 Awareness about the NYP/NYDA (how they got informed about the services they offer and if they approached agency)

5.11.1 Unemployed youth's awareness about the NYDA/NYP

The data shows that the unemployed youth's awareness about the NYDA or NYP. 9 participants knew about the NYDA and 7 did not know about the agency. However, only 2 unemployed youth had approached the agency for assistance. Furthermore, other participants were either not interested due to financial constraints to travel to their office. In addition, others were discouraged to go seek for assistance due to negative stories they heard about the agency.

Participants who have approached the NYDA said:

Female participant 5: Yes, I approached them about job readiness, but I did not get any response from them till today. I send emails most of the time since I financial issues to get to their offices.

Male participant 1: After our learnership I received from the NYDA, we needed user computing in IT so we asked them to connect us where they need the qualification that we have, so far we have not been so lucky to get any even the people I have been studying with they have not got anything.

Participants who never approached the NYDA responded:

Female participant 6: No. I have not tried, because according to what I know, they want someone who have a detailed business plan and I don't have it, I don't know how to creative it. I am even scared of having a pressure of having a funding support from an organisation like that, what if my business fails and I have debts to pay back their money?.

Male participant 2: I have never gone to them, it's just I believe they take too long to respond because they have so many people asking for their help so I just go somewhere else and see if I can get help".

By observing data collected from the unemployed youth, it reveals the lack of extensive impact assessment of the programmes; meaning that successful policy implementation would highly be unlikely (Hlophe, 2015). Local government is better positioned to facilitate youth development than the provincial and national government. This is the reason why the NYDA aligned its work with local municipalities, to ensure that there is effective delivery through the structures of municipalities (Kampala, 2011). It is therefore clear that young people should be considered as beneficiaries and as agents of change and not as passive recipients of government services (NYP, 2009). From the community level, the major challenge is that young people do not have or belong to structures. If they belonged to some community structures, it would be easier for the NYDA to implement their programmes (Kampala, 2011). This gives an emphasis for the importance that the youth should be more involved in community structures and be part of decision-making process.

The hybrid implementation approach is necessary in this study since the top-down approach may fail to notice what local actors can identify. Thus, the bottom-up approach acknowledges the implementation policy at a local level. Hence, in this study, it has discovered that there should be more participation by including youth people to be represented since they are the beneficiaries of the NYP and NYDA. They will most likely to know what affects the youth to promote more successful policy implementation.

5.11.2 How the unemployed youth at Mpophomeni was informed about the NYDA

Table 3 how the unemployed youth at Mpophomeni was informed about the NYDA

Participants	Got informed about the agency
Male participant 1	Television and municipality
Male participant 2	Community visit by the agency
Male participant 6	Friend
Male participant 7	Television, radio and internet
Female participant 1	Friend
Female participant 4	Community announcement
Female participant 5	Agency visited her previous high school
Female participant 6	Friend
Female participant 7	Heard from church

Source: Own

Table 3 shows how the unemployed youth were informed about the NYDA. Most young people were informed by their friends, followed by those who learnt about them on social media and others who heard from their previous high school, church and NYDA road shows.

5.11.3 Knowledge about the types of assistance offered by the NYDA

Table 4 knowledge about the types of assistance offered the NYDA

Participants	Knowledge about the NYDA
Male participant 1	Assist in finding employment, offer bursaries and fund businesses
Male participant 2	Fund business
Male participant 6	Fund businesses, assist finding employment and assist in skills

	development.
Male participant 7	Skills development
Female participant 1	Youth empowerment
Female participant 4	Youth empowerment
Female participant 5	Assist in finding employment
Female participant 6	Assist in finding employment, skills development and fund businesses.
Female participant 7	Assist with tertiary applications.

Source: own

Table 4 presents the type of assistance the unemployed youth at Mpophomeni Township knew the NYDA offered. Most participants knew they assist with bursaries and learnerships, funding businesses, skills development programmes and help the youth in finding employment. One of the principles of the NYDA is to ensure that young people have access to information that can give them the knowledge that can empower them (Kampala, 2011).

According to policy implementation, issues occur when the expected results to beneficiaries are not achieved over time (Matsieli, 2014). The top-down approach has been criticised for implementing policy and its objectives without engaging with those at the street level, particularly those affected it (Signe, 2017). Thus, it is imperative to include the bottom-up approach when analysing how policy is implemented. This reveals that participants from this community have limited knowledge about the programmes initiated by the NYDA. Thus, there should be strategies employed to effectively communicate local and national empowerment programmes.

5.12 Effective ways to communicate youth empowerment initiatives
5.12.1 Community visits

There can be an announcement for the youth to meet at the community hall and explain important information that can empower them youth like different organisations that can help the young people with the challenges they are facing. Some participants suggested:

Male participant 3: different youth empowerment organisations can come to visit our community once in a while and inform us about the services they offer so we will know where to get the help we need".

Male participant 7: They should address people from where they are not from the web, if fine they can use social media but there are some people who don't have smart phones who can't access, who rather take what you say when you talk to them face to face.

Male participant 6: They should come to the community and introduce themselves since the NYDA is in Howick, it is far and we don't have money to go to them so they should come to us and talk to the youth about what they offer and how we should communicate with them if we need their assistance.

5.12.2 Social media

Social media has become one of the most used platforms by young people. Female participant 6 and male participant 5 advised that social media and posters can be used to communicate youth empowerment initiatives.

Both participants said:

Female participant 6: social media is one of the most popular platforms to communicate with the youth and can share information there".

Male participant 5: They should put posters and advertise it on social networks, and they are people who will find it interesting.

One of the biggest advantages of social media, it can help people and various companies to share information such as employment opportunities, which will help educate and reach out to more people.

On the contrary, one participant expressed the issue of not having internet access; hence proposed roadshows will be able to accommodate people who do not have internet access.

Male participant 6: the problem we struggle to buy data to access the internet and social media like Facebook and Twitter and the library Wi-Fi have issues, so we would prefer people to do community visits.

5.13 Suggestions to improve youth unemployment from participants

5.13.1 Skills development programmes

Various skills development programmes can be intervention programmes that offer skills training to the youth at Mpophomeni Township to address the issue of youth unemployment. De Lannoy et al (2018) state that there is an assumption that young people lack the technical skills to become more

employable. Skills development training can be organised and managed by the government, non-government organisations (NGOs), employers or Manpower Group (Manpower Group, 2012).

Female participant 5: people should use their skills to create something that should bring them income. People should look out for each other and share information.

Graham and Mlatsheni (2015), points out that, training programmes include hard skills development such as retail skills, plumbing and welding, soft skills development consists of basic literacy and numeracy, computer literacy and work-readiness training. Such skills training will be very beneficial when seeking employment. They can also use skills acquired like plumbing and welding to start their businesses.

According to De Lannoy et al (2018), NGOs play an important role in communities but some are not well networked with potential employers, therefore have a struggle of getting information and social capital essential for placement services.

One participant said:

Male participant 2: the youth can get together since we are the majority in this community and start something like an NGO and get sponsors to help people develop different skills that can help them generate income.

Mago (2014) proposes that the government should support skills development programs that are meant to improve their employability status for youth people like technical skills training with soft skills workplace-related training. Additionally, the government could put in place programs that attract investors with the potential to create jobs in South Africa (Mago, 2014).

5.13.2 Volunteering

According to Meyer (2015), volunteering increases opportunities to obtain work experience in which is encouraged as by the NYP. Female participant 5 expressed that it is better to apply for different qualifications and volunteering which can improve your chances of being employed.

Female participant 5: volunteering or participating in different activities within the community is a good idea. This helps in learning and developing new skills which can boost improve their employability skills required to find and secure employment in the labour market.

Whereas male participant 3 suggests:

Male participant 3: they can create a municipal organisation that will employ youth maybe cleaning in the community, even if that job is only for 8 months just to give them experience or maybe to take youth and go to work in their offices and that is how to want the municipality to help us because we have skills.

Voluntary work that is relevant to one's work gives a person experience; helps get networking contacts. Being exposed to a work environment, which shows employers that someone is committed and dedicated (Mzizi, 2017). It gives the volunteering candidate potential for employment.

5.13.3 Youth entrepreneurship

Entrepreneurship is part of the solutions for reducing youth unemployment challenge in South Africa. An effective entrepreneurship programme can help provide people with the knowledge, skills, and attitudes that will help them to save and plan, start and develop a business, secure employment, including access to financial services (Wiger et al, 2015). Job creation and increasing entrepreneurship programmes and skills development for young people is part of the NYPs objectives (Kampala, 2011). Some stated that the youth people can open their own businesses, so they should just focus on creating jobs for themselves instead of relying on the government for employment.

