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KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

**AN EXPLORATION OF THE YOUTH UNEMPLOYMENT
CHALLENGE WITHIN THE UMGUNGUNDLOVU DISTRICT
MUNICIPALITY**

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A dissertation submitted in fulfilment of the requirements for the degree of
Master of Commerce in Human Resource Management

College of Law and Management Studies

School of Management, IT and Governance

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2020

DECLARATION

I, Zamaswazi Faith Sindisiwe Dlamini declare that;

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“Teamwork makes the dream work, but a vision becomes a nightmare when the leader has a big dream and a bad team” ... John Maxwell

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LANGUAGE EDITORS LETTER



23 June 2020

CONFIRMATION LETTER: EDITING

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This serves to confirm that I, Dr Elijah Mkhathshwa, edited and proof read revised version of the dissertation whose title appears above. The editing and proofreading focused on the correct usage of English grammatical structures as they find application in academic discourse. No attempt was made to interfere with the articulation of the content as advanced by the writer thereof.

Yours faithfully,

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ABSTRACT

The continual rise in the youth unemployment rate has had a damaging impact on the socioeconomic stabilities of many nations across the world. In this regard, the ANC led government of South Africa grapples with high rates of youth unemployment as one of the most pressing challenges facing their administration. This is evident in recent labour report from Statistics South Africa (2019), which stated that the country has the highest youth unemployment rate (54.7 percent) of persons aged 15–24, compared to other nations. On this backdrop, this study explored the youth unemployment challenge within five local municipalities in uMgungundlovu District Municipality of KwaZulu Natal, which are: Msunduzi, uMshwathi, uMngeni, Mpofana and Mkhambathini. The objectives of the study were to understand the barriers preventing young people from finding employment within the District Municipality; evaluate the level of skills, experience and competencies of unemployed youths within the District Municipality; investigate the types of implemented programs geared towards addressing youth unemployment; understand partnership strategies available amongst stakeholders in ensuring that employment opportunities are availed to youths and; understand the lessons that can be learnt from the successes and failures of youth employment initiatives in the District Municipality. These objectives were achieved by adopting a qualitative methodological approach using non-probability purposive and snowballing sampling procedures to select a total sample size of thirty subjects from the target population consisting of five local municipalities mentioned above. A thematic content analysis of acquired data using NVivo software revealed that the barriers to youth employment are; lack of required skills and qualifications, labour market rigidities, lack of industries in rural communities, lack of career guidance, low budget allocation to rural municipalities, high population growth and poverty in rural communities and corruption within government departments. The research findings revealed that youth unemployment challenge can be addressed through a multipronged strategy which includes all relevant stakeholders.

Keywords: Qualitative research, skills development, uMgungundlovu District Municipality, youth unemployment

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LIST OF ACRONYMS

ANC	African National Congress
CDE	Centre for Development Enterprises
DOL	Department of Labour
EDTEA	Economic Development, Tourism and Environmental Affairs
EPWP	Expanded Public Works Program
GDP	Gross Domestic Product
GDS	Growth and Development Summit
HIV	Human Immunodeficiency Virus
IDP	Integrated Development Plan
IDS	Institute for Development Studies
ILO	International Labour Organisation
ITBs	Industry Training Boards
KPI'S	Key Performance Indicators
KZN	KwaZulu Natal
MENA	Middle East and North Africa
NDE	National Department of Education
NDL	National Department of Labour
NGO	Non-Governmental Organisation
NHBRC	National Home Builders Registration Council
NSF	National Skills Fund
NYC	National Youth Commission
NYDA	National Youth Development Agency
NYDP	National Youth Development Policy
NYP	Nation Youth Policies
NYS	National Youth Services
OECD	Organisation for Economic Co-operation and Development
RDP	Reconstruction and Development Program
RURAL DEV	Rural Development
SADC	Southern African Development Community
SAYC	South African Youth Council
SETAS	Sector for Education and Training Authority
SMME's	Small, Medium and Micro Enterprises

STWT	School-to-Work Transition
TVET	Technical and Vocational Education and Training
UMDM	uMgungundlovu District Municipality
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Education, Scientific and Cultural Organisation
UYF	uMsobomvu Youth Fund
WSSD	World Summit on Sustainable Development
YAC	Youth Advisory Centres
LFS	Labour Force Survey
LIFO	Last in First Out

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In most industrialised and developing countries in the world, young people agonise over limited access to the labour market more than the adult population. According to Mlatsheni (2007), the youth around the world are especially vulnerable to marginalisation in the labour market due to inadequate skills, work capability, job exploration abilities, financial resources and flexibility to seek work or reposition themselves closer to the places where job opportunities exist. Therefore, young people are more likely to be unemployed or employed with unfavourable terms and conditions during good economic times. The situation is more precarious during times of severe recession when it becomes increasingly problematic for the youths to secure jobs as new contenders in the labour market due to significant hiring freezes as those employed are more likely to be laid off than adult workers in senior positions (Verick, 2009). Additionally, young people usually have an insignificant number of associates and comparatively less experience pertinent to the securement of a job. Hence, they are usually relatively disadvantaged compared to adults.

The technical definition of youth is country-specific, depending on cultural, institutional and socio-political issues (Du Toit, 2003). The South African National Youth Act of 1996 describes youth as persons between the ages 14 and 34 years, whereas the United Nations standard definition has youths as those between 15 and 24 years of age (United Nations, 1992). Based on this definition, the Republic of South Africa (RSA) has been reported as having a very high rate of youth unemployment. For example, in 2008, the youth unemployment rate in South Africa stood at 45.6%, while 75.8 million unemployed people were estimated in undeveloped countries (World Bank, 2013). In 2010, the international youth unemployment rate was 12.6% which vividly overshadowed the global adult unemployment rate of 4.8%. It is thus notable that youth unemployment rates are usually two or three times the overall unemployment rate (World Bank, 2013).

Currently, the rate stands at 54.7% for the 15 to 34 years age bracket and 67.1% for the 15 to 24 years bracket (Statistics South Africa, 2019). Moreover, the youth account for 29.1% of the total 18.9 million economically active people in SA and this corresponds to 69.6% of the total 7.9 million unemployed people (Labour Force Survey, 2002). This fact notwithstanding, young workers are consistently more likely to be unemployed than adults (Bell and Blanchflower,

2009, 2010a, 2011) and the situation remains unchanged till today. This disquieting trend is attributed to the ripple effect of world recession on output growth and employment, structural changes in production and the reduction of the marginal utility of labour due to cost pressures (Aardt, 2012).

The timeline of the global rise in the youth unemployment rate reveals that it has long surpassed that of other age groups and is particularly marked in emerging countries (Andrianov, Bourmpoula, Chacaltana, Dasgupta, Duda, Ernst & Khatiwada, 2015). Hence, issues of youth employment and unemployment have recently become critical concerns in the African continent which has the smallest population in the world with an estimated 200 million people aged between 15 and 24 years old and are projected to be 400 million by 2045 (African Economic Outlook, 2012).

Across the globe, youth unemployment cannot be isolated from education, skills development and training (Gumede, 2012; Hoffman, 2011; Robberecht, 2010). Scarcities in education and services account for the phenomenon of high youth unemployment, especially among the African youth. Education has always been assessed in terms of its real-world value (Gbadamosi & de Jager, 2009) and has long been recognised as the means to attain revolution, generate new philosophies, and recruit new practices that move a country towards increasing success (Wheatley, 2001). According to Lam, Leibbrand, and Mlatsheni (2008), tertiary education is progressively significant in enabling an individual to secure a job, thus increasing his or her prosperity (Lam, Leibbrand & Mlatsheni, 2008).

According to QLFS (2018), in the second quarter of 2018, the youth unemployment rate by the level of education was 38.8% compared to 17.9% for adults. Although the unemployment rate gets reduced as the level of education increases, young graduates still battle an unemployment rate of 11.9%, which is over two times higher than that of their adult counterparts of 4.4%. Hence, there are material shortages in education among the South African youths considering the history of the country. Furthermore, QLFS (2018) reveals that in the second quarter of 2018, the youth unemployment rate by level of education was 38.8% compared to 17.9% for adults.

The problem is further compounded by the fact that many youths contributing to the labour market have not completed secondary schooling (Mlatsheni, 2002). With increasing knowledge base economic development, youths in rural areas around the world have failed to access secured employment thus making them victims of such failure. Arguably, this failure is derived

from the difficulties they face not only in nurturing jobs, especially in outmoded agronomic divisions but also in accessing education and training (Brewer, 2004). Furthermore, although investigations have revealed that the rate of unemployment in most OECD countries falls with increase in the level of education, the rate is still high among the better-educated in South Africa (Moleke, 2003).

There is available evidence suggesting that young workforces continue to face job instability and there are few prospects for skills improvement and progression and redundancy (Smith, 2011). Bell and Blanchflower (2011) argue that the high unemployment rates among young people are accounted for by the less specific personal investment and work skills relevant to the employers' needs. Moreover, capital constraints might prompt businesses to target young workers for purposes of identifying redundancies, particularly where statutory redundancy payments are weighted by one's seniority regardless of a formal last-in-first-out (LIFO) policy. What transpires from the previous explication is that organisations might weigh the current cost of investing in young workers against the long-term benefits that would accrue therefrom. As a result, youths cannot increase their own experience when such circumstances obtain and might find themselves overvaluing their capability where employers handpick workers with experience. Put differently, since the financial obligations and liabilities of the youths are less substantial than their seniors, their parents might be willing to support them in the event of them failing to secure a job for themselves. Such intervention on the part of the parents might generate a false sense of financial security and might then serve as an incentive that limits their commitment to search for jobs and this would in all probability lead to higher rates of unemployment (Bell & Blanchflower, 2011).

The youth unemployment challenge has been mainly examined in literature with particular focus on its underlying reasons and the different ways of introducing young people to employment (Blanchflower & Freeman 1999; Freeman & Wise 1982; O'Higgins 2001; Rees 1986). The root causes have been broadly examined on two fronts namely, the characteristics of youth labour markets and young people (O'Higgins, 2001), as well as the behavioural and demographic qualities of individuals that might have an impact on their prospects in the labour market (Ryan, 2001). Nevertheless, little consideration has been paid to youth unemployment in South Africa (Bhorat & Oosthuizen, 2006; Wittenberg & Pearce, 1996; Mhone, 2000), while the high rate of youth unemployment largely remains unexplained. According to Cebekhulu (2013), the South African youth is twice as likely to be unemployed compared to adults with 58% of the young people aged between 15 to 19 years and 50% aged between 20 to 24 years

having been unemployed in 2005. Moreover, youth unemployment is said to be part of a historical and contemporary South African phenomenon in which KZN is no exception (Cebekhulu, 2013).

In South Africa, youth unemployment is unevenly dispersed throughout the different strata of the population. In the second quarter of 2018, young whites, coloured and Indians collectively accounted for 10.2% while the figure reached a troubling 89.7% for young blacks (Statistics South Africa, 2018). Mlatsheni and Rospabe (2002), had earlier alluded to the fact that the situation is more difficult for women (63%) than for men (53%). Considering South Africa's political history, the chasm in unemployed youths on racial basis may be that the remnants of the apartheid era led to the centres of jobs being situated further away from the typical homes of the black communities compared to the white communities. Furthermore, the struggle for more jobs, better jobs and decent jobs for everyone warranted a broader intellectual investigation as many people who thought their jobs were secured a few years ago suddenly find themselves on the unemployment line or at career fairs searching for new positions or employment opportunities (Cebekhulu, 2013). It is against this backdrop, therefore, that this study set out to explore and analyse the root causes of unemployment amongst the youths of KwaZulu Natal, resident in the local municipalities of Msunduzi, uMshwathi, uMngeni, Mpfana and Mkhambathini within uMgungundlovu District Municipality relative to the unequal distribution of employment, education, skills development and training, labour policies and gender.

1.2 Motivation for the study

The perpetual and pervasive high rate of youth unemployment in South Africa has for a long time been one of the most pressing socio-economic difficulties. Extensive personal calamities characterise the situation for affected individuals and lost opportunities which could have boosted the country's sustainable economic development on all fronts. Today, South Africa's youth unemployment rate stands at 54.70% which is the highest in the world and the situation is particularly severe in black communities (Labour Force Survey, Q4:2018). Consequently, it becomes imperative to investigate the factors exacerbating this challenge with the principal goal of proffering egress from the status quo through research-oriented recommendations in order to reduce this unacceptable rate particularly amongst the youth of uMgungundlovu District Municipality.

Based on the above study background and motivation, the problem statement advanced is that: youth unemployment challenge is strengthened by lack of relevant skills, qualification and experience due to inadequate career guidance available to young people amidst other underlining factors and the lasting panacea to this challenge is a robust synergistic approach by government and other private stakeholders.

1.3 Research questions of the study

The research questions of this study were as follows:

- (a) What are the barriers preventing young people from finding employment within uMgungundlovu Municipality?
- (b) What are the levels of skills, experience and competencies of the unemployed youth within the District Municipality?
- (c) What type of programs has been implemented to address youth unemployment in the District Municipality?
- (d) What type of partnership strategies are available amongst stakeholders in ensuring that employment opportunities are availed to the youth?
- (e) What are the lessons that can be learned from the success and failures of youth employment initiatives in the District Municipality?

1.4 Research objectives of the study

This study was informed by the ever-growing number of unemployed young people, especially from the previously marginalised communities within uMgungundlovu Municipality. Thus, the main objectives of the study were to:

- (a) Understand the barriers preventing young people in finding employment within uMgungundlovu District Municipality;
- (b) Evaluate levels of skills, experience and competencies of the unemployed youth within the District Municipality;
- (c) Investigate the types of programs that have been implemented to address youth unemployment in the District Municipality;
- (d) Understand the partnership strategies available amongst stakeholders in ensuring that employment opportunities are availed to the youth; and
- (e) Understand the lessons that can be learned from the success and failures of youth employment initiatives in the District Municipality.

1.5 Research contribution

Representative institutions must be established to foster economic growth in the local municipalities. Their principal responsibility would be to develop strategies that will address local economic development needs such as job creation, leveraging the private sector funds for community development, investment strategies, training, small business and agricultural development. If necessary, the government must provide subsidies as a catalyst for job creation

programs controlled by communities and workers must target appropriate job creation and development programs in the most neglected and impoverished areas of the country (Cebekhulu, 2013).

1.6 Limitations and delimitations of the study

The nature of the research problem and the political inclination of some of the respondents in this study imposed an expected limitation which renders the credibility of the research findings prone to the presence of biased views of the research respondents. Specifically, some of the study's respondents are actively involved in the municipality operations and in political parties which may prevent them from revealing too much information for fear of being politically incorrect. Hence, a possible lack of honesty in the data collected from the research respondents may affect the credibility of the research findings.

Additionally, this study was conducted in the uMgungundlovu District Municipality which consists of seven local municipalities. However, due to time constraints, the study was delimited to five of the local municipalities namely Msunduzi, uMshwathi, uMngeni, Mpofana and Mkhambathini local municipalities. Also, a total sample size of 30 respondents was utilised which might not be a perfect representative of all the unemployed youth in the uMgungundlovu District Municipality. Thus, the results may not be generalised to a broader population and a true reflection of the District's unemployment challenge might not be presented.

1.7 Structure of the dissertation

This dissertation comprises six chapters demarcated as follows:

- (a) **Chapter One** – This chapter introduces the background and significance of this study. It also provides a brief overview of youth unemployment both on the global scene and as replicated in South Africa. The chapter articulates the research problem in detail as well as the study rationale and problem statement. It further outlines the study objectives and the specific research questions asked to achieve the set objectives and contribution of the research.
- (b) **Chapter Two** – This chapter reviews the literature in which different perspectives on unemployment and youth unemployment are discussed. The chapter also focusses on

relevant literature describing barriers to youth unemployment and strategies available to tackle the challenge in South Africa and other countries of the world.

- (c) **Chapter Three** – This chapter deals with the research design and research methodology employed for the study. This section discusses the qualitative research method which is the primary approach adopted for this study. It, thereafter, discusses the population selection, data collection, data collection process and method of data analysis. Ethical considerations are also articulated.
- (d) **Chapter Four** – This chapter outlines the data collected from youth managers and unemployed youth in five municipalities of uMgungundlovu District Municipality.
- (e) **Chapter Five** – This chapter analyses and interprets the retrieved data. All the five research objectives are analysed in detail. The chapter also discusses the study's findings in terms of themes and subthemes emanating from the narratives of youth managers and unemployed youth. These themes relate directly to each research question and questions from the interview schedule.
- (f) **Chapter Six** – This chapter concludes the study and proffers recommendations to tackle the youth unemployment challenge in the uMgungundlovu District Municipality.

1.8 Summary

This chapter has introduced the research topic by presenting a detailed background of the study, rationale and problem statement informing the study. It has also provided a structural overview of the chapters making up the dissertation. The next chapter will review the extant literature relevant to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on two variables crucial to this study and these are youth and unemployment. These variables are defined from the perspective of different scholars while the precursors of unemployment (predicted variable) and background information are examined. The chapter also reviews existing literature on the study's objectives; namely, barriers preventing young people from finding employment such as the skills level, experience and competencies of unemployed youth within the uMgungundlovu District Municipality whose role is to be responsive to the demands of the industries around the different types of programs that have been implemented to address youth unemployment; partnerships strategies available amongst the stakeholders in ensuring that employment opportunities are availed to the youth and lastly, the lessons that can be learned from the success and failures of youth employment initiatives in the District Municipality.

2.2 Conceptual framework

This study derived its conceptual framework from O'Higgins youth unemployment article titled: *The challenge of youth unemployment* (O'Higgins, 1997). Therein, unemployment is defined as the difference between labour supply and labour demand. Moreover, the author observes the ILO's description of the unemployed as those individuals who have not worked more than one hour during the reference period even though they are available for and actively seeking work (O'Higgins, 1997). This description is explicated by the UN's similar conception of the unemployed youth as a class of the labour force between the ages of 15-24 years who are without work despite their availability and search for employment (O'Higgins, 2007).

From these expositions, it is gleaned that youth unemployment is not voluntary but is dictated to by the economic interests of the labour market. This argument is corroborated by Simmons who asserts that the existing state of affairs in the economy and the labour market at a particular period are critical determinants of aggregate employment in each economy and labour market (Simmons, 2009). Conceivably, a dual relationship exists between youth unemployment and labour force participation and this relationship will depend on which factor dominates in specific circumstances (O'Higgins, 1997). It is also notable that the definitional content of the foregoing propositions is corroborated by the submission of Brunner and Meltzer that

unemployment is the difference between the amount of employment that is demanded and supplied at each real wage or as the difference between actual and equilibrium employment (Brunner & Meltzer 1978). Therefore, it is reasonable to infer that employment and unemployment are governed by the aggregate demand and supply functions of the labour market respectively.

2.3 Unemployment rate: A South African perspective

The unemployment rate is a significant core indicator adopted globally to monitor and compare labour markets around the world. It is an index of the percentage of unemployed persons in the current labour force which is made up of both employed and unemployed persons (Morris, 2006). According to the South African Reserve Bank (2013), a person is unemployed if he falls into the economically active group and desires employment but cannot find jobs. The unemployment rate is then obtained by expressing the number of unemployed persons as a percentage of the total number of people willing and able to work, the so-called labour force.

Furthermore, Statistics South Africa (2013) defines unemployment narrowly as when an individual aged between 15 and 64 is without work in the week preceding the interview but looks for work and is available to take up employment or open a business (Statistics South Africa, 2013). The expanded definition, on the other hand, includes people who have stopped looking for work which can be referred to as discouraged work-seekers. Conversely, Mohr (2016) defines the unemployed as persons aged 15 years and above that; (a) are not in paid employment or self-employment, (b) were available for paid employment or self-employment during the seven days preceding the interview and (c) took specific steps the four weeks preceding the interview to find paid employment or self-employment.

South Africa's labour market faces acute unemployment as a long-standing feature which has produced an unfavourable environment for the youth to access the labour market (Lam, Leibbrandt & Mlatsheni, 2007). Currently, the country has the highest unemployment rate (27.2 %) compared to most developing countries in Africa, Latin America or Asia (Statistics South Africa, 2019). Using the narrow definition of unemployment as an index, the official rate of unemployment in South Africa rose from 24.9% in the fourth quarter of 2012 to 25.2% in the first quarter of 2013 and 27.2% in July 2018 (Statistics South Africa, 2019). Notably, on

the premises of the expanded definition unemployment rate was 36.7% in the first quarter of 2018, the highest since 2008.

Sadly, the rate has significantly increased since pre-apartheid South Africa and is even more disturbing in the post-apartheid era in which the nation is burdened with precarious socio-economic instability (Gumede, 2012; Robberecht, 2010; Hoffman, 2011). The incessant labour strikes and public violence attest to the despondency deriving from the jobless South African society living in poverty. According to Barker (2007), unemployment is the most severe problem in South Africa and it is the root cause of persistent socioeconomic problems such as crime and violence (Barker, 2007). Unemployment does not only corrupt an individual's dignity and self-respect but also influences the entire society due to high crime rates, social unrest and lawlessness arising from hunger, frustration, anger and resentment towards a system that has rendered them handicapped in finding meaningful jobs. This sends a strong message to the government and other socioeconomic partners to give the issue fixated attention by adopting policies geared towards job creation (Roux, 2008).

There are many unemployed persons in almost all the provinces in South Africa (Statistics South Africa, 2018). Figure 2.1 below shows the provincial unemployment rates between 2010/11 and first-half of 2018 financial year. From the figure, it is evident that except KwaZulu-Natal, Limpopo and Western Cape, all the provinces have unemployment rates higher than the national unemployment rates. However, further examination indicates that the provinces experienced increasing unemployment rates over the years to 2018, except Limpopo, which has an almost static rate whereas Eastern Cape, Free State and Mpumalanga have exceptionally high rates. According to Natrass, Wakeford and Muradzikwa (2002), the types of unemployment and their causes are categorised as follows:

- (a) **Seasonal unemployment:** this occurs due to certain occupations requiring workers for only part of the year. This includes activities such as picking and processing fruits and vegetables which only happen during a season. It also occurs due to natural or anticipated changes in economic activities.
- (b) **Cyclical unemployment:** this results from insufficient demand for goods and services caused by the recession phase of the business circle. As the demand for goods and services decreases, employment also decreases and unemployment increases. (Rensburg, McConnell & Brue, 2015).

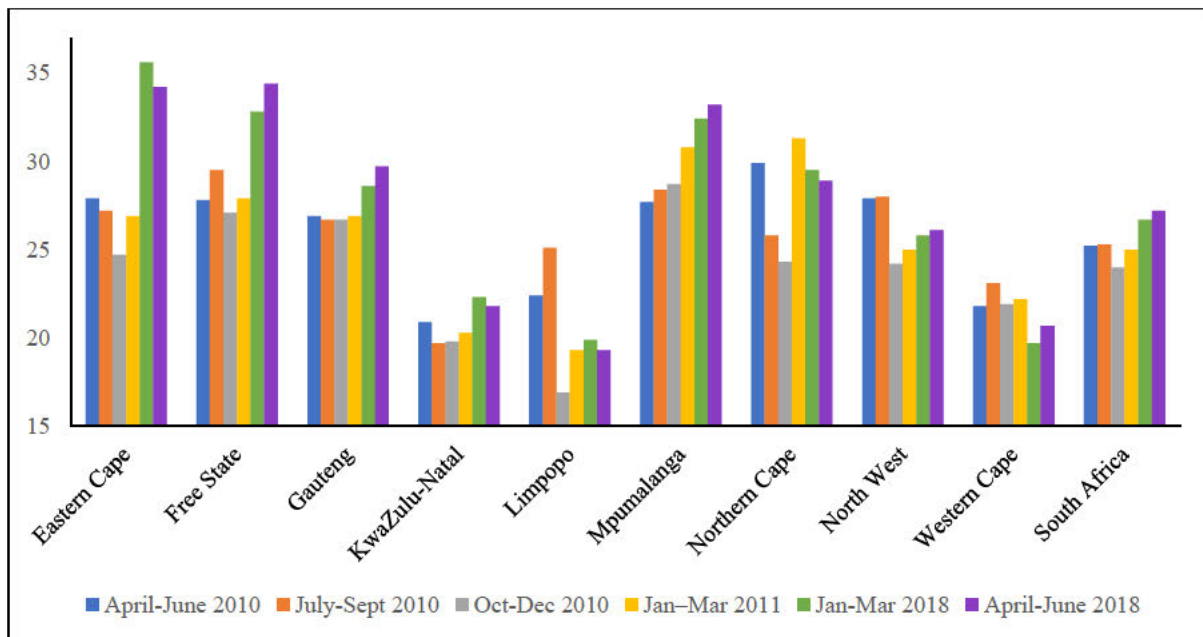


Figure 2.1 Percentage unemployment rates by province.

Source: Statistics South Africa, QLFS Stats release P0211

- (c) Frictional (or search) unemployment: It arises at any time when workers move from one job to another due to the average labour turnover in a dynamic economy and the time lags involved between re-employment of labour. This type of unemployment cannot be avoided.
- (d) Structural unemployment: This is the overall inability of the economy to provide jobs as a result of structural imbalances even during periods of economic growth. Notably, structural unemployment is stimulated by the mismatch between skills supplied and demanded, insufficient access to adequate education and skills development. Parsons (2009) posits that structural impediment is one other reason unemployment rate in South Africa has stayed high as a large part of the population has been undermined while several structural rigidities debar them from being employed or participate in any form of income-generating economic activity.

2.4 Youth unemployment challenge in South Africa

The youth occupy a prominent place in any society and they out-number the middle-aged and the aged. They are among the most significant assets any nation can have and through their creative talents and labour-power, a nation can make giant strides (Onyekpe, 2007). The National Youth Development Policy (2001) asserts that the youth are the foundation of any society as their vibrancy, inventiveness, character and orientation dictate the pattern of

development and security of any given nation. Notably, young people are also a segment of the national population that is sensitive, energetic and are in their most productive phase of life. Hence, they are the most volatile and yet the most vulnerable in terms of socioeconomic and emotional instability (Anasi, 2010). According to Kararach *et al* (2011), Africa is faced with a ‘youth bulge’ and the benefit of this is referred to as demographic dividend which is envied by the developed countries facing ageing populations (Kararach *et al.*, 2011). However, these benefits do not reflect on the economies of many African nations.

The survey conducted by Manpower Group (2012), on South Africa’s youth unemployment challenge from the talent-centric perspective established that youth unemployment assumes different proportions when compared to adult unemployment (Manpower Group, 2012). It also revealed that the youth unemployment challenge is shaped by different factors which portend poorer outcomes. This problem persists both in good and bad economic times but worsens in the latter. Therefore, youth participation rates fall relative to adults and youth unemployment rates are consistently 2 to 4-folds higher than those of adults. This unfavourable trend is linkable to the skill-mismatch problem. In other words, the lack of skills relevant to the labour market is orchestrated by faulty school curricula and poor connections between employers and the educational system. Moreover, lack of job information, professional networks and connections among youth, especially those coming from families with inadequate social capital, also exacerbates and intensifies the challenge.

In South Africa today, youth unemployment is one of the most severe problems facing the country with unpalatable influences on socioeconomic stability (Twinomurinzi & Magundini, 2019). As shown in Figure 2.2 below, youth unemployment rates in the KZN District Municipalities is higher than the adult unemployment rates in the entire Province. For instance, the uMgungundlovu District Municipality has the youth unemployment rate at 39.5% compared to 30.4% for the adults. This phenomenon has contributed to high levels of poverty and low standard of living due to the inability of the youth to secure jobs from which to earn an income. Although the government has been responding to the problem through strategic policies and job creation programs, the youth unemployment rate has, however, remained severely high for a significant number of years (Parsons, 2009). Hence, comprehensive strategies are required to create more jobs for the youth.

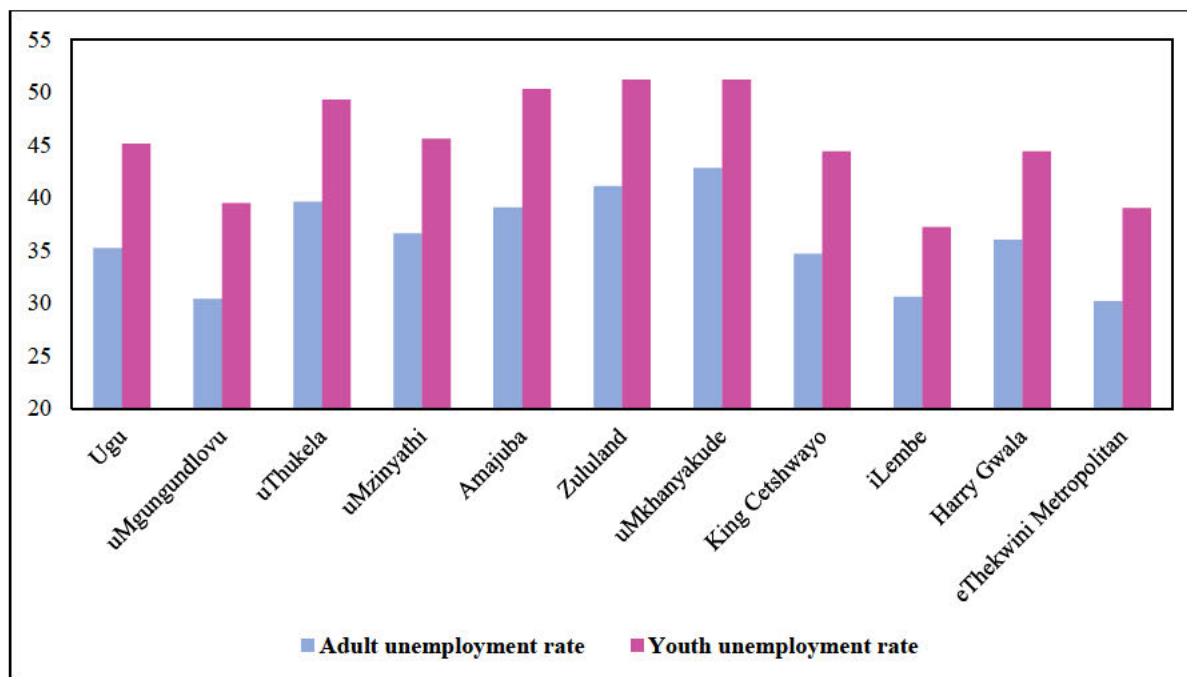


Figure 2.2 Percentage unemployment rates in KZN's District Municipalities

Source: Statistics South Africa, 2018

Furthermore, one unique feature of youth unemployment in South Africa is that it permeates the different segments of the population in different ways. For instance, young black people suffer much more from unemployment than young whites and the unemployment rates are 70% and 12% respectively. The Labour Force Survey of the fourth quarter in 2018 also reflects that the youth unemployment rate is 67.1% for young women which renders them more adversely affected than young men (Statistics South Africa. 2019). The unemployment rates were based on a narrow definition of unemployment which excludes those youth who are discouraged and have given up looking for work. Regardless of the view taken, youth unemployment is higher than any other age group in the country and has stubbornly persisted even at times when economic indicators have shown that the country's economy was on a growth trajectory. Youth unemployment has a lifelong effect on the income and employment stability of young people because when affected they start with weaker early-career identifications and show lower assurance and resilience in dealing with the labour market opportunities and setbacks during their working lives (Scarpetta *et al.*, 2010).

2.5 Barriers to youth employment

2.5.1 Lack of relevant qualifications due to the low level and quality of education

According to Agi and Yellowe (2013), education is fundamental to the development of human resources, the impartation of appropriate skills, knowledge and attitude. As such, it is the foundation for transformation, industrialisation and a means to the global knowledge economy. Education is also regarded as a means of creating social security through achieving a culture of peace, gender equality and positive African values. Hence, an efficient system which imparts relevant skills, knowledge, capacities, attitudes and values is vital to national transformation and development through the reduction of poverty and value re-orientation with ensured peace and security (Agi & Yellowe, 2013).

Youth unemployment challenge has been linked to educational backgrounds and qualifications possessed by young people in tandem with those needed in the labour market. Human capital endowment measured by education, skills and work experience is regarded as the critical determinant of the labour market success of individuals (Baah-Boateng, 2016). Thus, youth experience is critical in dealing with formal labour market challenges as they mostly have a lower level of work-relevant skills. The available literature on Africa, Asia and Pacific, Eastern Europe and Central Asia indicate that low levels of educational attainment and skills are critical obstacles to finding work by young people (Baah-Boateng, 2014; Elder *et al.*, 2015).