Male participant 4: We can start a business that would help youth, it's just that I still don't have a business idea at the moment but there are many businesses that could help youth.

Female participant 3: Start groups which support the youth. We can share our experiences as young people and support each other where we can share information like job posts and support each other by starting our own businesses.

Their programmes focus on entrepreneurial development, which is to increase entrepreneurial culture, business managerial capacities, technical skills and talents among the youth (Kampala, 2011). Salami (2013) emphasizes that entrepreneurship education is needed to combat youth unemployment. However, De Jongh (2017) points out that most young people do not have the required skills, abilities or networks to effectively operate their business which forces them to close them down. "Entrepreneurial education and training build awareness improves attitudes and creates a positive perception of entrepreneurship as a career option" (Watson, 2004:37). Hence, De Jongh and Meyer (2017) propose entrepreneurial studies should be instilled as early as the primary and secondary school which will assist significantly towards the development of entrepreneurial skills.

Self-employment and entrepreneurship have various barriers such as; a lack of appropriate education, limited access to capital and lack of social networks, hindering entrepreneurship from becoming a solution to youth unemployment (NYP, 2009). Furthermore, the NYP (2009), its states that TVETs need to target business skills, incubation and mentoring of budding entrepreneurs in high growth

industries and future industries. It is evident that appropriate qualifications and support are among the factors that could help address these challenges.

5.13.4 Study further

Mlatsheni and Ranchhod (2017) explain that young people who have only completed secondary schooling are most likely not have the necessary skills required in the labour market. This means young people should aim to acquire education and training to improve their chances of being employed. In addition, education plays an important role not just in finding employment but also in the ability to create employment (Mlatsheni & Ranchhod, 2017).

Three participants advised:

Female participant 7: They should like to advice you to go FET colleges, but they don't do that, they just say you don't qualify for the university that's it. This should be emphasised and encourage people to go to FET colleges to acquire those certain skills.

Male participation 8: People should study. We live in an era that needs some form of education and training. People need to find ways to further their studies or upgrade to increase their chances of getting employed.

Female participant 4*:* Study hard, acquire more qualifications and start using your own skills and mind to empower the unemployed youth. I know things are not easy but the youth has to push even though our economy is this bad and the unemployment rate is high.

De Lannoy et al (2018) point out that the government should progressively increase free education for disadvantaged people and attempt to change the negative stigma on TVET colleges that employers prefer graduates from universities. By doing so, it can attract more unemployed youth who are disadvantaged in the township. The NYP also suggests that the government should make funds more accessible to support students who have good matric results but are unable to further their studies due to financial hardships (NYP, 2009). They can study courses that are in demand in the labour market. There is a need to focus on the country's efforts and give specific attention to the opportunities that provide unskilled and uneducated youth with second-chance opportunities. This implies strengthening families and other primary socialisation agencies and putting in place early intervention measures aimed at curbing the problem in its early stages (NYP, 2009).

5.14 Summary

This chapter has presented findings and discussion of data collected in Mpophomeni Township. The participant profile of the unemployed youth was presented according to their age, gender, level of education and numbers of years unemployed. This study covered the views about youth unemployment, challenges the unemployed youth at Mpophomeni township faced seeking employment within and outside their community. Some of these challenges included geographic constrains (high travelling costs to submit CVs), not having work experience, nepotism and lack of social connections.

Furthermore, it stated the outcomes of unemployment such as social-economic factors, increase in levels of crime, substance abuse and psychological well-being. Moreover, the youth felt like the community lack service such as skills development programmes, short term employment for the youth to acquire work experience and effective advertising strategies to assist in youth development. They suggested ways to improve youth unemployment, would be through introducing skills development programmes, conducive environments to help young entrepreneurs with mentorship programmes and the youth to further their studies.

This chapter also revealed that most unemployed youth at Mpophomeni Township were of about government initiatives such as the NYDA and the issues that affect young people. On the contrary, findings reveal that only a few people have tried to approach the agency for assistance and others were either not interested or discouraged from what they have heard about the agency. The top-down and bottom-up approach policy implementation helped understand the effectiveness and awareness of the NYDA and NYP objectives on a national level and especially at the local level (Hlophe, 2015). This research implies that the nature of public policy implementation is best successful they are adopting the hybrid approach.

CHAPTER SIX: RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

This chapter presents the summary of key findings which were discovered from the conducted study to identify the experiences the unemployed youth at Mpophomeni township face or undergo when seeking employment or self-employment. The study will further investigate the awareness that the unemployed youth at Mpophomeni have on NYP and NYDA. In addition, this chapter also provides recommendations in relations to the findings discussed in chapter 5.

6.2 Summary of key findings

This dissertation investigates the strategies the unemployed youth at Mpophomeni township use when seeking for employment and their awareness regarding the NYP and the NYDA. The nature of this study was qualitative whereby 16 unemployed young people, 9 males and 7 females were interviewed. Face-to-face semi-structured interviews were conducted in collecting data from the participants. The thematic analysis was used by the researcher to identify themes which afforded the researcher the opportunity to further examine the emerging themes.

The key findings present the conclusions based on the objectives of this study. The researcher set out to discover the challenges that the unemployed youth experience when seeking employment. Findings reveal that one of the most common challenges was insufficient internet access. Participants expressed that they cannot afford data since they were unemployed, including money to access internet cafes within their community. Likewise, others pointed out that they were not able to use the internet at their community library due to a poor network connection. Hence, they cannot utilise the available resources to do research and search for jobs.

This study also reveals that there are geographic constraints experienced by unemployed participants. The unemployed participants struggle for money for public transport to travel outside their community to search for jobs, which hinder their chances of being employable. However, other participants are still dependent on their families; l and did not want to be a financial burden. Hence, this indirectly limits the time they spent searching for vacancies. As a result, they become discouraged and stopped looking for jobs.

The researcher found that lack of formal qualification and experience hindered their chances of being employed. Most participants had no work experience and they stated that the majority of job posts

required work experience because they neither had post-school education nor training nor have recently graduated. On the other hand, findings show that 7 unemployed youth only have matric between the ages of 19 to 30years and were unable to further their studies. Due to the lack of relevant formal qualifications, which are required by most employers, conclusions can be made that lack of formal qualification affects an individual's chances of gaining employment as compared to those who have qualifications.

Findings indicate that there are nepotism and favouritism by community ward councillors. The unemployed participants at Mpophomeni expressed that they were not pleased with the leadership of the community due to nepotism. The ward councillors are usually informed about available opportunities in their community. However, opportunities such as vacancies and other projects which will assist the unemployed are shared with their family members and friends. As a result, nepotism discourages them and further makes them lose interest to request for assistance regarding available job opportunities within their community.

The researcher found that some of the unemployed youth have limited social capital. Some stated that the best way to get information nowadays is through social network via relationships formed within the community. Findings of this study show that the unemployed youth lack relevant connections and that people intentionally do not share informative knowledge that could help them.

The study also revealed that the participants did not use their skills to generate an income. Reasons for not starting their own businesses include; lack of funds, lack of support from family and friends, financial instability and the risks that come with starting their own businesses. Nonetheless, some unemployed youth, have created a stream of income by using their skills.

Another objective for this study was to investigate the youth's unawareness and lack of utilisation of multiple youth empowerment initiatives offered within their community. One participant knew about community groups that work with gardening and those who clean rivers. In addition, the community library plays an essential role in informing its residence about issues that affect their community and ensuring that information is easily accessible to empower its citizens, such as youth empowerment programmes and resources like reliable internet access for job searching and online research.

Findings show that the challenges of finding employment for some unemployed youth in Mpophomeni Township causes emotional stress and affects them mentally. The lack of job opportunities affects them psychologically and it destroys their confidence as a result they end up withdrawing from seeking employment. The participants also argued that the government should do

something to assist them since some are educated and have all the skills required for the labour market.

In this study, 9 unemployed youth at Mpophomeni knew about the NYDA while 7 did not know the organisation. However, only 2 out of 9 contacted the NYDA for assistance, other participants indicated that they were discouraged due to the rumours about the lack of assistance as well as financial constraints to travel to the NYDA offices in town. The unemployed youth also included how they got informed about the NYDA. Nonetheless, 3 participants heard from their friends, 2 were informed by television or radio stations, 1 from her former high school and others through agencies visiting their communities or churches. This study concludes that even though most young people know that the NYDA is about youth development, However, some participants did not know the type of assistance the organisation offers and how to go about accessing it. This proves that such initiatives are not effectively communicated or implemented. Hence, they are not aware of the NYP and therefore not capitalising on the interventions government has provided. The unsuccessful government policies and programmes to promote self-employment were understood by graduate participants to be the reasons for unemployment.

Strategies used to find employment by the majority of the participants were the most commonly used methods to find employment; they either put in curriculum vitae to different companies, applying physically or online. The results of this study discovered that the unemployed youth at Mpophomeni is actively seeking employment. Nevertheless, other findings show that due to their negative experience, job-seeking was discouraged, as a result, it reduced their level to actively look for jobs.

Participants made suggestions to how government initiatives like the NYDA can be well communicated. Findings indicate that using various social media platforms is a good way to inform young people about different youth empowerment programmes since they spend most of their time on these platforms. On the contrary, not every young person will have data or even cell phones to access social media. Therefore, it limits access to any helpful information to those who do not have data or cell phones. Another suggestion consisted of having regular community visits from different youth empowerment organisations since most young people cannot be on social media or use the internet. These visits would be announced and advertised and bring the youth together to be educated about the organisation's services. Furthermore, the results point out that utilising the community library could be a good use.

6.3 Recommendation

This section provides recommendations for different interventions to address issues and key findings received from collecting and analysing data. The purpose is to recommend the different strategies that can be used by the unemployed youth at Mpophomeni Township, community councillors and Umngeni municipality to assist in reducing the youth unemployment rate at Mpophomeni.

6.3.1 The unemployed youth

According to the finding of this study, young people use the same approach when searching for jobs. Despite the challenge of funding, the unemployed youth should be willing to venture into self-employment as an option for employment. Young people should also take responsibility to inform themselves about the existing government programmes. They need to put in more effort towards creating more opportunities for themselves instead of being dependent on community leaders.

Based on the interviews it has come to light that individualism is the most dominant challenge amongst the youth of Mpophomeni. There are no youth groups where youth meet and discuss the problems they are confronted with as a youth. It is evident that young people are struggling, and they cannot share the challenges they face. As a community like theirs, coming together as a youth could have a huge impact on the way they approach the issue of unemployment.

Moreover, the community leaders need to be held accountable for not accommodating young people in the developments that are happening in the community. Young people should be represented and represented in everything that is happening in the community including community meetings on community developments.

6.3.2 Community councillors

Most of the interviewees have raised concerns about the high level of nepotism in most jobs in their communities. This implies that most people in the community do not have confidence in the leadership of their councillors due to the lack of transparency and accountability. There should be open and honest communication between the councillors and people in the community. The researcher suggests that they should develop a system which will require the community to keep a register of all unemployed people and their contact details and periodically up-date such a register to create a non-bias approach to give its community members an equal employment opportunity.

Community councillors should also ensure youth participation by involving them in decision-making and planning of community development initiatives or programmes to open a window for new, innovative and youthful solutions to the issues affecting youth people. It is evident that most people affected by social problems are young people. Interviews showed that most young people are confronted by school dropouts, drug abuse and unemployment. Community leaders like councillors should be more active to implement initiatives that address these challenges.

6.3.3 Skills development programmes

Implementation of skills programmes should also be informed by skills needs in the community; the researcher has discovered that most of the Mpophomeni youth have different skills. Therefore, they need a suitable platform to nurture their talents and skills. Different types of skills training can help to enhance their employability and entrepreneurship. Implementing skills development programmes can help equip young people with what is essential in the labour market. There can also be employment programmes to prepare and train young people with soft-skills that can increase their chances of being employed.

6.3.4 Public awareness about the NYDA

To increase public awareness about various programmes offered by the NYDA, they can print out posters to put around the community as stated by one of the participants. In addition, they can visit different secondary schools in the township to inform learners who may share this information with their peers. The awareness about NYDA programmers should not be communicated only to young people but it should be communicated to the whole community, the parents or elders should be aware of such initiatives so that they would encourage their children to get involved to such initiatives.

Based on the interviews with the youth, the researcher has noted ignorance in some youth in the community, since others know about NYDA but they have never approached them for help. Some complained about unemployment, but they have never attempted to search for jobs. In this case, it is important to involve parents or elders in the community. They can encourage and influence young people to take part on initiatives facilitated by NYDA and other projected available in the community. This awareness can be carried out in the form of roadshows, by inviting people who are role models on the communities including other organisations.

6.3.5 Community development organisations

They should create a partnership with schools in the community to achieve a significant level of understanding regarding community development. This will also help young students to participate in development activities. This will also provide much-needed knowledge that will empower the learners to make informed decisions about their future as well as available opportunities. These will include tertiary education, business start-up programmers, learnership programmers and bursaries.

Extensive career guidance programmers can also be implemented in different secondary schools at Mpophomeni. This will expose learners to various occupations they can pursue which are in demand in the labour market. Mncayi (2016) recommends that universities should have career exhibitions to bridge the gap that exists between the demand and supply in the labour market, thus, it helps to inform others on the relevancy of courses and employment opportunities.

6.3.6 NYDA in Umngeni Local Municipal

In this study, most of the unemployed youth stated that they were not aware of any government programme that promoted youth employment, the government should therefore sensitize the youth on how to access the programmers they offer. For NYDA programmers and other youth empowerment initiatives to function effectively, they need to communicate more efficiently with the community. This could begin in schools by working with school principals, churches and through community meetings. This will therefore create opportunities for youth to participate in various community development activities.

6.3.7 Policy Recommendation

The findings of this study revealed that the NYP and the NYDA are not known by most unemployed youth (beneficiaries of these initiatives), this hinders the effectiveness of their programmers since most youth people seem not be participating. Most policies appear good in writing, but the outcome or impact of the policies implemented is questionable. Policies should go beyond the national level and focus on providing solutions at a local level.

Education and training should not be separated from the foundation phase such as primary and secondary schools. In addition, government policy should aim at transforming social attitudes at household levels away from a dependency complex and welfare support to the hat of self-sufficiency.

Moreover, health risky behaviour such as the abuse of dependency-creating substances and teenage pregnancies can also lead to health problems. Mental health problems (including mental disorders) also affect the well-being and could end up being health hazards (NYP, 2009) "The departments of health and social development should strengthen the capacity of health and social service professionals to enable them to render services effectively to young people. Consideration of prevention, management and rehabilitation of youth who are addicted to substances should be made" (NYP, 2009:25)

6.4 Future research

Observing the experiences and challenges that the unemployed youth face when searching for a job or starting their own businesses, it is also imperative to investigate what the community councillors are doing to address the issue of unemployment in their community. The researcher recommends a need to explore different types of youth empowerment programmers that have been put in place.

The researcher suggests that the evaluation of the operationalisation of National Youth Policy at the community level is necessary, it is important to have a clear understanding on what does the policy says about initiative programs and how their success is going to be measured in the community level.

Findings of this study also confirm that even though most participants have heard about the NYDA. However, it is evident that they are not well-informed about the kind of programmes they offer. Future research is essential to instigate how the NYDA at the Umngeni municipality can equip young people and effectively communicate its initiative with communities to tackle youth-related issues.

6.5 Conclusion

The purpose of this study was to investigate the various approaches the unemployed youth at Mpophomeni Township used when job seeking which also included their attempts of starting their own businesses. In addition, it aimed to discover the knowledge these youth people had about the NYDA, intervention programmes they offer and how they were assisted. Findings reveal that most participants commonly used applied for a job by physically submitting CVs and online applications. Furthermore, results show that others preferred being self-employed rather than working for someone else. On the other hand, 7 participants disclosed they have never heard about the NYDA and 9 confirmed they are aware of its existence. From 9 participants, only 2 had approached the agency but one person was able to find assistance.

Conclusions for this study were presented concerning the objectives outlined in chapter one. Additionally, the researcher stated recommendations based on the data analysed. These recommendations were based on the unemployed youth at Mpophomeni, community councillors in the township and the NYDA in the Umgeni local municipality to address and improve the unemployment rate at Mpophomeni Township.

7. References

Alhojailan, M.I., 2012. Thematic analysis: A critical review of its process and evaluation. *West East Journal of Social Sciences*, 1(1), pp.39-47.

Altman, M., 2007. Youth labour market challenges in South Africa. Available at:http://repository.hsrc.ac.za/handle/20.500.11910/5606 [Accessed 14 May 2018].

Alvi, M., 2016. A manual for selecting sampling techniques in research. Available at: https://mpra.ub.uni-muenchen.de/70218/1/MPRA_paper_70218.pdf [Accessed 25 June 2019]

Andries, A. R., 2016. *An assessment of challenges in human resource development implementation within the Cape Winelands District Municipality-a management perception* (Doctoral dissertation, Stellenbosch: Stellenbosch University).

Anyebe, A.A., 2018. An Overview of Approaches to The Study of Public Policy. *e-Bangi*, 15(1), pp.55-69

Ashton, D. and Sung, J., 2000. *Adopting the market for skill formation: Two contrasting approaches* (No. 12). Working Paper.