In South Africa, there is an advocacy of the existence of a positive correlation between the unemployment rate and the level of education (Patel & Choga, 2018). Most young job seekers are not well educated and drop out of school early due to poverty or inability to cope with studies. In the contemporary labour market, highly skilled labour is imperative due to capital deepening and technological advancements. Hence, an incomplete secondary education is insufficient to guarantee employment (Burns, Edwards & Pauw, 2010; Lam, Leibbrandt & Mlatsheni, 2008). According to the International Labour Organisation (2011), youth unemployment is related to low school-leaving age. Msigwa and Kipesha (2013) assert that when the minimum age at which a person should leave compulsory education does not match the minimum allowed for fulltime employment, the youth unemployment problem increases (Msigwa & Kipesha, 2013).

Due to the low quality of high school graduates, the competence level is another contributory factor to youth unemployment. Regardless of their efforts to pursue higher education, young graduates from study fields such as the humanities, arts and education are less likely to find

employment compared to those from fields such as engineering and medical sciences. The under-supply of graduates from the latter fields is due to the dwindling number of students enrolling for physical science or passing mathematics in their matriculation year as they find these subjects difficult during their school years (Centre for Development and Enterprise, 2007). The inability of tertiary institutions to retain high-quality teaching and research staff also contributes to the low quality of education (Du Toit & Roodt, 2008). Additionally, some of the matriculants complete their post-Matric qualifications at institutions which are not recognised by employers. Hence, these young graduates are not in demand by prospective employers (Altman, 2007; Mlatsheni & Rospabé, 2002; Moleke, 2005). This is the case, especially for blacks with post-Matric certificates or diplomas (Pauw *et al.*, 2008).

Based on the foregoing explication, it is contended that the relatively inexperienced and less educated youth that struggle to find employment in the formal sector can still survive by engaging in informal sector activities. This can materialise even though informal employments are hindered by various barriers ranging from crime, lack of access to formal or even informal credit, lack of access to infrastructure and services and insufficient provision of training facilities and lack of market access and business development programs. The existence of some of these barriers is attributable to the prevailing biased disposition of government's support programs to small, medium and microenterprises (SMMEs) and informal enterprises (Devey, Skinner & Valodia, 2006; Kingdon & Knight, 2004; Rogerson, 2004). Also, the Sector Education and Training Authorities (SETAs) tend to prioritise the needs of those paying the skills levy (which goes towards the National Skills Fund, NSF), that is, registered enterprises in the formal economy (Devey *et al.*, 2006). This prejudice inhibits the growth and development of informal enterprises and their subsequent contribution towards employment creation, including youth employment.

2.5.2 Lack of relevant skills and skills mismatch

Despite the rising youth unemployment trend in South Africa due to the economy becoming more knowledge orientated, skills development is now a significant facet in the youth unemployment discourse. It is regarded as an indispensable precondition for ensuring that young people around the world have access to economic opportunities (Cebekhulu, 2012). Dlamini (2014) posits that skills development is a panacea to youth unemployment in post-apartheid South Africa. Hence, the success of young people in finding jobs is dependent on the existence of appropriate skills development policies. This line of thinking aligns with the

articulated problem statement of policymakers around the world that promoting skills development amongst young people is the most important driver for creating employment (International Labour Organisation, 2012; Manpower Group, 2012; United Nations Regional Information Centre for Western Europe, 2013).

Currently, young people in South Africa lack specific contemporaneous workplace skills such as cooperation, communication, critical thinking, creativity and a focus on the needs of the enterprise (Patel & Choga, 2018). This lack of experience and credentials generates employers' scepticism as regards hiring young people. Similarly, employers are reluctant to invest resources in training young people when more experienced adult workers might be unemployed and available for hire. Thus, young people are often the first to be laid off during difficult economic times and this hinders their ability to build skills and experience. Lack of available jobs suitable for entry-level skills in some labour markets, especially in developing countries, also contributes to the challenge. Hence, O'Reilly (2015) argues that understanding youth unemployment requires a holistic approach that combines an analysis of changes in the economic sphere around labour market flexibility, skills attainment and employer demands as well as understanding the impact of family legacies affecting increasingly polarised trajectories for young people today.

Moreover, South African youths are low-skilled and the skills mismatch challenge that applies to the broader African economy applies particularly to them. The principal reason given by employers for their low youth employment is that schooling does not accurately indicate skill levels and that unskilled and inexperienced workers are a risk to employ as they increase their real cost (National Treasury, 2011). According to the discussion paper by the National Treasury (2011), the following perceptions of employers on youths accounted for the lingering severity of youth unemployment challenge in South Africa:

- (a) The youth lack requisite skills and experience.
- (b) Unskilled and inexperienced job seekers are a risky investment.
- (c) Educational qualification is not a substitute for skills.
- (d) Schooling is not a reliable index of capabilities.
- (e) Low school quality feeds into reduced workplace learning capacity; hence, the potentials of school leavers are uncertain.
- (f) Entry-level wages may be too high relative to the risk of hiring inexperienced workers.

What can be gleaned from the above explication is that the causes of the South African youth unemployment are a combination of deficient demand for labour deriving from the increasingly skills-intensive orientation of the South African economy and the low supply caused by the

emergence of risky low-skilled youth. Although many young people have access to education than the generation before them, they have been deprived of accessing the economy at the required scale. Therefore, youth unemployment and marginalisation have remained disconcertingly high. Over 60% of South Africans under the age of 25 are unemployed or have been disheartened in their exploration for work (Mayer, Gordhan, Manxeba, Hughes, Foley, Maroc & Nell, 2011). This exclusion is identical to that which was tackled by young people at the end of the apartheid era. However, there are notable differences in that this time it is without the hope that a new political indulgence and policy atmosphere will bring about change.

It is thus notable that although educational attainment has increased globally, lack of relevant skills and experience or a mismatch between the skills possessed and those sought by employers are critical barriers to youth employment (Dimian, 2011; OECD, 2005). The education system offers curricula that fails to foster the skills required in the contemporary labour market such as problem-solving, communication, cooperation, leadership, critical thinking, creativity, interpersonal, computer literacy, vocational and entrepreneurial skills (Baah-Boateng, 2014; Filmer *et al.*, 2014; Ajufu, 2013; EFA, 2012; Manpower Group, 2012; Grant, 2012; Nkechi *et al.*, 2012; Roudi, 2011). For example, school systems in Africa and the Middle East are geared toward achieving employment in the public sector which represents an area of low growth (Baah-Boateng, 2014; Roudi, 2011). While the present crisis has resulted in low growth and high unemployment, significant shortage in requisite skills has further deteriorated and this has compromised competitiveness. The Council of the European Union (2013) also asserts that the “skill mismatch in the EU is increasing” and “one out of three European employees are either over-or under-qualified with the mismatch especially high in the Mediterranean countries”. Such mismatches are a serious structural component of youth unemployment. Therefore, an educational policy that delivers marketable skills is vital to overcoming the societal malady of high youth unemployment.

2.5.3 Lack of career guidance

In contemporary South Africa, the field of career education has received appreciable improvement, especially in black communities compared to the apartheid era (Flederman, 2009). This fact notwithstanding, many young people still receive little or no assistance in choosing their future careers. As a result, they struggle to identify sound careers which align with their passion and personal capabilities. According to OECD (2014), career guidance is a service aimed at assisting individuals in making choices on education, training and work for a

successful life and career. In the South African context, career guidance refers to all career development services such as guiding and helping learners gain valuable information about themselves, available careers, education and training opportunities for the labour market (Modiba, 2017).

Moreover, career guidance is a viable and crucial tool which when efficiently amalgamated with other policies directed towards assisting young people in becoming more employable and accessing the labour market, often produces the desired results (OECD, 2003). Similarly, Watts (1996) argues that the economic development of a country positively correlates with the level of importance given to career guidance. This is the case especially for developing countries with low school-to-work transition rates, high unemployment rates, high numbers of the unskilled or semi-skilled labour force and unstable socioeconomic environment.

The awareness that effective and early career guidance services help alleviate the youth unemployment challenge is thus pertinent in unravelling the challenge. This awareness is on the increase in Africa. For example, it has culminated into the National Conference for counsellors held in Malawi which focused on the significance of career guidance services to nation-building (Guidance, Counselling and Youth Development Centre for Africa, 2014). In South Africa, the awareness has elicited the policy implementation by the Department of Education, which made career guidance a fundamental subject for Grade 10-12 learners (Department of Higher Education and Training, 2012). In contrast, other developing nations in Asia and the Middle East have not embraced such policies; hence, they still grapple with similar youth unemployment challenge (Chigunta, 2017).

Notably, different strategic policies have been created to further strengthen the availability of career guidance services with the principal goal of increasing youth employability and subsequently reduce the disheartening youth unemployment challenge facing South Africa. These include human resource development strategy (Department of Higher Education and Training, 2012), Department of Education's revised National Curriculum Statement Policy of 2002, Society for Student Counselling in Southern Africa (SSCSA) and other private sector stakeholders comprising psychologists and career guidance practitioners. Thus, it is arguable that the increasing youth unemployment rate in the country exposes either the lack of policy coordination amongst these stakeholders, their level of bias in implementing these strategies or failure to consider the diversities in national socioeconomic environment and demography.

Additionally, the abysmally low and insufficient funds available to local public offices, especially those in rural areas in developing nations like South Africa, have stifled meaningful dissemination of career guidance services. This situation persists because public offices painstakingly disburse their limited funds to areas of “more pressing” demands like poverty alleviation and job creation while the underlying factors birthing these issues yearn for adequate attention (Abrahams, 2003). In other words, public offices fail to understand that addressing school-to-work transition through career guidance services does not only assist young people in acquiring relevant skills and qualifications demanded by the economic terrain which is recently more skill-intensive but also addresses their prioritised targets of poverty reduction, job creation and socioeconomic stability.

Notably, the dearth of proficient career guidance personnel due to the low level of training and on-the-job motivation further complicates the lack of career guidance abetting the youth unemployment challenge. Ironically, even in the public offices, these human resources are burdened with other duties resulting in the career guidance services being rendered part-time. They are also considered a “luxury” in schools from low-income municipalities and can only be afforded by affluent schools capable of employing professional psychologists (Miles, 2015). Therefore, there is an urgent need for policies which will synchronise public and private career guidance officers for better services that would be easily accessible to young people.

2.5.4 Lack of training institutions

A prosperous and healthy democratic state is said to be quickly established with adequate education and training of the citizenry (Salim, 2016). In other words, the paucity of a holistic system which accommodates easy access to sustainable wellbeing stifles the possibilities of achieving set national socioeconomic development goals. In this regard, although South Africa’s national policy proposals have iterated the critical function of education and training to socioeconomic development and provided the fundamental background for radical revision, a lot still needs to be done in terms of proposal implementation.

According to McQuaid *et al.* (2007), the long-term employability of young job seekers and labour market program participants are unlikely to be improved by training schemes that only consider employers’ demands for competencies specific to their own immediate-term needs (McQuaid *et al.*, 2007). Hence, investment in skills that are genuinely transferable and are of long-term value to employers is critically essential. Employees and young job seekers also

require a substantial commitment to training within and beyond the workplace to overcome the barriers to an individual's employability (McQuiad & Lindsay, 2005). A study conducted on unemployed youth of rural Agincourt in Mpumalanga Province established that the lack of training is a significant barrier to youth employment (Wilkinson *et al.*, 2017). Although a higher percentage of women than men were found to have completed training in security, computing and medical services while more men than women completed training in more physical jobs like plumbing and forklifting, the unemployment rates were twice higher for women.

2.5.5 Rural to urban area migration and population growth

It is generally accepted that the youth unemployment rate is higher in urban areas than in rural areas (Baah-Boateng, 2016, 2014; Ismail, 2016). The youth in rural areas are usually attracted to urban life by the supposed higher job prospects that pay more than agriculture (Ajufu, 2013; Grant, 2012). It is projected that by 2030, the youth will constitute over 60% of the urban populations and a higher percentage will be the urban poor. Taken together, the influence of rural-urban migration can, therefore, not be overemphasised as one of the barriers to youth employment. According to Gordhan (2013), South Africa's urban population markedly shifted from an average of 30% to 62%. This has systematically led to urban population explosion, spatial disparities and spatial related unemployment due to apartheid urban planning, lack of government support, economic slowdown and inefficient implementation of youth-oriented policies (Department of Social Development, 2007, 2008, 2009; International Labour Organisation, 2010; Hall, 1997; Kezban, 2008; Republic of South Africa, 2009). Regrettably, the resulting urban youth unemployment leads to unwanted outcomes such as crime, 'youth gangs', poverty, violence, juvenile delinquency, substance abuse, stress and depression, suicides, family instability, lack of self-esteem, increase in HIV/AIDS and other related problems (Wubie, 2012).

Similarly, the viewpoints of different scholars conclude that unemployment is the product of economic imbalance stimulated by the increasing population. According to Baah-Boateng (2013), youth unemployment trails economic growth due to the high growth of low employment generating sectors against sluggish growth of high labour absorption sectors. The findings also revealed that unemployment is the upshot of interactions and imbalances between demand and supply of labour. Labour demand emanates from organisations' need to employ labour for the productions of goods and services which transform into national growth.

Therefore, slow economic growth and low employment content of growth lead to the increased unemployment rate.

Conversely, labour supply is also dictated to by the growth and quality of the labour force which are primarily driven by the expansion of the working-age population and the quality of human resources respectively. A higher rate of unemployment may, therefore, arise if adequate job openings do not accompany the higher growth of the labour force. An economy also suffers from structural unemployment if the quality of labour does not meet the firm's hiring requirement (Baah-Boateng, 2013). The study further affirms that there is a greater tendency for people in urban areas to be unemployed compared to those living in rural areas. This empirical result provides substantial evidence that concurs with the established view that unemployment is an urban occurrence (Anyanwu, 2013; Dickens & Lang, 1995; Sackey & Osei, 2006).

According to Fox and Thomlin (2016), the school-to-work transition in Africa is unbearably long for many young people in urban areas as the urban youth can take a long time searching for a preferred wage job without success. In Tanzania, young people living in urban areas are five times more likely to be unemployed than their counterparts in the rural area (Msigwa & Kipsha, 2013) while in Ethiopia the youth in rural areas face similar labour market outcomes as the adult rural population. It is notable, however, that the youth resident in urban areas encounter more serious challenges than the adult urban population (Broussara & Tekleselassie, 2012). Furthermore, young people growing up in more impoverished and less educated communities with limited access to professional networks and the opportunities required to build necessary skills are more disadvantaged in entering the workforce (Fox, Senbet & Simbanegavi, 2016; Baah-Boateng, 2016; Elder *et al.*, 2015).

2.5.6 Poor labour market communication and information systems

It is common knowledge that the African labour market is devoid of active labour market information system. Hence, there is a severe constraint for job seekers particularly the youth that is mostly affected by the information asymmetry due to their limited labour market experience and weak networking (Baah-Boateng, 2014). For example, many countries in Sub-Saharan Africa, do not have efficient employment placement centres to register and facilitate placement of the youth in employment. Therefore, the youth may not be aware of how to navigate the labour market or find and pursue available jobs in the absence of such support

(Betcherman & Khan, 2015; Manpower Group, 2012). A survey on the labour market in Vietnam revealed that the weak labour market information system had created a perpetual trend where students apply for courses based on family associations and suggestions that are poorly suited to the economy (Grant, 2012).

2.5.7 Corruption

Thornhill (2012) defines corruption as a direct or indirect offering or granting of any goods of monetary worth, services or other benefits to a public official or any other person to acquire an advantage, gift, promise or favour for oneself or any other known person or entity in exchange for any act or omission that alters the standard service provision or performance of the public official's functions (Thornhill, 2012). Similarly, Munzhedzi (2016) is of the view that corruption is the abuse of official authority with the intent for personal advantage (Munzhedzi, 2016). Corruption has also been described as a universal and ubiquitous cankerworm which heightens severity on the economies of developing countries (Department of Public Service and Administration, 2003).