Asaju, K., Arome, S. & Anyio, S. F. 2014. *The rising rate of unemployment in Nigeria*: the socio-economic and political implications. Global Business and Economics Research Journal, 3(2), 12-32.

Baah-Boateng, W., 2014. November. Youth employment challenges in Africa: policy options and agenda for future research. In *A paper presented at the plenary of the AERC biannual conference, Lusaka, Zambia* 30(1), pp.26-42

Baiyegunhi, L.J.S. and Makwangudze, K.E., 2013. Home gardening and food security status of HIV/AIDS affected households in Mpophomeni, KwaZulu-Natal Province, South Africa. *Journal of Human Ecology*, 44(1), pp.1-8.

Banerjee, A., Galiani, S., Levinsohn, J., McLaren, Z. and Woolard, I., 2008. Why has unemployment risen in the new South Africa? 1. *Economics of Transition*, *16*(4), pp.715-740.

Barrett, D. and Twycross, A., 2018. Data collection in qualitative research. Available at: https://ebn.bmj.com/content/ebnurs/21/3/63.full.pdf. [Access date: 15 February 2019]

Booyens, M. and Crause, E., 2012. Excluded from education and work: perceptions of at risk youth. *Social Work/Maatskaplike Werk*, 48(3), 68-82

Branson, N., Hofmeyr, C. and Lam, D., 2013. Progress through school and the determinants of school dropout in South Africa. *Development Southern Africa*, 31(1), pp.106-126.

Braun, V. and Clarke, V., 2006. Using thematic analysis in psychology. *Qualitative research in Psychology*, 3(2), pp.77-101.

Bruce, D., 2015. Preventing crime and violence through work and wages: The impact of the Community Work Programme. *South African Crime Quarterly*, 52(1), pp.25-37.

Bridgstock, R., 2009. The graduate attributes we've overlooked: Enhancing graduate employability through career management skills. *Higher Education Research & Development*, 28(1), pp.31-44.

Brynard, P. A, 2011. Implementation of unemployment policies in South Africa. Available at: https://repository.up.ac.za/handle/2263/17716 [Accessed 20 September 2017].

Burns, J., Hull, G., Lefko-Everett, K. and Njozela, L., 2018. Defining social cohesion. Available at: http://opensaldru.uct.ac.za/bitstream/handle/11090/903/2018_216_Saldruwp.pdf?sequence=1 [Accessed 06 November 2018].

Birkland, T.A., 2011. *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making.* (3rd edn.) London: M.E. Sharp

Cacciattolo, K., 2015. Defining workplace learning. *European Scientific Journal, ESJ*, 11(10), pp. 243-250

Cerna, L., 2013. The nature of policy change and implementation: A review of different theoretical approaches. *Organisation for Economic Cooperation and Development (OECD) report*, pp.492-502.

Cimatti, B., 2016. Definition, Development, Assessment of Soft Skills and their role for the Quality of Organisations and Enterprises. *International Journal for Quality Research*, 10(1),pp.105-250

Cloete, A., 2015. Youth unemployment in South Africa. A theological reflection through the lens of human dignity. *Missionalia*, 43(3), pp.513-525.

Dammak, A., 2015. Research paradigms: Methodologies and compatible methods. *Veritas*, *6*(2), pp.1-5.

De Langen, A.N., 2009. *Nurses' opinion of pain in patients who suffer from dementia* (Doctoral dissertation). Available at http://hdl.handle.net/10500/1796 [Accessed 28 October 2019]

De Lannoy, A., Graham, L., Patel, L. and Leibbrandt, M., 2018. WHAT DRIVES YOUTH UNEMPLOYMENT AND WHAT INTERVENTIONS HELP?.*A Systematic Overview of the Evidence and a Theory of Change. High-level Overview Report. Cape Town: REDI 3X3*.

De Lannoy, A., Swartz, S., Lake, L. and Smith, C. eds., 2015. *South African child gauge 2015*. Children's Institute, University of Cape Town.

De Lannoy, A., 2018. Youth, Deprivation and the Internet in Africa. Available at: https://researchictafrica.net/after-access-survey-papers/2018/After_Access:_youth_and_digital_inequality_in_Africa.pdf [Accessed 12 November 2019]

Department of Higher Education and Training., 2011. *National skills development strategy III, 2011-2016*. Pretoria: Department of Higher Education and Training.

Department of Higher Education and Training., 2018. *National list of Occupations in High Demand: 2018*. Pretoria: Department of Higher Education and Training.

Department of Higher Education and Training., 2018. *National Skills Development Plan (NSDP)*. [PowerPoint Presentation] 22 August. Pretoria: Department of Higher Education and Training. Available at: https://pmg.org.za/files/180822NSDP.pptx [Accessed 20 November 2019].

Department of Higher Education and Training., 2018. National Skills Development Plan (NSDP). *Government Gazzette.* (Vol. 630, no. 41332). Available at: http://www.dhet.gov.za/Gazette/12%20January%202018%20THE%20NATIONAL%20SKILLS%20DEVELOPMENT%20PLAN%20(NSDP).pdf [Accessed 20 November 2019].

Department of the Premier., 2010. *Delivering the open opportunity society for all. THE WESTERN CAPE'S DRAFT STRATEGIC PLAN.* Available at: https://www.westerncape.gov.za/text/2011/2/dsp_complete.pdf[. Accessed 28 January 2019].

De Witte, H., Hooge, J. and Vanbelle, E., 2010. Do the long-term unemployed adapt to unemployment. *Romanian Journal of Applied Psychology*, 12(1), pp.8-14.

De Witte, H., Rothmann, S., Jackson, L.T.B, The Psychological Consequences of Unemployment in South Africa. SAJEMS 15, no. 3 (2012), 247.

Dicker, L., 2013. The 2013 LLB summit. *The Advocate*, pp.15-20.

Dieltiens, V. and Meny-Gibert, S., 2008. School drop-out: Poverty and patterns of exclusion. *South African child gauge*, *2009*, pp.46-49.

Dimova, R., Elder, S. and Stephan, K., 2016. Labour market transitions of young women and men in the Middle East and North Africa. *Work4Youth Publication Series*, (44).

Domegan, C. & Flemming, C. 2007. Marketing Research in Ireland: Theory and Practice. M.H. Gill & Company U. C.: Ireland

Dlamini, S. 2017. *A criminological exploration of community policing forums in Durban, South Africa: a study based on Glenwood Suburb and Cato Manor Township*. Doctor of Philosophy.

Dragan, I.M. and Isaic-Maniu, A., 2013. Snowball sampling completion. *Journal of Studies in Social Sciences*, 5(2).

Drummond, G., (2013) *A Psychological Perspective on children's experiences of dog ownership in Mpophomeni Township*, KZN, South Africa. Honours Dissertation, University of KwaZulu-Natal.
Du Toit, R., 2003. Unemployed youth in South Africa: The distressed generation.

Du Toit, F.G., 2011. *An evaluation of a career guidance programme in rural schools in Mpumalanga* (Doctoral dissertation, University of Johannesburg).

Ellemers, N., 2014. Women at work: How organizational features impact career development. *Policy insights from the behavioral and brain sciences*, 1(1), pp.46-54.

Engelbrecht, M., Shaw, L. and Van Niekerk, L., 2017. A literature review on work transitioning of youth with disabilities into competitive employment. *African Journal of Disability (Online)*, 6, pp.1-7.

Etikan, I. and Bala, K., 2017. Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), p.00149.

Etikan, I., Musa, S.A. and Alkassim, R.S., 2016. Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), pp.1-4.

Eyisi, D., 2016. The Usefulness of Qualitative and Quantitative Approaches and Methods in Researching Problem-Solving Ability in Science Education Curriculum. *Journal of Education and Practice*, 7(15), pp.91-100.

Fouka, G. and Mantzorou, M., 2011. What are the major ethical issues in conducting research? Is there a conflict between the research ethics and the nature of nursing? *Health Science Journal*, 5(1).

Francis, B., Osgood, J., Dalgety, J. and Archer, L., 2005. *Gender equality in work experience placements for young people* (p. 91). Manchester: Equal Opportunities Commission.

Gibbs, G. 2002. *Qualitative data analysis: explorations with NVivo*. Open University.

Gill, P., Stewart, K., Treasure, E. and Chadwick, B., 2008. Methods of data collection in qualitative research: interviews and focus groups. *British dental journal*, 204(6), p.291.

Gillwald, A., 2017. Internet use barriers and user strategies: Perspectives from Kenya, Nigeria, South Africa and Rwanda. Available at:
https://www.researchictafrica.net/docs/RIA%202016%20Comparative%20FGD%20study_Final_Web%20version.pdf [Accessed 12 November 2019]

Gough, K., Langevang, T. and Owusu, G. (2013) Youth employment in a globalising world.
International Development Planning Review, 35(2), pp.91-102.

Graham, L. & Mlatsheni, C, 2015. Youth unemployment in South Africa: understanding the challenge and working on solutions. In A. De Lannoy, S., Swartz, L. Lake & C. Smith (Eds.), South African Child Gauge 2015. Cape Town: Children's Institute, University of Cape Town

Graham, L. and Mlatsheni, C., 2015. Youth unemployment in South Africa: Understanding the challenge and working on solutions. *South African child gauge*, pp.51-59.

Hammarberg, K., Kirkman, M. and De Lacey, S., 2016. Qualitative research methods: when to use them and how to judge them. *Human Reproduction*, 31(3), pp.498-501.

Hancock, B., Ockleford, E. and Windridge, K., 2001. *An introduction to qualitative research*. Trent focus group. Available at: https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/5_Introduction-to-qualitative-research-2009.pdf [Access date: 27 February 2019].

Haradhan, K. M., 2018. Qualitative Research Methodology in Social Sciences and. *Journal of Economic Development, Environment and People*, 7(1), 23-48.

Heron, R., 2005. *Job and work analysis: Guidelines on identifying jobs for persons with disabilities*. International Labour Organization.

Hlophe, N.S, 2014. *The role of the National Youth Development Agency in the implementation of the National Youth Policy* (Doctoral dissertation, University of Pretoria).

Holienka, K.T.M., 2016. Mentoring and Entrepreneurship . *Management Review*, 10(1), pp.33-43.

Howlett, M., Ramesh, M., & Perl, A. (2003). *Studying public policy: Policy cycles and policy subsystems* (Vol. 3). Oxford: Oxford University Press.

Idris, I., 2016. Youth unemployment and violence: Rapid literature review. Available at: https://idl-bnc-idrc.dspacedirect.org/handle/10625/55887 [Accessed 26 June 2019]

International Labour Organisation., 2008. *Skills for improved productivity, employment growth and development.* [Online] Available at: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_092054.pdf [Accessed 16 January 2019].

International Labour Organisation., 2013. *Resolution concerning statistics of work, employment and labour underutilization, adopted by the 19th International Conference of Labour Statisticians, Geneva, October 2013.* Available at: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/publication/wcms_220535.pdf [Accessed 20 November 2019]

International Labour Organisation., 2017. *Global Employment Trends for Youth 2017: Paths to a better working future.* International Labour Office. [Online] Available at: http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_598669.pdf [Accessed 11 July 2018].

Kaburise, P., 2014. Why has Widening Access to Tertiary, in South Africa, Not Resulted in Success?.*Mediterranean Journal of Social Sciences*, 5(20), p.1309.

Kanchana, R.S., Divya, J.V. and Beegom, A.A., 2013. Challenges faced by new entrepreneurs. *International journal of current research and academic review*, 1(3), pp.71-78.

Kasongo, A.H., 2013. Youth wage subsidy as a possible solution to youth unemployment in S Kampala, C. C., 2011. *An Implementation Study of the National Youth Policy: A Case Study of the Youth Advisory Programme in the National Youth Development Agency, Pietermaritzburg Office*. (MA Dissertation, University of KwaZulu-Natal).

Kemenyi, M, S. & Gyima-Brempong, K,.2013. *Youth Policy and Future of African Development.* Brookings. African Growth Working Paper.

Khan, A.R. and Khandaker, S., 2016. A Critical Insight into Policy Implementation and Implementation Performance. *Viesoji Politika ir Administravimas*, 15(4), pp. 25-40

Kivunja, C. and Kuyini, A.B., 2017. Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of higher education*, 6(5), pp.26-41.

Kingdon, G. & Knight, J. 2004. *Unemployment in South Africa: The Nature of the Beast.* University of Oxford, Oxford, UK: World Development, 32(3), pp.91–408

Klasen, S. and Woolard, I., 2009. Surviving unemployment without state support: unemployment and household formation in South Africa. *Journal of African economies*, 18(1), pp.1-51.

Klopper, H., 2008. The qualitative research proposal. *Curationis*, 31(4), pp.62-72.

Kluve, J., 2014. Youth labor market interventions. *IZA World of Labor*.

Knill, C. and Tosun, J., 2008. Policy making. Available at:https://kops.uni-konstanz.de/bitstream/handle/123456789/3885/WorkingPaper2008_01.pdf?sequence=1&isAllowed=y [Access date: 17 August 2019].

Knill, C. and Tosun, J., 2012. *Public policy: A new introduction*. Macmillan International Higher Education.

South Africa.

Kruss, G., Wildschut, A., Janse van Rensburg, D., Visser, M., & Haupt, G., 2012. Developing skills and capabilities through the learnership and apprenticeship pathway systems synthesis report: Assessing the impact of learnerships and apprenticeships under NSDS II.

Korstjens, I. and Moser, A., 2018. Series: Practical guidance to qualitative research. Part 4: trustworthiness and publishing. *European Journal of General Practice*, 24(1), pp.120-124.

Lam, D., Leibbrandt, M. and Mlatsheni, C., 2007. Dynamics of Labor Market Entry and Youth Unemployment in South Africa: Evidence from the Cape Area Panel Study.

Lantai, T. and Dospinescu, C., 2016. *The Travel Behaviour of Chinese International Students in Higher Education in Norway* (Master's thesis, University of Stavanger, Norway).

Leibbrandt, M., Woolard, I., McEwen, H. and Koep, C., 2010. Employment and inequality outcomes in South Africa. *University of Cape Town: Southern Africa Labour and Development Research Unit*.

Leboea, S.T., 2017. *The factors influencing SME failure in South Africa* (Doctoral dissertation, University of Cape Town).

Luecking, R.G. and Wittenburg, D., 2009. Providing supports to youth with disabilities transitioning to adulthood: Case descriptions from the Youth Transition Demonstration. *Journal of Vocational Rehabilitation*, 30(3), pp.241-251.

Luthuli, T.B., 2005. *Performance measurement as a public policy implementation tool in the South African public service* (Doctoral dissertation, University of Pretoria).

Mackay, M., 2011. Understanding and Applying Basic Public Policy Concepts. *University of Guelph*.

Mago, S., 2014. Urban youth unemployment in Africa: whither socio-economic problems. *Mediterranean Journal of Social Sciences*, 5(9), p.33.

Magongo, B. and Motimele, M., 2011. South African Youth Context: The Young Generation. Midrand. National Youth Development Agency (NYDA).

Manpower Group.2012. Youth Unemployment Challenge and Solutions: What business can do? Available at: http://www3.weforum.org/docs/Manpower_YouthEmploymentChallenges2012 [Accessed 07 May 2018].

Marco, S., 2012. *Developing a Framework for Understanding SETA Performance: Monitoring and Evaluating their Role in Skills Planning, Steering and Enabling Supply within their Sector.* [Online] Available at:
http://www.lmip.org.za/sites/default/files/documentfiles/04%20Carmel%20MarockSETA%20framework%20Revised%20%283%29_0.pdf [Accessed 11 November 2019].

Mashele, Y., 2014. *An investigation of the demographic and socio-economic characteristics of youth in the labour market in the Limpopo province, South Africa* (Doctoral dissertation, Stellenbosch: Stellenbosch University).

Mateus, A.D., Allen-Ile, C. and Iwu, C.G., 2014. Skills shortage in South Africa: Interrogating the Repertoire of discussions. *Mediterranean Journal of Social Sciences*, 5(6), p.63.

Mayer, M.J., Gordhan, S., Manxeba, R., Hughes, C., Feley, P. and Maroc, C., 2011. Towards a youth employment strategy for South Africa. *Development Planning Division working paper series*, (28), pp.1-56.

McQuaid, R.W. and Lindsay, C., 2002. The 'employability gap': long-term unemployment and barriers to work in buoyant labour markets. *Environment and Planning C: Government and Policy*, 20(4), pp.613-628.

Melaphi, Y., 2015. *The role state owned companies play in youth skills development in South Africa* (Doctoral dissertation, University of Pretoria).

Mhlanga, T., .2018. 'Unemployment lower, but black woman, the youth remain the most vulnerable'. *Mail & Guardian*. 13 February [Online] Available at: https://mg.co.za/article/2018-02-13-unemployment-lower-but-black-women-the-youth-remain-the-most-vulnerable [Accessed 12 July 2018].

Milana, M., 2012. Political globalisation and the shift from adult education to lifelong learning. European journal for research on the Education and Learning of Adults, 3(2), 103-117.

Mlatsheni, C., 2012. The challenges unemployment imposes on youth. *Shaping the Future of South Africa's Youth: Rethinking Post-School Education and Skills Training*, pp.31-41.