Corruption is multifaceted and the most common types are bribery, fraud and public funds misappropriation. Lerrick (2005) advocates that unemployment and poverty in developing countries thrive due to the political atmosphere being saturated with corruption in all its forms. Munzhedzi (2016) attributes this occurrence to the over-dependence on government for many service provisions. As a result, many fund allocations regarding the economic development of which youth employment is prominent are misappropriated and misguided by acts of nepotism. Consequently, the failing socioeconomic growth and development of many developing countries persist mainly due to corruption engulfed in greed and nepotistic inclinations of political leaders (Nkwini & Munzhedzi, 2016; Munzhedzi, 2016).

2.5.8 Lack of social capital

Besides factors such as the level of education, work experience and appropriate skills set, the lack of professional networks and connections has a crucial role in youth unemployment (Pozzoli, 2009). The youth mainly from humble backgrounds who lack significant social capital and patronage systems are at a tremendous disadvantage for new job opportunities (Baah-Boateng, 2014; EFA, 2012; Grant, 2012; Malik & Awadallah, 2013; Manpower Group, 2012; Nkechi *et al.*, 2012). However, those from well-resourced backgrounds usually have false beliefs about their employment likelihood and remuneration and thus take a long time to

‘shop around’ for a job that meets their expectations (Mlatsheni, 2007; Rankin & Roberts, 2011; Roberts, 2011; von Fintel & Black, 2007). In MENA, for example, limited economic opportunities are rationed by social and professional connections rather than competition (Malik & Awadallah, 2013). Likewise, most Asian-Pacific youth search for jobs through informal networks which can be discriminatory against less-connected youths who are excluded from such job networks (Elder, 2014).

2.5.9 Gender, sociocultural attitudes and norms

Most of the literature focusing on a range of countries and regions emphasise that young women are more likely to face difficulties in accessing work opportunities. The youth unemployment rates in African and Asian countries, for example, are consistently higher among females than males (Baah-Boateng, 2016, 2014; Elder, 2014; Elder & Koné, 2014; Msigwa & Kipasha, 2013), and women are more likely to find jobs in agriculture and informal sector (Fox & Thomlin, 2016; Ismail, 2016; Elder, 2014; Broussar & Tekleselassie, 2012; Roudi, 2011). According to Elder *et al.* (2015), young men in Eastern Europe and Central Asia are more likely to obtain stable employment than young women despite similar educational levels. In Latin America, the high levels of education among girls have also not improved their labour market position (Grant, 2012) and in MENA, the higher educational levels do not translate into increased employability for women (Roudi, 2011).

Notably, sociocultural attitudes and norms undermine labour force participation of young women in various contexts, such as in MENA and South Asian countries (Roudi, 2011). International data demonstrates that girls and young women often face barriers in accessing good quality, non-stereotyped studies and vocational training courses which limit their professional choices and opportunities when they enter the job market (Grant, 2012).

2.5.10 Labour market distortions

In South Africa, numerous market distortions have been caused by the inequitable industrial and social policies of the apartheid government and the effects of these distortions are still evident in contemporary South Africa. Import substitution industrialisation induced an uncompetitive, capital-intensive economy from which the majority of South Africans were excluded due to racial policies and other measures (National Planning Commission, 2011). Also, the legacies of the apartheid economy relevant to youth employment upon

democratisation were uncompetitive thus primary and secondary industries have consistently shed jobs to an unskilled, spatially misaligned labour force with the majority of South Africans being denied quality education (National Planning Commission, 2012).

According to Hausmann (2008), the South African economic growth has occurred mostly in skills-intensive sectors such as the financial and business services sector. Thus, it is generally accepted that the primary cause for South Africa's widespread unemployment today is a structural mismatch between the skills required by the modern South African economy and the skills supplied (Hausmann, 2008). Ligthelm (2006) affirms that the ratio of skilled to unskilled employment in South Africa changed from 35:65 between 1970 and 1975, to 53:46 between 2000 and 2002 (Ligthelm, 2006). The shortage of suitable jobs has, therefore, been compounded by significant increases in labour force growth (Moleke, 2005).

2.5.11 Poor access to credit and financial services

Poor access to credit and labour regulations can disproportionately affect young people (Betcherman & Khan, 2015). Anyanwu (2013) argues that access to credit facilities has a positive and serious effect on youth employment in North Africa. Poor access to agricultural credit and financial services, along with insecure land rights, is also a key obstacle for young people interested in agriculture (Moore, 2015; Fox *et al.*, 2014). Young people often struggle to gain access to credit to start non-farm businesses which hinders youth employment (Baah-Boateng, 2014; Msigwa & Kipasha, 2013).

2.5.12 The Economy

South Africa faces a severe problem of very high unemployment amongst young people. Evidence abounds supporting that this is primarily due to the structure of the South African economy which is moving towards becoming more skills-intensive while many of its participants have little to no hard skills. Hence, the argument advanced in this regard is that the ultimate remedies for these structural difficulties are in educational development and economic growth although these are long-term solutions whereas urgent policies are required to tackle the challenge at hand.

Youth unemployment is closely linked to the state of the economy (Broussara & Tekleselassie, 2012) notwithstanding that fact that the role of real gross domestic product (GDP) as an index of economic growth on youth employment in Africa is contentious. For example, Anyanwu

(2013) opines that real GDP growth has a significant positive effect on youth employment whereas according to Baah-Boateng (2016), real GDP growth does not correlate with youth employment. Nonetheless, there is consensus in the literature that the unsatisfactory progress in the structural transformation of the African economy towards a modern, export-oriented enterprise sector has resulted in limited economic opportunities and weak employment generation (Fox & Thomlin, 2016; Betcherman & Khan, 2015).

A study by Baah-Boateng (2016) on Africa revealed that the quality of economic growth has a significant negative effect on youth unemployment and the economic growth was measured by the share of agriculture and manufacturing value-added to total national output. Growth was primarily due to the extraction of natural resources and capital-intensive service sectors that do not advance labour absorption and youth employment. The study further highlights that employment has not been a focus of economic policies in many countries. Instead, it has been treated as a residual outcome of economic policies.

In terms of agricultural policy, the separation of efforts by African governments to accelerate agricultural growth and job creation has undermined the generation of income and employment for many young people (Fox *et al.*, 2014). Governments have also overlooked the potential of household enterprises and informal sectors which could serve as a crucial source of job creation for young people. Furthermore, the economic recession is another possible factor behind youth unemployment as youth workers are usually the first victims of layoffs during times of financial difficulties. This is evident in both the employment elasticity of economic growth between 1995 and 2011 which was only 0.42 for the youths but 0.68 for adults and employment discrimination against the young work seekers (Mlatsheni & Rospabé, 2002).

2.6 Legislative Frameworks, Strategies and Programs to Address Youth Unemployment

2.6.1 National Youth Policy (NYP)

Post-apartheid South Africa has continuously recognised the youth as major players in creating an egalitarian society that belongs to all. This was re-echoed in 1996 when the National Youth Commission (NYC) was established through the legislation of the National Youth Commission Act (No. 19 of 1996). The effectiveness of NYC has, however, remained limited as it was constituted with the principal objective of developing policies and advise the government on youth-development and not to implement policies. Nevertheless, one of its significant deliverables since inception is the National Youth Policy (NYP) which is a comprehensive

framework for youth development and the National Youth Development Policy Framework (NYDPF) 2002-2007 designed to fast-track youth development as a crucial component of the transformation agenda. The pitfalls identified in a review of the NYDPF 2002-2007 by the NYC subsequently birthed the National Youth Policy 2009-2014 (Republic of South Africa, 2009) which also underwent review to the National Youth Policy 2015-2020 (National Youth Development Agency, 2015).

Published in February 2015 and passed in May of the same year, the National Youth Policy 2015 – 2020 (NYP 2020) is a framework targeted to meet the diverse and specific needs of young people over the specified period (National Youth Development Agency, 2015). The policy was designed to address structural economic issues, the undesirable and lingering upshot of apartheid legacies and some underlying social dynamics especially issues around race and gender. The implementation of NYP 2020, however, has relied mainly on the “youth desks” whose sole responsibility is to promote youth interests in all departments and to implement youth interventions at the different levels of government. The abysmal state of youth development in the country has showcased that these youth desks have not adequately represented the interests of young people nor have they promoted youth participation in decision-making or implemented interventions to support young people. What transpires from the above explication is that clear lines of accountability and strong leadership are required to drive the policy in a positive direction to achieve the goal for which it was enacted. Young people and youth-orientated organisations also need to rally behind the policy for productive implementation using the policy itself as it notes that “young people must lead in driving the realisation of the constitutional dream”.

2.6.2 Sector Education and Training Authorities (SETAs)

The Republic of South Africa has received various responses from her government in the form of legislation and policies to engage in active workforce development and effective economic transformation such as the Skills Development Act (1996) and the Skills Development and Levies Act (1999). The impact of these legislations on work-based skills development and transfer has been beneficial to young people mainly through the introduction of learnership for pre-employed and unemployed young people. These Acts also created the Sector Education and Training Authorities (SETAs) saddled with the task of administering levies, setting standards and overseeing training programs in different economic areas.

SETAs were established under the Skills Development Act of 1998 to assist with skills development in various sectors of the economy. They are also instituted to review workplace skills plan and sector skills plans and reimburse employers for engaging in training and development and register learnerships (Republic of South Africa, 1998). According to Section (10) of the Skills Development Act, SETAs are responsible for the development of the sector skills plan within the framework of the national skills development strategy as well as establishing and promoting learnerships. Twenty-one SETAs were established to regulate skills development in specific sectors. For example, in the agricultural Sector Strategic Skills Plan: 2011-2016, AgriSETA (2011) identified seven factors deemed to be crucial in the identification of scarce and critical skills.

SETAs were officially launched in March 2000 amidst high expectations that they would contribute towards increasing the country's competitiveness and consequently its foreign investment through rising productivity, improved and available skills and rising employment levels. Thus, SETAs were expected to fulfil their obligations in terms of the SDA as well as the remaining provisions of the Manpower Training Act which include management of apprenticeship training – formerly done by the Industry Training Boards (ITBs).

A study of the role of SETAs by Grawitzky (2006) revealed that most of the SETAs took two to three years before they could deliver their mandate (Grawitzky, 2006). The study submits that when they were established, the SETAs did not have appropriate systems and procedures in place to deal with their core functions. From a governance and oversight perspective, the situation was equally problematic as the SETA boards were constituted and sought to define their areas of responsibility. Nonetheless, SETAs were expected to manage the introduction of learnership programs which were promoted at an ideological level as a transformation of the 'old' into the 'new' while ensuring the continued implementation of the apprenticeship system for which most SETA staff have no proficiency. As these SETAs struggled to put proper systems and processes in place, the Department of Labour (DoL) also faced myriad of demands to ensure the system worked. By 2003, the SETAs faced intense criticism sparked by various allegations of misconduct. This criticism coincided with the time when the economy was showing clear signs of recovery with growth exceeding 3%. This cascaded into holding the Growth and Development Summit (GDS) in June 2003 where resolutions concerning appropriate functioning of SETAs and to promote learnerships were made.

2.6.3 National Youth Service program (NYS)

The National Youth Commission (NYC) which is a statutory body with a mandate to develop youth policies and advise government was developed for the youths at the local government level and it is to be adopted by all municipalities. The NYC report suggests that there have been some exciting initiatives between municipalities and civil society actors in advancing youth employment. One of such initiatives is the National Youth Service program (NYS). NYS is administered by a Project Partnership Team comprising the NYC, Umsobomvu Youth Fund (UYF), a government-created development finance agency for youth skills development and employment creation, South African Youth Council (SAYC), National Department of labour (NDL), National Department of Education (NDE) and other relevant government departments. The goal of NYS is to increase the quality and scope of government service delivery by harnessing the potential of young people. The NYS model reflects an integrated approach to community service, skills development and access to employment opportunities. Young people are trained in technical skill, for example, gardening, carpentry, HIV/Aids counselling etcetera and then have the opportunity of applying and reinforcing the learning by providing community service. A vital element of the NYS program is the integration of different program components and coordination among the multiple program partners.

2.6.4 Expanded Public Works Program (EPWP)

The Expanded Public Works Program (EPWP) by the Department of Public Works is an initiative aimed at creating employment opportunities for unskilled workers. It is seen as a short-term mechanism not only to increase employability and provide work experience but also to create value chains through entrepreneurship. EPWP is involved in activities such as road construction and young people have been identified as beneficiaries in major public works programs designed to be labour intensive (Renkow, 2010). The idea to develop young entrepreneurs is primarily promoted by the UYF and builds upon the work that is done by NGOs (Cebekhulu, 2015).

2.6.5 Youth Advisory Centres (YAC's)

Principally funded by the UYF and implemented by the NGOs, the Youth Advisory Centres (YAC's) also provide training workshops on life skills and job-related skills. These centres were created to promote contact, information and counselling services to young people and are found in communities with large youth populations. However, there has been a lack of integration across the different departments involved.

The efficacy of many of the initiatives mentioned above hinges on significant collaboration amongst all government departments involved; that is, the national, provincial and the local levels. However, the bureaucratic nature of the South African government does not lend itself easily to integration and high-level collaboration. All the municipalities were required to develop their own Integrated Development Plan (IDP) to ensure that various service providers are aligned to each other, and that points of intersection are considered. As a result, there are visible gaps that require individual attention and thus necessitating that valuable policies be designed to alleviate this challenge.

Additionally, many of the government promoted initiatives lack support from the private sector. South African companies have not come to terms with supporting government initiatives. Thus, government incentives to enhance private sector involvement have gone mainly untapped by the companies because of the bureaucratic nature of these incentives. However, such incentives are more attractive for large companies and not for medium or small companies which are the growing employers of young people.

2.6.6 Skills Development and Training Programs

Dlamini (2014) argues that skills development is the solution to South Africa's suffering from structural unemployment which is a direct result of skills mismatch (Dlamini, 2014). However, if not correctly managed, new skills development systems may lead to further marginalisation of those who do not have the opportunity or ability to enter skills development programs to enhance their employability. Employability refers to an individual's qualifications and skills that signal to organisations that if he or she is employed, they can contribute to the organisation's processes and productivity (McQuiad & Lindsay, 2005).

Although the government's roles have shifted towards providing skills development opportunities which enable all individuals to become more employable, the onus lies on the individuals to equip themselves for accessing the labour market (Kruss, 2004). Therefore, equipping young people for the workplace or employability is both relative and absolute (Brown, 2003). An individual may be employable because of their absolute skills, abilities and qualities but they may not succeed in obtaining employment because of relative conditions in the economy and labour market at a specific point in time (Simmons, 2009).

Training is an essential tool in tackling the youth unemployment challenge. Thus, the existing literature in this area highlights the macro-level approach which focuses on policies that tend

to direct the response at mainstream youth and global issues. However, vulnerable youth are generally ignored at this level of analysis. Notably, the micro-level approach is used to identify good examples of training programs and projects that have been successfully implemented in addressing the unemployment challenge, especially amongst vulnerable youths (Brewer, 2004).

2.6.7 Learnerships

The learnership pathway system has proliferated since its creation although it fluctuated widely in response to the shifting government priorities. Learnerships are aimed at equipping both the employed and unemployed with the skills and knowledge required to perform in an occupation that clearly demands competence. According to Erasmus (2015), learnership is the mode of delivering learning programs that combines work-based experience with structural learning. It is a means of achieving a qualification and a route to career development. Thus, a person who completes a learnership program will be able to demonstrate the practical application of competencies, skills, knowledge, values and attitudes in an employment context.

Currently, the system caters for 44, 000 to 55, 000 learners per year. Official government targets set for enrolment of both employed and unemployed participants have consistently been met and surpassed over the years. Learners do not pay anything to participate in learnerships and receive an allowance (or stipend) to cover the costs of transportation, meals and for attending the training and work experience sessions. A formal agreement must be signed by the three main parties involved in its implementation which are the training institution, the employer and the learner.

2.6.8 Apprenticeships

An apprenticeship is a work-based route to qualification for learners interested in working in a practical or technical field to become certified artisans. Thus, apprenticeship is similar to learnership except that it is always focused on trade. To this end, apprentices attend formal instruction sessions at a Technical and Vocational Education and Training (TVET) College or other training institutions to acquire the trade-related knowledge, theory and practical hand-skills. Thereafter, they spend some time in a workplace working under the guidance of a qualified artisan to become proficient in the trade. Moreover, apprenticeship is seen as a way out of structural unemployment as it helps workers acquire vital skills needed by employers.

Apprentices in informal enterprises typically spend one or two days a week in a vocational school where they are taught based on a federally agreed program of both general and occupation-specific instructions. The rest of the workweek is spent on the job, in a training program designed by the specific firm in collaboration with education authorities, sector employers and employee organisations.

Advanced economies such as Austria, Germany and the UK encourage skill-based economic growth by ensuring that the youth that chooses not to pursue a university degree can acquire marketable skills in areas such as retail trade, hospitality industry, office work and heavy goods and automotive maintenance. These skills do not only increase the likelihood of lifetime employment but also encourage economic growth and productivity. Apprenticeships have proven to be successful in imparting these necessary skills to individuals and those who completed the program stand a better chance of employment with improved wages. The program often lasts two to four years depending on the profession and a final examination follows. In Germany, 59% of the apprentices are employed by the training firm. Apprenticeships are offered in over 300 occupations 60% of which are in the service sector, while 40% are in the industrial production (Steedman, 2010).

2.6.9 Entrepreneurship

Recently, youths in many African nations have received a universal message from their governments as well as the local and international organisations which is; be ‘job creators’ rather than ‘job seekers’ (Chigunta *et al.*, 2005; Langevang *et al.*, 2012). This is against the backdrop that the innovative entrepreneur is advantageous in re-organising the enterprise in a country by introducing new ideas, goods, methods and technologies (Barika, 2007). Accordingly, many African countries have drawn up National Youth Policies (NYPs) with youth entrepreneurship support as one of the key aims. Specifically, South Africa’s National Development Plan states that enhancing entrepreneurial capacity particularly among the unemployed youth will result into many individuals becoming job creators by exploring the possibility of self-employment and expanding small businesses rather than being job seekers as salaried labour (The Presidency, 2012). This fact notwithstanding, Jeffrey and Dyson (2013) cautions that there are ideological risks appended to celebrations of entrepreneurialism as it may lead to government impassiveness to investing in core services, instigated by the impression that young people can pull themselves up from unemployment.

Empirical evidence indicates that entrepreneurship consummates labour and capital and it is conceived as the pathway to employment and socioeconomic development (Mahadea & Kaseeram, 2018a). Also, there is a direct proportional relationship between entrepreneurship and economic growth. Thus, when the number of entrepreneurs' increases, economic development and income increase due to the more significant influx of new and innovative technologies for improved products and better service delivery in existing and new ventures (Kantor, 2017; Mahadea & Kaseeram, 2018b). According to Kritikos (2014), these new enterprises increase the number of available business opportunities, aggregate demand and thus create new employment opportunities.

Entrepreneurship itself is a complex concept on which a consensual definition is ambiguous based on the controversy about classifying any business activity as entrepreneurship or if the label entrepreneur should be reserved for those who introduce radical innovations (Hanson, 2009; Langevang *et al.*, 2012). Consequently, despite the existence of numerous policies and programs to promote youth entrepreneurship, very little is known about the likelihood of success of these programs as youth employment projects are falling short of their expectations (Izzi, 2013). Literature evidence also highlights how policies are either missing their targets, making misguided attempts to target the most vulnerable or are inadequate to support the youth in their search for employment (Darkwa, 2013; Hadju *et al.*, 2013; Kristensen & Birch-Thomsen, 2013). As the chances of young people securing work in the formal economy become increasingly slim, many youths in urban areas of the global South are creating their employment and becoming self-employed as an entrepreneur. It is notable, however, that little is known about their entrepreneurship activities, how well-equipped they are or would-be or the types of livelihoods the young entrepreneurs can generate (Chigunta *et al.*, 2005). Thorsen (2013) asserts that despite their vibrancy and creativity, many young people seeking work in urban areas are still dependent on kinship relations and as a result their income-generating activities are usually fickle (Thorsen, 2013).

2.6.9.1 Entrepreneurship education

The concept of entrepreneurship education according to Anho (2011), is associated with but not limited to the following activities: innovation, creativity, risk-taking, visionary focus, determination, team spirit, resourcefulness, financial control, self-confidence, versatility, dynamic thinking, originality, flexibility in decision making, positive responses to suggestions and criticism, profit-oriented, persistence and perseverance, energy for hard-work and

adjustment to challenges. Therefore, entrepreneurship education develops resilient and stout entrepreneurs while creating in them an undaunted attitude as well as availing them opportunities and assistance to acquire requisite skills crucial to smooth start-up and running the business of their choice which in turn translates in the attainment of independence in terms of financial freedom (Bhat & Khan, 2014; Raguž & Matic, 2011).

Furthermore, entrepreneurship education has been defined as the form of education which develops the attitudes, behaviours and capacities of an individual making him/her responsive to their personal and national needs and aspirations thus creating long-term benefits to the society and economy (Chigunta, 2017). Entrepreneurship competencies thus involve the concept of skills and mental awareness which are needed to understand the functioning of an already existing business.

According to Meyers (2017), young people are of the view that having a healthy entrepreneurial outlook coupled with entrepreneurship education and training is highly beneficial to their employability status. The study opines that introducing entrepreneurship education to students just before degree completion has the potential of addressing the youth unemployment challenge in South Africa. Bagheri and Pihie (2011) argue that a symbiotic relationship exists between entrepreneurship education and attitudes. Therefore, exposing learners to entrepreneurship education can help develop a positive disposition in them on the subject matter. Similarly, Athayde (2012) posits that robust entrepreneurship education is pertinent to the development of astute entrepreneurs who are the key drivers of socioeconomic growth and development of any country. South Africa as a developing country is a typical example in this regard as it grapples with youth unemployment. It is for this reason, therefore, that effective entrepreneurship education for young people must be embraced even more.

2.6.9.2 Basic, functional and entrepreneurship education

The high rate of youth unemployment in urban and rural areas can be reduced by basic, functional and entrepreneurship education which equips learners with knowledge and skills required to set up and run small scale businesses (Anho, 2013). Since the biggest employer is the private sector, basic, functional and entrepreneurship education can create jobs for millions of people in factories, agricultural enterprises, other service industries and small-scale businesses.

According to Anho (2013), basic, functional and entrepreneurial education can build healthy human and personal relations and thereby address personal and social challenges. If good human and personal relationships are built, personal, corporate and national security is guaranteed. Vital to the prosperity of any enterprise is the efficient, capable, trustworthy and social cohesive and considerate personality which are the hallmark of an educated citizen. The idea of personal and social challenges can be addressed with basic, functional and entrepreneurship education. Managers and administrators with such education will allow their personality to radiate joy and goodness in their endeavour. Furthermore, the most considerable success skill to be developed in their lives is the ability to build a healthy relationship with others (Sanbom, 2003).

2.6.9.3 Small, medium and micro enterprises

According to Statistics South Africa (2018), since the dawn of democracy in 1994, South Africa's economic growth measured in terms of real GDP has increased at an average rate of 3.6% between 1994 and 2012. This is so even though the economic recession has forced it to currently stand at approximately 2% (Mahadea & Kaseeram, 2018a). Notably, the employment rate has consistently fallen behind economic growth thus creating an increase in the unemployment rate from 20% in 1994 to 26% in 2015 and 37% in the second quarter of 2018. This was the case despite the existence of different legislative frameworks and strategic policies of which SMMEs feature prominently.

The rise in the poverty level, income inequality and youth unemployment in South Africa have, therefore, stimulated the dire need for aggressive entrepreneurship (Nkwinika & Munzhedzi, 2016). This is partly demonstrated in the increased advocacy for the establishment and expansion of small, medium and micro enterprises (SMMEs) as critical spearheads for economic development (Herbst & Mills, 2015; Herrington, Kew & Kew, 2015). Moreover, the impact of SMMEs to South Africa's economic development is well documented in the literature. SMMEs contribute over 45% to the overall GDP and absorbs over 70% of the total labour force in South Africa despite the country's daunting economic terrain (Small Enterprise Development Agency, 2018; Kelly, Singer & Herrington 2016; Sibanda, 2013). OECD (2017) also conceptualises that restructuring South Africa's economy with requisite infrastructure, skill set and investor-welcoming policies will markedly promote economic growth which will consequentially foster small business development.

In this regard, the Minister of Small Business Development has recently amended the schedule for small enterprise definition and redefined small enterprise based on Sectors or sub-sectors following the standard industrial classification, size or class of enterprise, that is, medium, small or micro, total full-time equivalent of paid employees, that is, medium 51 to 250, small – 11 to 50 or micro – 0 to 10) and total annual turnover (Department of Small Business Development, 2019). According to the amendment, a small enterprise is defined as a separate and distinct business entity, together with its branches or subsidiaries, if any, including cooperative enterprises, managed by one owner or more predominantly carried on in any sector or subsector of the economy mentioned in column 1, that is, Sectors or sub-sectors of the Schedule and classified as a micro, a small or a medium enterprise by satisfying the criteria mentioned in columns 3, that is, total full-time equivalent of paid employees and 4, that is, total annual turnover of the Schedule”. The amendment also accommodates sectors such as agriculture; catering, accommodation and other trade; community, social and personal services and construction amongst others. Hence, this broadens the options available to young people to overcome youth unemployment while becoming job creators and absorbing a more significant part of the exponentially increasing South African labour force.

Sadly, few months after creation most SMMEs either fizzle out, experience stunted growth or struggle to stay in business due to the harsh and unfriendly economic conditions they operate in (Mutenyoka & Madzivhandila, 2014). According to the Department of Trade and Industry (2013), South Africa recorded over 75% SMMEs failure rate in 2008 while 1.4% reduction in the number of operating SMMEs and 15.9% reduction in the number of jobs provided was recorded in the first quarter of 2018 (Small Enterprise Development Agency, 2018). This dispiriting phenomenon has been attributed to SMMEs lack of and poor access to financial resources, thus leading to their disregard for training and skills development. Consequently, this leads to low innovative strategies and failure to identify specialised goods and services such as fast-moving consumer goods, green marketing and E-commerce necessary for gaining competitive advantage (Ndayizigamiye & Khoase, 2018; Lekhanya, Olajumoke & Nirmala, 2017; Lekhanya, 2014).

In other studies on SMMEs operating in KwaZulu Natal, the stumbling blocks to the survival of SMMEs in South Africa were identified as the unfavourable competition between SMMEs and large firms, unfair exploitation by seeking cheap labour, restricted access to funding and strict government policies and laws (Department of Trade and Industry, 2012a; Ngcobo & Sukdeo, 2015). This is contrary to the expectation that large firms should function as catalysts

for the development of SMMEs by utilising the intrinsic abilities of SMMEs to produce specialised goods and services in shorter time frames. Additionally, the Global Entrepreneurship Monitor (GEM) reported that although South Africa boasts of an efficiency-driven economy identical to Brazil, Mexico, Russia and Thailand, the level of total early-stage entrepreneurship activity (TEA) is still low. It ranged from 9.4% to 10.6% between 2001 and 2013 and dropped to 6.97% in 2014 but increased to 9.2% in 2015 (Kelly *et al.*, 2016). TEA is defined as the percentage of the adult population who are in the process of starting or have started a business that has been operational for at least 42 months (Kelly *et al.*, 2016).

2.6.10 Co-operatives

Globally, the development and promotion of co-operatives are considered as a way out of unemployment and chronic youth unemployment challenge ravaging many economies of the world today, especially, Third World countries (Guliwe & Venter, 2018). The International Labour Organisation (2012) and Co-operatives Act (Act No. 14 of 2005) defines co-operative as an association of persons that are united voluntarily and guided by a set of ethical values which include honesty, openness, social responsibility and caring for others, geared towards meeting their everyday economic, social and cultural needs and aspirations through jointly owned and democratically controlled enterprise.

According to the data gathered from 74 countries representing 75% of the world's population, both part-time and full-time cooperative employment absorb over 250 million people in the world (Roelants, Hyungsik & Terrasi, 2014) and 26.4 million work in cooperatives, that is, 15.6 million as employees and 10.8 million as employers while 223.6 million producers conjointly facilitate their production within the scope of cooperatives. Overall, most cooperative employments are found in the G20, which represents approximately 12% of the total employed population. Taken together, cooperatives have remained a stable source of employment over the years with strong resilience regardless of economic crises and distortions.

In South Africa, since the transfer of the mandate for the development and promotion of cooperatives (co-ops) from the Department of Agriculture to the Department of Trade and Industry (DTI) in 2001, appreciable improvements have been recorded in co-ops' operation though there is still more left to be done. According to the DTI integrated strategy (2012-2022) on the development and promotion of co-ops which is governed by the Co-operatives Act (Act No. 14 of 2005; Republic of South Africa, 2005), the Co-operative Development Policy for

South Africa, 2004 and the Co-operative Regulations, 2007, 19 550 new co-ops in various sectors were registered between 2005 to 2009, that is, a growth rate of 86% and approximately four times the number of co-ops registered over the previous 82 years (1922–2004) period (Department of Trade and Industry, 2012b). KwaZulu Natal has the highest percentage of operating co-ops (26%) most of which are owned by black women although youth-owned co-ops are also springing up. This is so despite the high frailty and vulnerability to unfriendly economic terrain which necessitates high and consistent levels of support.

Nonetheless, the survival rate of co-ops (12%) in South Africa and corresponding mortality rate (88%) are appalling despite the many efforts that are being made in the form of legislation and strategies to boost co-ops sustainability (Department of Trade and Industry, 2012b). Although colossal investment has been dedicated to co-ops' development, for instance, KwaZulu Natal budgets R160 million per annum in which close to 60% of this goes to non-financial support, poor budget allocation is still being emphasised as the major constraint to co-ops' survival amongst other barriers such as compromised support from government as well as restricted market entry and access (Guliwe & Venter, 2018; Khumalo, 2014).

2.6.11 Vocational training in the informal sector

Many developing countries today grapple with the provision of better training for the informal sector (International Labour Organisation, 2012). In countries where traditional or informal apprenticeships are dominant, these apprenticeships should be better acquainted with the schooling system and formal sector. They must also be exposed to new technologies and functional changes. However, this is only achievable if informal employment is seen as part of the socioeconomic reality in many countries probably by bringing societal initiatives aimed at better training closer to the informal sector, family business and local networks.

A concrete step could be to encourage informal workers and employers to participate in training activities. For example, this can be done by providing informal apprentices with some vocational schooling focusing on more general skills and theoretical aspects. Arguably, participation in vocational courses for young people working in the informal sector could be increased by setting some incentives for the participants and employers in the form of compensating for hours not worked due to training courses. To avoid deterrence, these courses should not be delivered by governments directly but by NGOs, churches or non-profit associations with adequate acceptance and in-depth knowledge of the economic situation in the

local communities. Involving larger employers or (formal) training centres represents another option. Funding could come from governments and international donors, while NGOs, churches or other non-profit associations can also facilitate the creation of (informal) associations or networks of informal employers. Given the fact that traditional or informal apprenticeships tend to be restricted to several traditional crafts, it is crucial to raise productivity and potentials for innovation.

2.7 Partnership strategies with different stakeholders to address youth unemployment

Formal employment in the labour market requires healthy partnerships between social partners, labour, business, government and communities. Therefore, the role of the private sector in tackling youth unemployment cannot be underestimated (Cebekhulu, 2013). Traditionally, the private sector is primarily seen as a passive participant in the activity against youth employment while the responsibility actively belongs to the government through the provision of education and training, fiscal and monetary policy and civil society through family NGOs (Waddell, 2011). However, the international consensus on job creation for youth points out that government alone cannot unravel the youth unemployment challenge. Therefore, a reliable and efficient partnership between the public and the private sectors is a potential solution.

2.7.1 Policies to Support Youth Employment

It is globally accepted that the employment rate of a nation's economy is a reliable index of economic health and the overall well-being of its population. Youth unemployment is considered to not only negatively impact young people and their households, but also the broader economy through reduced outputs, tax revenues and wastage of human capital (Garcia & Fares, 2008). Hence, policymakers worldwide have prioritised youth employment (World Bank, 2007).

The question of youth unemployment cannot be extricated from broader labour questions and the challenges of promoting economic growth. Thus, policies geared towards generating youth employment tend to adopt one of three approaches: increasing economic growth to broaden opportunities for employment; increasing youth capabilities through education and skills training at all levels and programmatic interventions involving specific tailored-made projects to promote youth employment (ISSER, 2010).