Mlatsheni, C., & Ranchhod, V, 2017. Youth Labour Market Dynamics in South Africa: Evidence from NIDS 1-2-3 (REDI 3x3 Working Paper No. 39). Cape Town: Southern Africa Labour and Development Research Unit, University of Cape Town. Available at: http://www.redi3x3.org/paper/youth-labour-market-dynamics-southafrica-evidence-nids-1-2—3

Mnguni, I.B., 2014. *Investigating the causes of learner dropout at secondary schools in Johannesburg South, Gauteng* (Doctoral dissertation).

Mohlala, G. (2011). *Effects of the skills development act 97 of 1998 on transforming management training and development: a case study of the greater Tubatse local municipality* (Doctoral dissertation).

Mokgohloa, D., 2006. *Views and experiences of unemployed youth graduates: a case study of the Polokwane area, Limpopo Province, South Africa* (Doctoral dissertation, Stellenbosch: Stellenbosch University).

Moses, E., Van der Berg, S. and Rich, K., 2017. How unequal education quality limits social mobility in South Africa. *Synthesis report for the Programme to Support Pro-Poor Policy Development (PSPPD). Pretoria: DPME*.

Mpophomeni weather forecast., 2019. Mpophomeni weather forecast. Available at: http://www.weather-forecast.com/locations/Mpopomeni/forecasts/latest [Accessed 27 November 2019]

Mungule, M., 2016. *An exploration of the perceptions of young unemployed graduates in Lusaka, Zambia, of the factors contributing to their unemployment* (Doctoral dissertation, University of Cape Town).

Malatji, M.M., 2016. *An evaluation of the effectiveness of community policing forums in the Makhwibidung Village under Greater Tzaneen Municipality in Limpopo*.

Matsieli, M.L., 2015. *An overview of the challenges faced in the implementation of the national youth policy in Lesotho* (Doctoral dissertation).

Makinde, T., 2005. Problems of policy implementation in developing nations: The Nigerian experience. *Journal of Social sciences*, 11(1), pp.63-69.

Mamabolo, L.R.C., 2009. *The experiences of registered nurses involved in termination of pregnancy at Soshanguve Community Health Centre* (Doctoral dissertation).

Moore, E. and Llompart, J., 2017. Collecting, Transcribing, Analyzing and Presenting Plurilingual Interactional Data. *Research-publishing. net*.

Moriarty, J., 2011. Qualitative methods overview. [Online] Available at: http://eprints.lse.ac.uk/41199/1/SSCR_Methods_Review_1-1.pdf [Access date: 15 February 2019].

Moser, A. and Korstjens, I., 2018. Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, 24(1), pp.9-18.

Mthembu, V.N. and Govender, L.N. 2015. Perceptions of employers and unemployed youth on the proposed youth employment wage subsidy incentive in South Africa: A KwaZulu-Natal study. *SA Journal of Human Resource Management*, 13(1), pp.9-pages.

Mthethwa, B.S.V., 2014. *A comprehensive model for the implementation of national public policies and guidelines: Empangeni Education District*. Potchefstroom: NWU. (Doctoral dissertation).

Mthethwa, R.M., 2017. *Evaluating the implementation of the Child Support Grant in South Africa: the case of KwaZulu-Natal Province* (Doctoral dissertation, University of Pretoria).

Mnculwane, V.V., 2016. *A phenomenological investigation into the use of incentives to solicit community participation in heritage policy implementation in post 1994 South Africa* (Doctoral dissertation).

Mungule, M., 2016. *An exploration of the perceptions of young unemployed graduates in Lusaka, Zambia, of the factors contributing to their unemployment* (Doctoral dissertation, University of Cape Town).

Mzizi, J.N., 2017. *A qualitative study of the impact of unemployment in'Mazakhele'KwaZulu-Natal* (Doctoral dissertation).

National Planning Commission, 2012. National Development Plan 2030: Our future makes it work. *Pretoria: Presidency of South Africa*.

National Youth Development Agency (2013). *National Youth Policy Grant Programme Operations Manual.*

National Youth Policy (2015). National Youth Policy 2014-2019. Government Gazette

Nemalili, N.P., 2006. *An investigation of unemployment at Tshiheni village: Limpopo Province* (Doctoral dissertation).

Ndhlovu, D., 2010. *The socio-economic characteristics and Implications of youth unemployment in Galeshewe Township in the Kimberley area (Northern Cape Province)* (Doctoral dissertation, University of the Western Cape).

Ndua, D.C., 2013. *Challenges facing the implementation of policies in the culture Sector in Kenya* (Doctoral dissertation, University of Nairobi).

Njozela, L., Shaw, I. and Burns, J., 2017. Towards Measuring Social Cohesion in South Africa: Lessons for Nation Branding Developers. *Strategic Review for Southern Africa*, 39(1), p.29.

NYDA., 2015. *NYDA Strategic Plan 2015-2020*. Pretoria.

NYP., 2015. *National Youth Policy 2015 – 2020*. Pretoria.

Pandey, P. and Pandey, M.M., 2015. Research methodology: Tools and techniques. *Bridge Center*.

Paver, R., Rothmann, S., van den Broeck, A. and de Witte, H., 2019. Labour market interventions to assist the unemployed in two townships in South Africa. *SA Journal of Industrial Psychology*, *45*, p.14.

Pauw, K., Bhorat, H., Goga, S., Mncube, L., Oosthuizen, M. and van der Westhuizen, C., 2006. Graduate unemployment in the context of skills shortages, education and training: Findings from a firm survey. *Education and Training: Findings from a Firm Survey (November 2006). DPRU Working Paper*, (06/115).

Perold, H., Cloete, N. and Papier, J. eds., 2012. *Shaping the future of South Africa's youth: Rethinking post-school education and skills training*. African Minds.

Pulla, V. and Carter, E., 2018. Employing Interpretivism in Social Work Research. *International Journal of Social Work and Human Services Practice*, *6*(1), pp.9-14.

Rajaram, S.D., 2017. *Unlocking training and skills development for sustainability in small and medium enterprises (SMEs): an explorative South African study* (Doctoral dissertation).

Ramdass, K., 2009. The challenges facing education in South Africa. Available at: https://ujcontent.uj.ac.za/vital/access/services/Download/uj:6232/CONTENT1 [Accessed 23 May 2019].

Reddy, V., Bhorat, H., Powell, M., Visser, M.M. and Arends, F., 2016. Skills supply and demand in South Africa.

Reddy, V., Rogan, M., Mncwango, B. and Chabane, S., 2019. Occupations in high demand in South Africa: a technical report.

Richardson, S., 2007. *What Is a Skill Shortage?*. National Centre for Vocational Education Research Ltd. PO Box 8288, Stational Arcade, Adelaide, SA 5000, Australia.

Salami, C.G.E., 2013. Youth unemployment in Nigeria: A time for creative intervention. *International Journal of Business and Marketing Management*, 1(2), pp.18-26.

Santana, V.S., 2012. *Employment, work conditions and health*. available at: http://www.scielo.org.ar/pdf/sc/v8n2/en_v8n2a01.pdf [Accessed 13 November 2019].

Saunders, M. and Lewis, P. 2012. *Doing research in business and management: an essential guide to planning your project*. Harlow: Financial Times Prentice Hall

Saxena, R., Bhatnagar, D., Kannan, G., Gupta, V., Mavalankar, D., Dev, R., Vohra, N., Bhatia, A., Nanavaty, R., Deo, A.N.S. and Shivashankar, S., 2009. Gender and workplace experience. *Vikalpa*, 34(4), pp.79-118.

Sefora, S., 2016. *Grade 12 learners' narratives of career choice and guidance at a South African high school* (Doctoral dissertation, University of South Africa).

Segalo, P., 2015. Gender, social cohesion and everyday struggles in South Africa. *Psychology in Society*, (49), pp.70-82.

Shava, E. and Clementine, M.T., 2016. A Descriptive Analysis of the Causes, Challenges and Effects of Skills Deficit on Youth Empowerment in South Africa. *Journal of Social Sciences*, 49(1-2), pp.93-100.

Shenton, A.K., 2004. Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), pp.63-75.

Signé, L., 2017. *Policy Implementation–A synthesis of the Study of Policy Implementation and the Causes of Policy Failure* (No. 1703). OCP Policy Center.

Smith, C. 2006. *International experience with worker-side and employer-side wage and employment subsidies and job search assistance programmes: implications for South Africa.* Pretoria: Human Sciences Research Council. Available at: http://www.hsrc.ac.za/en/research-data/ktree-doc/1318 [Accessed 26 August 2019].

Smit, N. P. 2017. *Exploring artisanship through workplace learning at a South African mine* (Doctoral dissertation, Stellenbosch: Stellenbosch University

Snyders, J.S., 2013. *An interpretive study of high school dropouts in the context of a former disadvantaged community* (Doctoral dissertation, Stellenbosch: Stellenbosch University).