The motivation behind programmatic interventions directed towards youth employment is that due to their age, the youth have relatively little experience, limited capital outlay, restricted social networks and low status compared to their adult counterparts. For these reasons, policies are typically introduced to strengthen or create labour market institutions to help young people access jobs, promote entrepreneurship and direct youth training towards market needs (ISSER, 2010).

Furthermore, the level of participation of young people in policy-making processes is still contentious as the youths are often treated as passive clients with limited ability to shape their destinies (Bordonaro & Payne, 2012; Lintelo, 2012; Sunberg *et al.*, 2012). Furthermore, young people are typically treated as a homogenous cluster without regard to their intricate diversities or their place in broader social relations (Izzi, 2013). This leads to the relative ineffectiveness of many youth employment policies.

2.7.2 The Municipal Involvement in Youth Unemployment

The South African government has three spheres, that is, the national, provincial and the local. Notably, of all these three spheres, the local government is the most underdeveloped. Therefore, the emphasis has been placed on the local government recently. This is due to the new municipal demarcations as well as the empathic identification of local governments as the key nodal points of service delivery. Despite this new commitment, youth policies have been sluggish in assisting young people at the municipal level. As a result, municipal initiatives on youth employment have primarily tended to be unstructured and short-term.

2.8 The impact of youth unemployment

2.8.1 Scarring effects

The ‘scarring’ effects of long-term youth unemployment leave a legacy that reduces lifetime earnings, increases the risk of future periods of unemployment, augments the likelihood of precarious employment and results in poorer health, well-being and reduced job satisfaction (Bell & Blanchflower, 2011). The relative strength of the scarring effect on an economy has important implications for fiscal and monetary authorities. A strong scarring effect and transitory unemployment of the youth can quickly turn into permanent unemployment (Dickens & Triest, 2012). According to Knabe and Rätzl (2011), the causal mechanisms birthing this “scarring effect” are negative expectations and intense angst about future

employment status aroused by the available unemployment index which helps to infer the likelihood of future employment and if sufficiently high induces fear of future unemployment.

Accumulating evidence abound which enunciates that the unemployed youth generally show higher levels of psychological distress than individuals who are in the labour force (Clark & Oswald, 1994; Paul & Moser, 2009; Krueger & Mueller, 2011). An individual's well-being and standard of living decreases after redundancy in both the short- and long-run due to failure to adapt to ensuing levels of well-being (Angeles, 2010; Clark, Georgellis & Sanfey 2001; Clark *et al.*, 2008; Oesch & Lipps 2012). These lasting repercussions of unemployment have been referred to as "scarring effects" which leave notable marks on an individual's subjective well-being (Clark, Georgellis & Sanfey 2001).

Subjective well-being (SWB) is regarded as an inclusive concept in the consequences of unemployment. The concept refers to how an individual assesses his or her life situation in terms of pleasures and pains or quality of life (Ormel *et al.*, 1999). Compared to other major life events, such as divorce, widowhood, marriage, or birth of a child, losing a person's job has been considered to have the most prolonged consequences for SWB (Clark *et al.*, 2008; Fujita & Diener 2005; Lucas, 2007).

Studies investigating changes in SWB as an aftermath of unemployment reveals that the affected individual not only experiences significant drops in life satisfaction upon being unemployed but also does not usually return to the levels of well-being enjoyed before the job loss occurred, even after becoming reemployed (Clark & Oswald 1994; Gerlach & Stephan 2001; Knabe & Rätzel, 2011; Lucas *et al.*, 2004; Winkelmann, 2008).

According to O'Higgins (2007), although youth unemployment rates are generally higher than adult unemployment rates, it is debatable whether it poses a severe problem. Notably, the youths are sometimes unemployed for a shorter duration than adults simply because they are switching jobs more often while seeking for the right jobs. Also, behavioural patterns acquired during the early stages of unemployment spells tend to persist post-employment which might have a lasting deleterious impact on the persons' subsequent career as it might lead to the redundancy of skills and degeneration of motivation. Thus, skills are susceptible to becoming obsolete due to non-use or being overtaken by technological advancements coupled with the impairment of productive potential and employment opportunities (O'Higgins, 2007; Ryan, 2001). The 'scarring effect' thus appears to be attached to early unemployment spells which

significantly reduce subsequent wages while favouring the odds of future unemployment spells (Arulampalam, 2001; Nordström & Skans, 2005).

Apart from scarring effects, youth unemployment is closely allied with substance abuse and crime (Fougère, Kramarz & Pouget, 2009; O'Higgins, 2007). This is particularly severe as youth unemployment is typically concentrated among groups with additional social problems.

2.8.2 National financial crisis

According to O'Higgins (2012), countries struggling with financial crisis have unusually high rates of youth unemployment. The recent financial crisis and the ensuing global downturn has disproportionately impacted young South African workers. According to the International Labour Organisation (2018), youth unemployment worldwide peaked in 2009 at the highest level ever and currently stands at 13% which is three times higher than the rate of 4.3% for the adults. The effect of South Africa's economic recession on the youth employment rate is not different as it is purported that the country currently has the highest youth unemployment rate of 57.4%, compared to any other nation (The Economist's Pocket World in Figures, 2018).

2.8.3 Economic restructuring

Young people in the global South are growing up in challenging socioeconomic environments. Economic restructuring and the transformation of labour markets have resulted in limited employment opportunities with the youth being especially affected. Although some gain employment in informal sectors of the economy, especially in growing sectors such as IT and tourism, many create jobs for themselves out of necessity. The rates of unemployment and underemployment are unusually high for young people who present challenges not only for the youth themselves but for their families and society in general. Additionally, there are increasing concerns that large sections of young people are being marginalised and excluded from employment as they have attained the status of adulthood. It is generally alleged that the lack of employment can cause idleness and frustration among young people that might, in turn, result in risky behaviour and involvement in crime, organised violence and protests (Garcia & Fares, 2008; World Bank, 2007; World Bank, 2013).

2.8.4 Temporary contracts

A specific strand of literature focuses on the characteristics of educational systems and the processes of the formation of human capital. Besides certain structural features of labour demand, the impact of the institutional framework producing the human resource has been accentuated by several authors who consider the impact of minimum wage legislation and the extensive use of temporary contracts critically. Temporary contract workers, however, grapple with the following difficulties:

- (a) Temporary jobs are bathed in lower job security as they are the most fragile and least protected paying lower wages. Hence, these workers have restricted access to credit and mortgages (Boeri, 2009).
- (b) Firms are often reluctant to transform temporary jobs into permanent ones (Bentolila, Boeri & Cahuc 2010).
- (c) Temporary workers often receive less training which in turn harms their long-term employment prospects.
- (d) Temporary workers are the most severely affected by offshoring.

According to Görg and Görlich (2011), the labour market adjustment to offshoring occurs mainly *via* temporary workers who are usually young. Offshoring is associated with lower wages and higher unemployment probability. Arguably, the changes and evolution in school-to-work transition (STWT) processes play a vital role in precisely matching labour demand and supply. According to Scarpetta *et al.* (2010), unemployment crises exacerbate the structural problems affecting STWT. Pre- and post-crisis, the decline in GDP metamorphosis over time into a reduction in labour demand, thus exposing school-leavers to unfair competition for fewer vacancies. Furthermore, young people already in the labour market are usually the first to lose their jobs, mainly due to the higher diffusion of temporary contracts and as a result, they have more difficulties in finding another job. Thus, the high diffusion of temporary contracts is a vital explanation of the higher business-cycle sensitivity for youngsters in the labour market. Scarpetta *et al.*, (2010) highlight the risk of a “lost generation” and the need to adopt effective labour policies cum STWT institutions to minimise the increasing number of young people losing reasonable contact with the labour market and permanently damaging their employment prospects.

2.9 The cost of youth unemployment

Unemployment foists high costs on both the unemployed individual and society at large. Individuals who become unemployed suffer a loss of income, shock and frustration while in

some cases, it can result in hunger, cold, ill-health and even death. In developed countries, individual costs of unemployment have been considerably reduced by the availability of unemployment benefits and other social welfare programs (Mohr, 2016).

Previous studies on the youth unemployment challenge around the globe provide significant evidence on the magnitude of the cost of the youth unemployment problem. A summary of relevant contributions in this regard is given in Table 2.1 below. Specifically, the study by Dimian (2011) explores the determinants of youth labour market performance. It was established that youth unemployment is detrimental to a country's gross domestic product (GDP) while the problem is ameliorated in countries with a high rate of the youth employed in agriculture (Dimian, 2011).

According to the ILO's report (2008) on global employment trends for the youth, poverty and lack of decent employment are among the significant challenges facing most of the youth in East Asia and in the African region. It was articulated that one among five youth is employed and many young people are constrained by limited education, skills and experience that do not help them penetrate the labour market to improve their human capital. The evidence by UNICEF (2005) also affirms that the youth in most developing countries do not complete secondary education or other vocational training. Thus, most of them are vulnerable and thus engage in antisocial activities such as drug abuse, alcohol, unsafe sex and crime which make them unproductive.

2.10 The effects of youth unemployment

Mass unemployment is a multifaceted fiend with undesirable effects on the youth and the socioeconomic and political developments of a nation-leading to youth unrest and consequently, personal, societal and national insecurity. Some of these effects are summarised below.

2.10.1 Financial crisis

Young inexperienced workers are willing to take jobs with lower wages than what is stipulated because they see it as an ample opportunity to gain experience. The total advantage of the job includes both the value of their wage and the additional value of experience. Although investment in human capital is seldom appended to such jobs, the effects of minimum wages are amplified thus preventing young workers from accepting such low wage jobs that allow them to gain skills in the labour market.

Table 2.1 International perspectives on the youth unemployment challenge

Country	Remarks on the high youth unemployment rate	Reference
Bulgaria	<ul style="list-style-type: none"> ▪ Early school leaving age, low education quality and the business cycle are critical determinants of youth unemployment. ▪ Social status and family background have a significant impact on youth unemployment. ▪ Unemployment is duplicated in youths whose parents are unemployed, inactive, have low education, illiterate, without skills and qualification, live in poverty or belong to specific ethnic groups. 	(Dimitrov, 2012)
CEE	<ul style="list-style-type: none"> ▪ Significant reduction in countries GDP 	(Dimian, 2011)
France	<ul style="list-style-type: none"> ▪ High labour cost, youth to adult unfair job competition, lack of qualification, unsupportive wage system and unsustainable training contribute to high to youth unemployment. 	(Bruno and Cazes, 1998)
Germany and the UK	<ul style="list-style-type: none"> ▪ Gender, education and experience are critical individual risks contributing to youth unemployment. Females are the disadvantaged gender in Germany while males are at the disadvantage side in the UK. ▪ Facilitating self-employment, bringing alienated and marginalised youth back into the main economic stream, facilitating skills and experience developing and promoting innovations are some of the possible solutions to youth unemployment. 	(Isengard, 2003)
Tanzania	<ul style="list-style-type: none"> ▪ The education system, lack of skills, skills mismatch, inadequate credit facilities, sole emphasis on the formal sector, non-attractive agricultural sectors, gender imbalance and inadequate information are the key determinants. ▪ Foreign direct investment inflows have a high impact on employment. 	(Mjema, 1997; Samji <i>et al.</i> , 2009) (Mpanju, 2012)

2.10.2 Increased education levels

In contemporary Africa, increased educational levels are not being met by equal employment opportunities. Thus, secondary school and university graduates are amongst those most likely to be unemployed (Jeffrey, 2010). Ironically, Darkwah (2013) incisively highlights that a young person who pursues education initiatives which will give him/her access to the booming

oil and gas industry fails to secure the promised employment at the end of their training. Young people are, therefore, turning to informal apprenticeship systems to learn practical skills which will better equip them for the labour market (Doh *et al.*, 2013; Langevang & Gough, 2012).

2.10.3 Stringent hiring measures and wage problems

Employers nowadays feel disinclined to employ inexperienced young workers with no track record of productivity and in consideration of the provisions of the Labour Relations Act makes it very difficult for employers to shed nonperforming workers (Aardt, 2009). Also, the minimum wage agreed on during collective bargaining is more easily afforded by the larger firms but not necessarily by the smaller firms which are more labour-intensive and potentially the primary source of employment creation. This forces them to close down either or retrench workers with the youths being the first victims in most cases (Natrass, 2000).

Furthermore, there is an inherent asymmetry between the desires of the currently employed and the unemployed. The employed prefer wage levels to remain high while some of the unemployed are willing to accept wage levels below the minimum. However, the views of the unemployed are not accommodated when trade unions and employers negotiate over the remuneration of workers and wages are too sticky and slow to fall during the times of low labour productivity and labour demands. Thus, the unemployed who are mostly young people remain unemployed (Paton, 2011; Von Fintel & Burger, 2009).

2.11 Summary

This chapter has reviewed relevant literature on the two variables defining this study that is, youth and unemployment. The review first examined the general unemployment rate in South Africa. Thereafter, it focused on the youth unemployment rate and subsequently surveyed the barriers preventing young people from finding jobs alongside other underlining factors behind youth unemployment. The review also examined strategies and programs available to tackle youth unemployment in South Africa and the impacts of youth unemployment. Chapter Three focuses on the research design and methodologies adopted and used in this study. It also defines the target population and sample size.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design and methodology used in investigating the challenge of youth unemployment within the uMgungundlovu District Municipality. The aim is to introduce the research strategy and techniques used in the research design, data collection and analysis. This chapter builds on the research aims and the findings of the reviewed literature by considering several philosophical issues that provide a set of guiding assumptions to justify the research design. Furthermore, the theoretical and practical considerations are also explored which help determine the parameters of the research design. Thus, general details and guiding principles for data collection and data analysis procedures are described.

This chapter is divided into four sub-sections. The first section discusses the research design and the approach followed. The second section enunciates on the target population and size as well as the sample selection and the sampling technique employed. The third section outlines the method used for data collection in investigating the impact of youth unemployment challenge. The last section presents the instruments used for the analysis of the data collected followed by the conclusion of the chapter. A schematic representation of the adopted research methodology is presented in Figure 3.1 below.

3.2 Research design

Research design is the structural scaffold which enables a researcher to address the research questions in a way that is appropriate, efficient and effective (Creswell, 2012). As a foundation for any scientific research, the research design comprises various approaches to be employed in solving the research problem, the information concerning the research problem and the time frame of the study. According to Creswell (2012, 2013), research design can be defined as the set of guidelines and instructions followed by a researcher in addressing the research problem. It is regarded as the blueprint or master plan on how the researcher will conduct a study (Merriam & Tisdell, 2015). In other words, the research design defines the researcher's focus on the product and all the steps in the process to achieve the anticipated outcomes. Page and Meyer (2004) define research design as the plan a researcher uses to obtain participants and thereafter retrieve relevant information from them in order to draw reasonable conclusions on the research problem.

This study investigated the unemployment challenges faced by the youths of uMgungundlovu District Municipality in KZN. Thus, an exploratory research design was selected for the study. The method enabled the researcher to explore the personal experiences of the unemployed youth as well as obtain their opinions and emotions. Consequently, the researcher was able to answer the research questions guiding the study and as such served the purpose for which the research was undertaken (Dlamini, 2014). According to Sekaran and Bougie (2013), exploratory research is adopted when there is limited or non-existing information about the problem at hand. It also enables the researcher to probe deeply into the problem under investigation as it asks the interviewee open-ended questions which require the respondents to provide detailed and specific responses that contribute to answering the research questions.

Thus, in this study, the research design gave a clear outline of the study area as well as a lucid description of the study population, sampling techniques and instruments used in collecting the data, analysis of the data and the ethical issues considered.

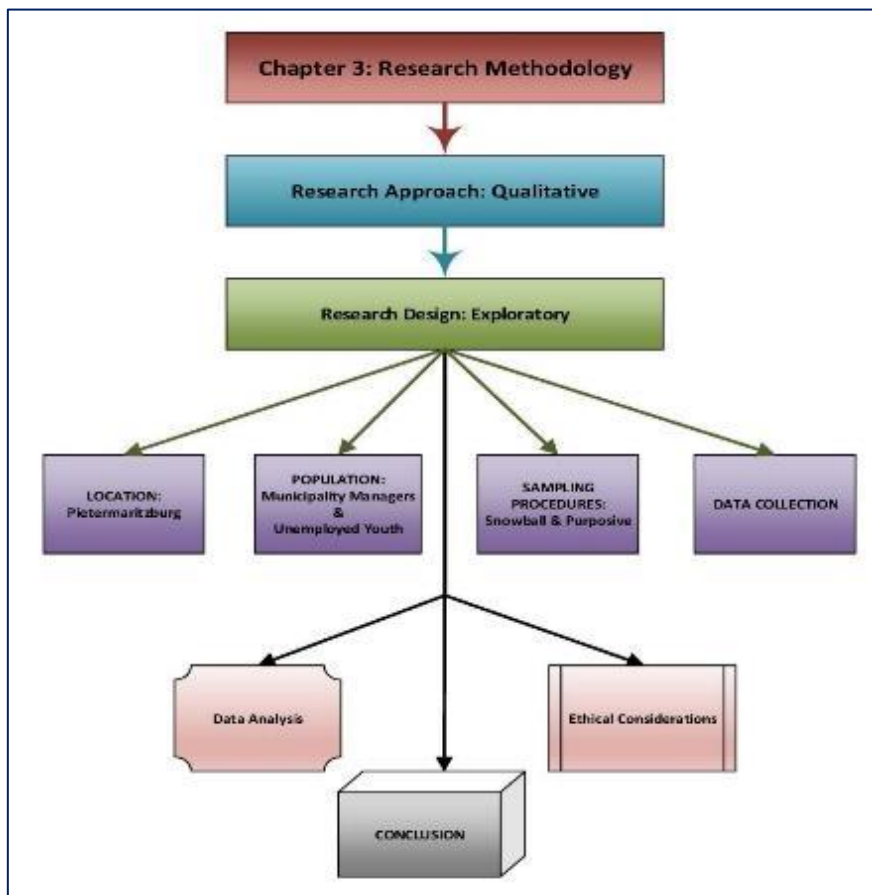


Figure 3.1 Schematic representation of the research methodology adopted for the study
Adapted from Creswell (2014).

3.3 Research methodology

Creswell (2014) iterates the three basic types of research approach as qualitative, quantitative, and mixed methods. The qualitative method uses textual data, that is, words and meanings to unravel the research problem while the quantitative method uses numerical data. The mixed method is a fusion of the quantitative and the qualitative methods. According to Babbie and Moutin (2004), qualitative research always endeavours to study human action from the perspective of the social actors themselves (Babbie & Moutin, 2004).

Considering the intricacies of the research problem, the qualitative research method was adopted for this study to collect in-depth data from the original and personal experiences of individuals relevant to the study. This enabled the researcher to address the research questions as the respondents were able to give more information in response to the research questions posed (Blanche *et al.*, 2006). Notably, qualitative research methods seek to retrieve and interpret people's feelings and experiences and thus allow deeper engagement in terms of open-ended interview questions and inductive explorations. According to Denzin and Lincoln (2000), qualitative research is apposite in unravelling unexpected issues and topics which would not be possible if structured design or questionnaire was employed (Denzin & Lincoln, 2000).

Furthermore, qualitative methods are typically more flexible as they allow greater spontaneity and adaptation of the interaction between the researcher and the study participants. In this study, for example, the qualitative methods allowed open-ended questions that varied in structure with each respondent. With the open-ended questions, the respondents were free to respond in their own words and these responses were more subjective than only "yes" or "no" (Willig, 2001). In other words, the qualitative research method provided an elaborate textual description of the inclination of the respondents towards the research problem.

Additionally, the qualitative method was deemed as the appropriate approach for this study since it helped to uncover the subjective perceptions and experiences of the unemployed youth. The method was also invaluable in establishing the views and opinions of the affected youth regarding the impact of their condition. Information was solicited from the uMgungundlovu municipality officials since they are the drivers of employment in the district. The purpose was to produce a rich text or thick descriptive data in an individual's own written or spoken words or observed behaviour (Bruce, 2010).

3.4 Study location

This study was conducted in five local municipalities of uMgungundlovu District Municipality situated in Pietermaritzburg, KwaZulu Natal. A map of the exact study location is given in Figure 3.2 below.

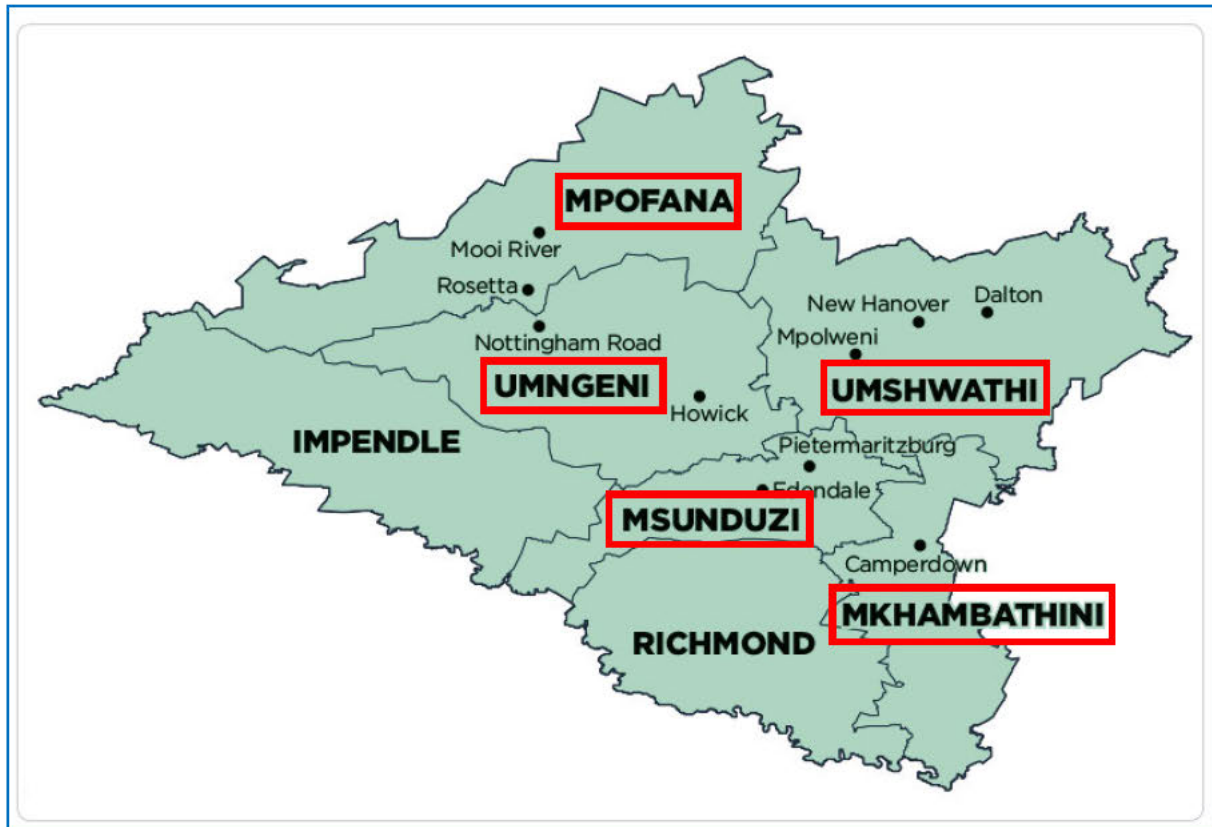


Figure 3.2 Map of uMgungundlovu District Municipality showing study locations

Source: municipalities.co.za

3.5 Entry into the study area

Since this study required the participation of the local municipality officials and unemployed youth from the five different local municipalities of uMgungundlovu, the researcher requested official access from the District Municipality. To accomplish this, a gatekeeper's letter requesting permission to conduct the study was submitted to uMgungundlovu District Municipal Manager. In the letter, the researcher highlighted the research problem and objectives of the proposed study. Subsequently, a formal request was sent to the District Youth Manager who then granted the researcher permission to conduct the study. Then, a meeting was held with the selected local municipalities youth and LED managers. The purpose of the meeting was to introduce the researcher to the local municipality youth leaders.

3.6 Study population

According to Grinnel and Williams (1990), a researcher's target population is the totality of persons or objects that a study is concerned with (Grinnel & Williams, 1990). The study population is also the entire group of people, events or things of interest to the researcher from which a sample can be drawn and to which results from the sample may be generalised.

The primary purpose of conducting the study was to proffer answers or solutions to relevant questions that can be applied universally. Since it was nearly impossible and not necessary to study the entire population to arrive at a generalisation, the study's population, therefore, refers to a group of people with identical features desired by the researcher (Salaria, 2012). The chosen target population for this study, therefore, had to be representative enough for viable extrapolations to be made. The idea behind the population of the study was that the targeted group had to be those with the knowledge of what the researcher was investigating to meet the research objectives. Also, everyone in the defined population had to share at least one specific characteristic related to the research question (Cilliers, Davis & Bezuidenhout, 2014).

The target population for this study are the municipality officials and unemployed youths of Msunduzi, uMshwathi, uMngeni, Mpofana and Mkhambathini local municipalities of uMgungundlovu District Municipality from which a total of 30 individuals was selected.

3.7 Sampling technique

Sampling is the process of selecting appropriate respondents from the target population to participate in the study. In other words, it involves the selection of those individuals that accurately represent the general population and can thus be depended on to achieve the set objectives of the study (Fraenkel *et al.*, 2012). According to Trochim (2002), a qualitative study is one that is designed to strive for transparency by paying attention to sampling, that is, who, how, where the sample is derived (Trochim, 2002). The process also weeds out anyone not fully qualified for participation or that might introduce elements of bias results while excluding any technique or line of questioning that will be impossible to analyse.

According to Hamilton (2003), there are two main types of sampling procedures which are probability sampling and non-probability sampling. Probability sampling gives all the samples in the target population an equal chance of being selected. Therefore, it is preferred for studies where the results from the sample will be generalised to the larger population (Sekaran and Bougie, 2013). In non-probability sampling, however, individuals in the target population do

not have any known possibility of being chosen as study participants. In this study the researcher adopted non-probability sampling approach.

3.7.1 Non-probability sampling

Non-probability sampling was apposite for this study as the researcher generated the requisite data for the study through the feedback process. However, the results obtained cannot be considered an exact representation of the entire population with a high level of confidence. Nevertheless, the sampling method was more convenient as it is less time consuming and less costly even though it does not hold up to the expectations of probability theory. The non-probability sampling technique is subdivided into two wide-ranging categories, that is, convenience sampling and purposive sampling. According to Marshall (1996), purposive sampling is the most common sampling method in qualitative research where the researcher actively selects the most productive elements from the research population to answer the research questions (Marshall, 1996). The sampling method requires clear selection criteria and sample specifications to gather meaningful data. Purposive sampling is also further divided into judgmental sampling and quota sampling (Sekaran and Bougie, 2013).

Purposive sampling technique was adopted for this study since it allowed the researcher to use judgement in choosing people that were presented or available that best met the research objectives (Fink, 2003).

3.7.2 Advantages of non-probability sampling

Steward (2006) opines that non-probability sampling allows the researcher to capture a wide range of facets, select elements deliberately, consciously and in a controlled manner with prior design and purpose while the elements of a population will not have an equal chance of being selected from the sampling frame (Steward, 2006). Thus, the selected sample does not have generalisation beyond itself as a critical item and exists in the phenomenological paradigm because of its concentration on specific cases and in-depth analysis will be specific.

The researcher adopted the qualitative research method for this study and no intention was harboured to generalise the research findings to the entire population from which the respondents were sampled. Therefore, the non-probability sampling technique was appropriate for this study. Moreover, the sampling technique was convenient, judgmental and allowed

maximum variation because questions were asked from those with vast experience on the research problem. It was also an effective and time-efficient method.

3.7.3 Sample size

The sample structure for this study was carved from uMgungundlovu District's local municipalities from which five local municipalities pseudo-named A, B, C, D and E were incorporated. Since the study adopted the qualitative research method, the research samples were drawn from the target population *via* non-probability, purposive and snowball sampling (Strydom, 2005). The researcher focused on the local economic development (LED) managers or youth managers or youth coordinators and the unemployed youth from the five local municipalities. Precisely, in each local municipality, one LED manager also referred to as a youth manager or youth coordinator and five unemployed youth were recruited as study participants. Therefore, the total sample size was thirty respondents.

Furthermore, considering the intricate nature of non-probability sampling technique adopted and the homogeneity of the study's multi-sited population, the sample size for this study was defined *a priori* based on the recommendations found in monographs describing interview-based studies (Guest, Bunce & Johnson, 2006; Haganan & Wutich, 2016; Vasileiou *et al.*, 2018). Moreover, the attainment of thematic saturation after 25 interviews, justified the adequacy of the defined sample size.

3.8 Data collection procedure

Given the exploratory nature of this study and the established problem statement which is; youth unemployment challenge is strengthened by the lack of relevant skills, qualification and experience due to inadequate career guidance available to young people amidst other underlining factors; the primary instrument used in this study to collect data was the self-administered and structured interview sessions. The method of data collection helped to ensure the accuracy of the interview transcriptions while allowing the researcher to capture the feelings of the respondents relative to the explored questions. This facilitated the process through which the researcher provided some explanations of the underlying indices (Geetz, 1973).

During the data collection process, the researcher conducted interviews where questions were asked in line with the research questions and objectives of the study with regards to the research paradigm chosen. The researcher carefully asked the questions while checking to ensure

answers were in line with what is to be measured according to study objectives. This enabled the researcher to explore the lived experiences and challenges faced by the youth of uMgungundlovu District Municipality as the respondents were able to give the full story about the unemployment in their local municipalities. Hence, the researcher was afforded ample opportunity to probe and ask follow-up questions which helped to pursue interesting data crucial to the study. Moreover, the respondents were able to add information the researcher did not seek but is related to the study being conducted.

3.9 Data analysis

Data analysis is the process of bringing order, structure and meaning to the mass of collected data (De Vos *et al.*, 2011). It involves sifting through the retrieved data to establish trends and themes from the data that the researcher will use to explain the respondents' views on the youth unemployment challenge. Also, the collected data is usually chaotic and disjointed; thus, data editing is necessary after transcription to reduce the chaos and organise it into useful chunks.

In this study, data analysis was conducted through thematic analysis using NVivo 12 pro software. According to Fereday and Muir-Cochrane (2006), thematic analysis is used to create matrices for qualitative data retrieved through crucial informants, structured interviews and literature search (Fereday and Muir-Cochrane, 2006). This method of data analysis is conducted in five steps namely: transcription, checking and editing, analysis and interpretation, generalisation and verification (Sarantakos, 1998). The thematic analysis used by the researcher was adapted from Braun and Clarke (2006), and Neuendorf (2019). The details are as follow;

Step 1: Transcription

The researcher transcribed the interview data into texts followed by studying the data and making a note of preliminary ideas.

Step 2: Checking and editing

Subsequently, the data were rechecked to ascertain the accuracy of the transcription. The respondents were also allowed to check the transcribed data to validate the correctness of their captured opinions on the researched problem.

Step 3: Analysis and interpretation

Analysis of transcribed data was achieved using NVivo. First, the textual data was inputted, and codes (or nodes as referred to in NVivo) were generated. Afterwards, the initial codes were compared which led to the grouping into smaller related units based on the code's reflection of the investigated problem. As a result, repeating patterns emerged and they were identified as themes (Ryan & Bernard, 2003). In other words, inductive thematic analysis and constant comparison techniques were used to derive critical themes. Also, when any new theme emerged, the researcher re-examined the already analysed cases and checked. The cross-case analysis enabled the researcher to look for themes that cut across cases and for individual differences and commonalities (Mumford, 2000).

Step 4: Report preparation

Finally, the themes and sub-themes were weaved together to form a core structure after which the researcher's analysis was compared to existing literature.

3.10 Interview schedule

According to Dlamini (2014), the interview schedule is a printed set of self-administered field questions which the researcher uses in questioning participants to retrieve relevant information for the study (Dlamini, 2014). Therefore, an interview schedule was used to collect data from the respondents. The schedule consisted of eleven questions which cut across the managers and the unemployed youth. Some of the questions applied to the managers only while others applied to both groups of respondents. The questions in the interview schedule considered the main objectives of the study illustrated in chapter 2 of this study. The interview schedule is attached as Appendix 3.

The questions posed were both open-ended and close-ended and the significant difference between them was in the role of the respondents when answering these questions. The close-ended questions limited the respondent's responses to the offered set of alternatives in the questions while the open-ended questions allowed the respondents to express their views without limits or the influence of the researcher (Foddy, 1993).