Spaull, N., 2013. South Africa's education crisis: The quality of education in South Africa 1994-2011. *Johannesburg: Centre for Development and Enterprise*, pp.1-65.

Statistics South Africa, 2018, Statistics South Africa Quarterly Labour Force Survey, Quarter 2, 2018.

Statistics South Africa, 2018, Statistics South Africa Quarterly Labour Force Survey, Quarter 3, 2018.

Steenkamp, L., 2015. *South Africa's economic policies on unemployment: a historical analysis of two decades of transition* (Doctoral dissertation, North-West University).

Swartz, S., Khalema, E., Cooper, A., De Lannoy, A. and Segal, H., 2012. Navigational capacities for youth employment: A review of research, policies, frameworks and methodologies. *Cape Town, South Africa: Human Sciences Research Council. Google Scholar*.

South Africa. Department of Labour. 2012. Job opportunities and unemployment in the South African labour market. Pretoria.

Stats SA., 2019. *Youth graduate unemployment rate increases in Q1: 2019.* Available at: http://www.statssa.gov.za/?p=12121[accessed 18 October 2019].

Suvankulov, F., Lau, M.C.K. and Chau, F.H.C., 2012. Job search on the internet and its outcome. *Internet Research*.

Tebele, M.M., 2016. *Problems and challenges related to public policy implementation within the South African democratic dispensation: a theoretical exploration* (Doctoral dissertation, North-West University (South Africa), Potchefstroom Campus).

Tele, A., 2016. *Exploring the perceptions of rural youth not in education, employment or training (NEET) on factors that influence their employability* (Doctoral dissertation, University of Cape Town).

Thwala, W.D., 2011. Public works programmes as a tool to address unemployment and skills shortages among the youth in South Africa. *African Journal of Business Management*, 5(15), pp.6011-6020.

Tshilongamulenzhe, M. C. 2012. *An integrated learning programme management and evaluation model for the South African skills development context* (Doctoral dissertation).

Tshilongamulenzhe, M.C., Coetzee, M. and Masenge, A.2013. Development of the learning programme management and evaluation scale for the South African skills development context. *SA Journal of Industrial Psychology*, *39*(1), pp.1-14.

Tsvetinov, P.E., 1999. *Unemployment and the Internet*.

Van der Berg, S. and Van Broekhuizen, H., 2012. Graduate unemployment in South Africa: A much exaggerated problem. *Centre for Development and Enterprise, Stellenbosch University*.

Vollenhoven, G. 2016. Workplace learning experiences of TVET College candidates in learnership programmes: An exploration of the workplace learning environment.

Watson, G.E.H., 2009. *A situational analysis of entrepreneurship mentors in South Africa* (Doctoral dissertation).

Wiger, N.P., Chapman, D.W., Baxter, A. and DeJaeghere, J., 2015. Context matters: A model of the factors associated with the effectiveness of youth entrepreneurship training. *Prospects*, 45(4), pp.533-547.

Zarenda, H., 2013. South Africa's National Development Plan and its implications for regional development. *Stellenbosch: Trade Law Centre*. http://www.tralac.org/files/2013/07/D13WP012013-Zarenda-South-Africas-NDP-and-implications-for-regional-development-20130612-fin.pdf [Accessed 10 October 2019]

Appendices

Appendix 1A: English Interview schedule

<u>**Interview schedule**</u>

My name is Mandisa Mthalane, a Masters student at the University of KwaZulu-Natal. The purpose of this interview is to investigate the extent unemployed youth awareness on the National Youth Policy and the National Youth Development Agency and the strategies used to find unemployment. Our interview will cover questions about basic information about yourself, education, experiences or challenges and suggested improvements on combating youth unemployment in your community. The information we gather today will extend from existing research in connecting the youth with local government in implementing agencies to support the NYP to be more efficient to reduce youth unemployment. Please be assured that no individual will be named in this report, everything you share will be confidential. This interview should take 30 minutes.

This interview is voluntary and can be done either in English or isiZulu.

Are you comfortable that we can proceed with this interview? Please feel free to withdraw from the interview at any point if you get uncomfortable.

Questions

Demographic information

- What is your age?

- Gender:

- Male

- Female

Education

- When did you complete your matric?

- What is your highest education level?

Interview questions

- How long have you been unemployed?

- What are your views about youth unemployment?

- What challenges have you encountered in finding employment?

- What challenges have you encountered in pursuing self-employment?

- What skills do you have?

- How have you used them to create means of income?

- What attempts have you made in finding employment within this community?

- What attempts have you made in finding employment outside this community?

- What are some of the initiatives that you know this community offers to empower the youth?

- What services do you think are lacking to assist the unemployed youth? What can be done better?

- Do you know about the National Youth Policy (NYP) or the National Youth Development Agency (NYDA)?

- If so, how did you find out about the policy/agency

- What kind of assistance do you know they offer?

- Have you ever tried to approach them?

- What role do you think the youth should play in advancing youth development and employment in this community?

Suggested improvements

- How do you think initiatives of empowering unemployed youth can be communicated more effectively?

- Is there anything else you would like to add to assist the unemployed youth in this community?

  We have reached the end of our interview. I would like to thank you for making time to participate.

Appendix 1B: IsiZulu Interview schedule

<u>**Uhla lemibuzo**</u>

Igama lami nguMandisa Mthalane,umfundi wemfundo ephakeme eNyuvesi yaKwaZulu-Natali. Inhloso yale ngxoxo ukuphenya izinga lokuqwashisa sakwaNational Youth Policy neNational Youth Development Agency kubantu abasha abangasebenzi kanye nezindlela abazisebenzisayo ukuthola umsebenzi. Ingxoxo yethu izoqukatha ulwazi ngawe, imfundo, intselele nemibono okunganciphiswa ngayo ukungasebenzi kwabantu abasha emphakathini wakho. Ulwazi esiluhlanganisayo namuhla luzosiza ukuthuthukisa ocwaningeni olukhona ekuhlanganiseni intsha noHhulumeni wendawo ekufakeni uhlelo ekusizeni iNYP ekumphumeleleliseni ekunciphiseni ukungasebenzi kwabantu abasha. Cela ukuqinisekisa akukho gama lamuntu eliyovezwa, yonke into esiyixoxayo izoba yimfihlo. Lengxoxo izothatha imizuzu engamashumi amathathu.

Lengxoxo engekuzinikela ingenzeka ngesiNgisi nangesi Zulu.

Ngakube ukhululekile ukuqhubeka nalengxoxo? Ukhululekile ukuthi ungahoxa noma ingasiphi iskhathi uma uzizwa ungakhululekile.

Imibuzo

Ulwazi ngawe

- Uneminyaka emingaki?

- Ubulili:

- Owesilisa

- Owesifazane

Ezemfundo

- Waliphothula nini ibanga leshumi?

- Unaziphi izoqu zokufunda?

Imibuzo yengxoxo

- Usuneskhathi esingakanani ungasebenzi?

- Yini imibono yakho ngetsha engasebenzi?

- Yiziphi izinselelo ohlangabezana nazo ekutholeni umsebenzi?

- Yiziphi izinselelo ohlangabezana nazo ekuzisebenzeni?

- Unamaphi umakhono?

- Uke wawasebezisa ukuthola inzuzo?

- Iyiphi imizamo oyenzile ukuthola umsebenzi kulomphathi?

- Iyiphi imizamo oyenzile ukuthola umsebenzi ngale kwalomphakathi?

- Iziphi ezinye izinhlelo ezibekiwe ezibekwe ilomphakathi ekuthuthukiseni intsha?

- Iziphi izihlelo ezingenele ekuthuthukiseni intsha engasebenzi? Yini engenziwa kangcono?

- Uyazi yini ngeNYP neNYDA?

- Uma kunjalo, waze kanjan ngakho?

- Usizo olunjani owazi ukuthi bayalunika?

- Useke wazama ukuyakubona?

- Ucabanga ukuthi iliphi iqaza elingabanjwa intsha elingalibamba ekuthuthukiseni intsha nnasekuqashweni kulomphakathi?

Ukwenza kangcono

- Ucabanga ukuthi iziphi izindlela ezingenziwa ukuthi nazi kabanzi ngezinhlelo ekugqugquzeleni intsha engasebenzi?

- Kukhona yini okunye ofuna ukukusho ukugqugquzela intsha engasebenzi kulomphakathi?

  Sesifike ekugcineni kwingxoxo yenu. Ngithanda ukukubonga ngesikhathi sakho sokuba inxenye yalokhu.

Appendix 1A: English Consent form

INFORMED CONSENT LETTER

My name is Mandisa Mthalane (212505998). I am a Public Policy Masters candidate studying at the University of KwaZulu-Natal, Howard College Campus, South Africa.

I am interested in learning about the Unemployed youths' awareness of the National Youth Policy and the National Youth Development Agency and strategies used to find employment. Your community is one of my case studies. The aim of the study is to know how informed the unemployed youth is about governments interventions and will benefit both those who implement the policy and recipients. To gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 30-40 minutes.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aim is knowing and understanding the challenges of your community relating to youth unemployment.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

I can be contacted at:

Email: brightweza@gmail.com

Cell: 0744944984

My supervisor is Dr. Sharmla Rama who is located at the School of Social Sciences, Pietermaritzburg campus of the University of KwaZulu-Natal.

Contact details: email: Ramas@ukzn.ac.za Phone number: 033 260 5188

You may also contact the Research Office through:

Mr. R. Mohun

Human Sciences Research Committee,

Tel: 031 260 4557 E-mail: mohun@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I……………………………………………………………… (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

ADDITIONAL CONSENT TO AUDIO RECORDING:

In addition to the above, I hereby agree to the audio recording of this interview for the purposes of data capture. I understand that no personal identifiable information or recording will be released in any form and that my identity will be kept confidential in transcripts, reports, and future publications and will not be traced back to me

SIGNATURE OF PARTICIPANT   DATE

………………………………….   …………………………………

Appendix 2B: IsiZulu Consent form

Isicelo Sokuba Inxenye Yalolu Cwaningo

Igama lami ngingu Mandisa Mthalane (212505998). Ngenza iPublic Policy ebangeni le-Masters kwiNyuvesi yaKwaZulu-Natali, ekolishi eHoward eNingizimu Afrika. Nginothando lokwazi kabanzi ngokuqwashisa sakwaNational Youth Policy neNational Youth Development Agency kubantu abasha abangasebenzi nezindlela abazisebenzisayo ukuthola umsebenzi. Umphakathi wakho uyinxenye yocwaningo lwami. Inhloso walolucwanongo ukubona ukuthi intsha engasebenzi inolwazi olungakanani ngezixazululo ezenziwa uHhumeni nokuthi nizuzani kuwo. Ukuhlanganisa ulwazi, ngithanda ukukubuza imibuzo.

Qaphela ukuthi:

- Imfihlo ngawe iqinisekisiwe, ngeke uvezwe ungubani kodwa okungaba umbona wanoma ubani.

- Lengxoxo ingathatha imizuzu engamashumi amathathu kuya emashumini amane emizuzu.

- Ulwazi olunikezaya ngeke lusetshenziswe kugcindezela wena, nolwazi olutholakele luzosetshenziswa kwezemfundo kuphela.

- Ulwazi lwalolu cwaningo izobekwa endaweni ephephile mase iyalahlwa emvakweminyaka emihlanu.

- Unokuzikhethela ukubamba iqhaza noma ingalibambi nokuyeka kulolu cwaningo. Ngeke uze ujeze ngokukhethile.

- Inhloso ngqangi yalolu cwaningo ukwazi izinselelo eziphathelene nomphakathi wangakini maqondana nabantu abasha abangasebenzi.

- Ukubamba iqhaza kwakho kuqondene nezemfundo kuphela, akukho mali ezuzwayo.

Ngitholakala ku:

Imeyili: brightweza@gmail.com

Ucingo: 074 494 4984

Umqaphi wami uDokotela Sharmla Rama otholaka eSikoleni Sezemfundo Ngehlalo Yomphakathi, eMgungundlovu eNyuvesi yaKwaZulu-Natali. Imeyili: Ramas@ukzn.ac.za. Ucingo: 033 260 5188

Ungathinta ihhovisi lezocwaningo:

Mnu. P. Mohun

Umnyango ophethe ezocwaningo

Ucingo: 031 260 4557 Imeyili: mohun@ukzn.ac.za

Ngiyabonga ngokuzinikela kwakho kulolu ncwaningo.

UKUQINISEKA

Mina……………………………………………...............(Igama lakho nesibongo) ngiyaqonda ngololu cwaningo nokuthi ucwaningo lumayelana nani. Ngiyavuma ukuba inxenye yalolu cwaningo.

Ngiyaqonda ukuthi ngikhululekile ukuhoxa kunoma isiphi iskhathi kulolu cwaningo uma ngifisa.

Enye Imvumo yokuqopha:

Ekwengezeni kokungenhla, ngiyavuma ukuthi ingxoxo iqoshwe ngesizathu sokungcina ulwazi. Ngiyaqonda akhukho sigqu samuntu esiyovezwa nokuthi akukho siqophi mazwi esiyokhishwa. Ubumina kuyogcinwa kuyimfihlo bungcinwe emqulwini ngeke kubuyele kumina.

…………………………………………   …………………………..

UKUSAYINA   USUKU

Appendix 1A: English Permission letter to the Ward Councilor

UNIVERSITY OF
KWAZULU-NATAL

Ward Councillor
2691 Mandela Highway
Mpophomeni Township
3291
KwaZulu-Natal
23 March 2018

Dear Councillor. R. Khumalo

A REQUEST TO CONDUCT THE RESEARCH INTERVIEWS AT ZENZELENI COMMUNITY
CENTRE.

My name is Mandisa Mthalane, a student at the University of KwaZulu-Natal, Howard College Campus. I am currently doing a research project for my Master's degree in Public Policy and my research focuses youth unemployment. The title of my thesis is: Unemployed youths' awareness on the National Youth Policy and the National Youth Development Agency and strategies used to find employment and strategies used finding employment.

I am writing to ask your permission to be allowed access to your facility to conduct interviews in the premises of Zenzeleni Community Centre. I will be doing a qualitative study which requires in-depth interviews with participants. Major objectives of this study are how informed the unemployed youth is about the NYP and NYDA, challenges the youth in Mpophomeni Township face in finding employment and suggestions to how initiatives to combat youth employment can be effectively communicated.

This should take about 30-40 minutes and can be conducted at a convenient time and date can be arranged. All I will need is to arrange a suitable time with you to come and to conduct these interviews with 20 participants (10 males and 10 females). During this research project, all information collected will be kept private and participants will be given consent letter to participate voluntarily.

If you have any question about this research project, please could you E-mail me at brightweza@gmail.com or my supervisor Dr. Sharmla Rama at Ramas@ukzn.ac.za.

Yours sincerely,

Mandisa Mthalane.

Appendix 2B: IsiZulu Permission letter to the Ward Councilor

UNIVERSITY OF
KWAZULU-NATAL

Khansela loMphakathi

2691 Mandela Highway

Mpophomeni Township

3291

KwaZulu-Natal

23 Ndasa 2018

Cllr. R. Khumalo

ISICELO SOKWENZE UNCWANINGO EZENZELENI ELOK'SHINI LASEMPOPHOMENI

Igama lami uMandisa Mthalane umfundi weNyuvese yaKwaZulu-Natali ekolishi eHoward, eThekwini. Okwamanje ngenza ucwaningo njengenxenye yemfundo yami ebangeni le-Masters kwiPublic Policy. Ucwaningo lami lugxile kwintsha engasebenzi. Isihloko soncwaningo: ukuqwashisa sakwaNational Youth Policy neNational Youth Development Agency kubantu abasha abangasebenzi kanye nezindlela abazisebenzisayo ukuthola umsebenzi nezindlela abazisebenzisayo ukuthola umsebenzi.

Ngibhala lencwadi ukucela imvumo yokwenza ucwaningo eZenzeleni Community Centre. Ngizobe ngenza ucwaningo olunzulu nabayo bamba iqhaza. Inhloso enkulu yocwaningo ukuthola ukuthi intsha engasebenzi inolwazi olungakanani ngeNYP neNYDA, izinselelo intsha yaseMpophomeni ehlangabezana nazo ekutholeni umsebenzi kanye nemibono zokwazisa intsha engasebenzi kabanzi ngezinhlelo zokunciphisa ukungasebenzi kwabo.

Ingxoxo yethu izothatha imizuzu engamashumi amathathu kuya emashumini amane emizuzu. kuzomele nginqume iskhathi kanye nani ukuthi ngikwazi ukuza ngizo wenza uncwaningo nabantu abangamashumi amabili abazobe bebamba iqhaza (10 abesilisa no10 abesifazane). Ulwazi olutholakalayo luzogcinwa luyimfihlo nabozobamba iqhaza bazonikwa ifomu lesivumylwano bebe ingxenye ngokuzinikela.

Uma unembuzo ngalolu cwaningo, cela ungithinte kwi-imeyili: brightweza@gmail.com noma umqaphi wami uDokotela Sharmla Rama imeyili: Ramas@ukzn.ac.za.

Ozithobayo,

Mandisa Mthalane.