It bears repeating, therefore, that this study adopted open-ended questions to probe the respondents by adding additional information for their chosen answers which then enabled them to explain further their understanding of the responses to the previous question while capacitating the researcher to investigate the challenges of youth unemployment within

uMgungundlovu District Municipality. The highlights of the interview schedule which helped in answering the study's research questions are as follows:

- (a) Question 1 was used to collect information on the respondent's views on the barriers to youth employment.
- (b) Question 2 was used to collect information on the respondents' responsibility regarding youth employment development initiatives.
- (c) Question 3 was used to collect information on the relationship between the local economic development office and the youth structures within each municipality.
- (d) Question 4 was used to collect information on the programs that have been implemented by the respondents to address youth unemployment over the past five financial years.
- (e) Question 5 was used to collect information on programs the respondents have participated in that addressed youth unemployment.
- (f) Question 6 was used to collect information on the different types of training that is available within the municipality for the unemployed youth.
- (g) Question 7 was used to collect information on the allocated budget for youth employment initiatives within their municipality over the last five years.
- (h) Question 8 was used to collect information on the respondents' views on other opportunities that young people can explore besides finding employment.
- (i) Question 9 was used to collect information on the type of partnership that exists between the local businesses and the municipality office in ensuring that youth employment initiatives are implemented.
- (j) Question 10 was used to collect information on the respondents' views on the success and failures of youth employment and the lessons that can be learnt from them.
- (k) Question 11 was used to collect information on the respondents' recommendations concerning the strategies that can assist youth to gain employment.

3.11 Maximum response

The researcher ensured maximum response by explaining the purpose of the interview schedule to the respondents which inducted them to the research subject and elicited informed participation in the study. In this regard, two main approaches were adopted when asking a person to give some time to help. First, the researcher allowed privacy and avoided questions which might offend the respondent. Secondly, throughout the interview session, the researcher gave a detailed description of the purpose of each question. Consequently, the researcher achieved a maximum response rate from the 30 interviews conducted.

The sufficiency of the 30 interviews was evidenced by the cessation of new information relevant to the study after the 5th interview in each of the five (5) local municipalities, that is, 25 interviews. In other words, the study attained data saturation at the 25th interview.

3.12 Reliability and validity of the study

Validity, on the one hand, is defined as the means through which the researcher ascertains the correctness of the study findings by implementing critical instruments such as authenticity,

credibility, trustworthiness, transferability and dependability (Creswell, 2014). Reliability, on the other hand, is the mechanism put in place to examine the consistency of adopted methods and approaches. Validity and reliability in this study were ensured by using a triangulation of different data sources that are presented in the municipalities IDP and strategic business plans. According to Maree (2007), the personal involvement and in-depth responses of study participants help to secure a satisfactory level of validity and reliability in qualitative data collection. Details of how the researcher harnessed the instruments mentioned above are described below.

3.12.1 Credibility

Credibility is concerned with the reliability and trustworthiness of the adopted research strategy. To this end, the researcher established credibility by ensuring that;

- The individuals enrolled in the interview process were only those with the lived experience of the research problem.
- A relaxed environment was created thus allowing the respondents to give credible answers to the questions asked without influencing or exaggerating the answers.
- Where the participants gave unclear or vague responses, follow-up questions were asked to acquire greater detail and accuracy. Hence, any underlying emotion and perspective of the respondent were uncovered which provided the researcher with a deeper understanding of core issues relating to the research problem.

Credibility was also achieved by presenting the verbatim quotes of the respondents thus eliminating any element of bias from the researcher while depicting the exact picture presented by the respondents.

3.12.2 Transferability

According to Lincoln and Guba (1985) (cited in Korstjens & Moser 2018), transferability is the extent to which the presented results of qualitative research can be applied to other settings with similar characteristics. The most prescribed method to ensure transferability has been described as a thick description, that is, a detail enunciation of the research methods adopted as well as the assumptions made which were crucial to the study. Hence, the researcher ensured the transferability of this study findings by providing a thorough description of critical assumptions, research methods and limitations crucial to the study.

3.12.3 Dependability

Dependability is described as the stability of the research findings over time (Korstjens & Moser, 2018). It is ensured by describing the research strategies, procedures and methods as well as their justification and execution. Accordingly, the dependability of this qualitative research was ensured by providing a methodical detailing of the research processes followed so that the results presented can be easily replicated by another researcher interested in a similar research problem. Dependability was equally achieved by highlighting the research design and its applications.

3.13 Ethical considerations

Ethics are a set of principles suggested by an individual or group. These principles serve as rules and behavioural expectations about the correct conduct towards experimental subjects or respondents, employees, sponsors and other researchers, assistants and students (De Vos *et al.*, 2013). Adshead's (2008) monograph on ethical issues (cited in Pollock 2012) asserts that the system of ethical appraisal is characterised by three universal principles namely, autonomy, beneficence (and non-maleficence) and justice. This study was conducted according to these standard ethical principles and the details of their implementation are highlighted below. Also, the ethical clearance certificate with Protocol reference number: HSS/0272/018M is attached in appendix 6.

The principle of autonomy was ensured by respecting the rights of the study participants and assuring them that their participation is voluntary. Hence, they were not obliged to answer any question considered to be impertinent. Additionally, an informed consent letter – Appendix 2 – was served to the respondents before the interview sessions began.

Beneficence (and non-maleficence) as an ethical principle demands that the researcher perspicuously iterates the inherent benefit of the research to both the respondents and the wider community. According to Frankena (1973) (cited in Moloba 2019), beneficence and non-maleficence mandated the researcher to aver that the study is set out to remove and prevent harm in this case, youth unemployment. Interestingly, this extends to the protection of the respondents' privacy and identity, that is, autonomy through the avowal of confidentiality and anonymity. In this vein, all the respondents were treated with respect and concern and, to protect the anonymity of the respondents in the data analysis, no names were mentioned while the confidentiality clause was incorporated in the interview schedule. The researcher further

ensured that the identity of all the respondents was protected by maintaining the confidentiality of data and records ensuring the separation of data from identifiable individuals and storing the code linking data to individuals securely. The following ethical considerations were also adhered to in this study by:

- (a) Ensuring those who have access to the gathered data maintain confidentiality.
- (b) Not discussing the issues arising from an individual interview with others in a way that might identify the individual.
- (c) Not disclosing what the individual has said in the interview and using pseudo-names in the dissemination of the study to protect the identity of the respondents.

3.14 Summary

This chapter discussed the adopted methodology for this study in terms of the exploratory research design and qualitative approach which did not have the objectives of generalising the findings to the population from which the sample was selected. The non-probability and purposive sampling method employed was also presented as well as the data collection and analysis approach used with justification and outline of the inherent advantages of their selection. The ethical principles adhered to in terms of beneficence and non-malevolence were also highlighted. The research design and methods used in the study helped the research to meet the objectives and answer the research questions. Clarity on youth unemployment challenges was understood and data collected improved the researcher's knowledge on youth unemployment challenge within uMgungundlovu District Municipality.

The next chapter renders a comprehensive analysis, interpretation and discussion of the collected data.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This study is an exploration of youth unemployment challenge in uMgungundlovu District Municipality using youth managers and unemployed youth as the respondents of the study. The preceding chapters of this study offered an introduction to the problems pertinent to youth unemployment, a review of relevant literature on youth unemployment challenge and the methodological approach utilised for this study. This chapter, therefore, provides an analysis of the responses of the respondents using phenomenological qualitative methodology. Self-administered and structured interview sessions were used to gather data for this study. The following research questions were crucial to elicit relevant information from the respondents:

- (a) What are the barriers preventing young people from finding employment within uMgungundlovu municipality?
- (b) What are the levels of skills, experience and competencies of the unemployed youth within the District Municipality?
- (c) What types of programs have been implemented to address youth unemployment in the District Municipality?
- (d) What type of partnerships strategies are available amongst stakeholders in ensuring that employment opportunities are availed to the youth?
- (e) What lessons can be learned from the success and failures of youth employment initiatives in the District Municipality?

Furthermore, this chapter focuses on the discussion of themes and subthemes that emerged from the data analysis process, in line with the research questions and objectives of the study. The chapter also adopts a parallel literature evaluation to support the discussion and findings of the study. Foremost, the study objectives are reiterated as follows:

- (a) To understand the barriers preventing young people in finding employment within uMgungundlovu District Municipality;
- (b) To evaluate levels of skills, experience and competencies of the unemployed youth within the District Municipality;
- (c) To investigate the types of programs that have been implemented to address youth unemployment in the District Municipality;
- (d) To understand the partnership strategies available amongst stakeholders in ensuring that employment opportunities are availed to the youth;
- (e) To understand the lessons that can be learnt from the success and failures of youth employment initiatives in the District Municipality.

4.2 Sample structure and the implication

A total of thirty (30) respondents participated in this study. To be precise, there was one youth manager also referred to as youth co-ordinator or LED manager and five (5) unemployed youth from each of the five local municipalities defined in Chapter Three, that is, local municipalities A, B, C, D and E respectively. The participants' responses during the interview process are provided in Appendix 4, where their views, experiences and knowledge on youth unemployment have been transcribed and reproduced verbatim. For purposes of securing anonymity of the respondents in this study and ensuring the ethical principles defined in Chapter 3, numbers were used instead of the real names of the respondents from the various municipalities under investigation. Therefore, the numbers that appear under each respondent in the data analysis are a substitute for the respondents' real names.

Table 4.1 Respondents per municipality

Municipality	Managers	Youth 1	Youth 2	Youth 3	Youth 4	Youth 5
A	A1	AA1	AA2	AA3	AA4	AA5
B	B1	BB1	BB2	BB3	BB4	BB5
C	C1	CC1	CC2	CC3	CC4	CC5
D	D1	DD1	DD2	DD3	DD4	DD5
E	E1	EE1	EE2	EE3	EE4	EE5
Total	5 Managers	5 Youth	5 Youth	5 Youth	5 Youth	5 Youth
		25 Youth				
	30 Respondents					

Table 4.2 Demographic information of the respondents

Youth Managers						
Respondent	Age	Municipality	Current Occupation	Gender	Qualification	Religion
A1	35-40	A	Youth Manager	Male	Degree	Christian
B1	40-50	B	Youth Manager	Female	Degree	Christian
C1	40-50	C	Youth Manager	Male	Degree	Christian
D1	35-40	D	Youth Manager	Male	Honours Degree	Christian
E1	35-40	E	Youth Coordinator	Male	Degree	Christian
Unemployed Youth						
AA1	30-35	A	Unemployed	Male	Matric	Christian
AA2	30-35	A	Unemployed	Male	Matric	Christian
AA3	30-35	A	Unemployed	Female	Matric	Traditional
AA4	30-35	A	Unemployed	Female	Matric	Christian
AA5	30-35	A	Unemployed	Female	Matric	Christian
BB1	30-35	B	Unemployed	Male	Matric	Christian
BB2	30-35	B	Unemployed	Male	Matric	None
BB3	30-35	B	Unemployed	Male	Matric	Christian
BB4	30-35	B	Unemployed	Female	Degree	None
BB5	30-35	B	Unemployed	Male	Matric	Christian
CC1	30-35	C	Unemployed	Female	Matric	None
CC2	30-35	C	Unemployed	Female	Matric	None
CC3	30-35	C	Unemployed	Female	Matric	Christian
CC4	30-35	C	Unemployed	Female	Matric	Christian
CC5	30-35	C	Unemployed	Female	Matric	Traditional
DD1	30-35	D	Unemployed	Female	Matric	Traditional
DD2	30-35	D	Unemployed	Female	Matric	Christian
DD3	30-35	D	Unemployed	Male	Matric	None
DD4	30-35	D	Unemployed	Female	Matric	Traditional
DD5	30-35	D	Unemployed	Female	Matric	None
EE1	30-35	E	Unemployed	Male	Matric	Christian

EE2	30-35	E	Unemployed	Male	Matric	None
EE3	30-35	E	Unemployed	Female	Matric	None
EE4	30-35	E	Unemployed	Female	Matric	Christian
EE5	30-35	E	Unemployed	Male	Matric	Christian

As gleaned from the tables above, the managers' age ranged from 35-50 years and all of them have degree qualifications while the ages of the unemployed youth ranged from 30-35 years. More females were available for the interview than males. Hence, 15 female youth and 10 male youth participated in the study. This group (comprising the unemployed youth) was chosen because in 2010, the global youth unemployment rate was 12.6% and it significantly overshadows the global adult unemployment rate of 4.8% (ILO, 2010). Accordingly, the empirical evidence in this study (Table 4.1) aligns with extant literature in Chapter 2 and the global trend summarised in Table 2.1, which jointly indicates that young people continue to be confronted by job scarcity. Kanungo (2015) also asserts that young workers are discomfited by job instability, few opportunities for skills development and advancement and joblessness.

4.3 Data analysis

Data analysis is construed as the process of systematically applying statistical and logical techniques to describe, summarise and compare data as this helps to highlight useful information and support decision making (Creswell, 2014; Drummond, 2014).

4.3.1 Identification of themes

In this study, thematic content analysis of the transcribed data through NVivo 12 pro software was used to generate themes that were relevant to the research questions strategically. First, an auto-coding of the textual data was conducted after which each interview question emerged as nodes. Then, the responses from each question were analysed and correlating patterns were identified as themes.

For instance, using the data analysis tool in NVivo, the lack of training was identified as a barrier to gaining employment. A word frequency query showed that the word, training, had the highest frequency in the textual data as illustrated by the word cloud (Figure 4.1). Further, a text search was used to establish the contextual occurrence and repetitive patterns which are graphically depicted by the Word Tree. The word tree generated from the word, training, is shown in Figure 4.2.

4.3.2 Validation of identified themes

These graphical illustrations (Figures 4.1 and 4.2) demonstrates that common themes exist across the created nodes. Subsequently, the identified themes were compared with the extant literature evidence reviewed in Chapter 2 and their perfect agreement was established. Table 4.3 below shows the core themes identified while their discussion using excerpts from participants' responses and extant literature is incorporated in section 4.4.

Table 4.3 Themes emerging from the data analysis

Theme	Sub-theme	Responses
Barriers to gaining employment	Lack of relevant skills and qualifications	11
	Poor career guidance	4
	Poor local economic growth	4
	Lack of training institutions	3
	Low budget allocation	3
	Ineffective information systems	5
	Corruption and nepotism	5
	Poverty and population size	3
Relationship between LED office and youth structure	Good relationship	10
	Poor relationship	4
The partnership between LED office and private sector	Good partnership	3
	Poor partnership	4
Recommendations to address the youth unemployment problem	Provide better education and career guidance	8
	Conduct relevant training and skills development programs	12
	Encourage SMEs and entrepreneurship development	26
	Follow up on participants of training and skills development programs	5

4.4 Findings of the study

4.4.1 Barriers to youth employment

This section discusses the barriers to youth unemployment in uMgungundlovu District Municipality identified from the analysis of the responses of the respondents. All the identified barriers strongly support the research problem statement that youth unemployment challenge is strengthened by lack of relevant skills, qualification and experience due to inadequate career guidance available to young people amidst other underlining factors.

4.4.1.1 Lack of relevant skills and qualifications

The findings of this study show that the youth lack relevant skills and qualifications required to qualify for advertised jobs. An examination of the demographic profile of the unemployed youth in uMgungundlovu District Municipality presented in Table 4.2 shows that only 1 out of 25 youths interviewed has a university degree while the rest have matric and no other post-matric qualification. Therefore, the lack of relevant skills and qualifications in contrast to that required by the current labour market is one of the significant barriers to youth employment. Hence, pursuing further education initiatives is expedient within this constraining environment (Darkwah, 2013).

This finding was evident in the coherent responses of LED managers that the youth in their local municipality lack the relevant skills and qualifications to be employable. For example,

Respondent B1 stated that:

Our youth does not have the relevant skills and qualifications to qualify for posts when they are being advertised.

Respondent C1 was emphatic in his response. He remarked thus:

There is lack of skills associated with the current labour market. We don't have qualified engineers, scientist even artisans from C. Last year we advertised for an environmentalist from local. We couldn't find one. We had to employ someone from Durban. Young people in our area does not have qualifications at all.

Respondent D1 also opined that:

I can say that the youth centre office does not offer skills and required training for the youth in terms of starting their own business.

Furthermore, the unemployed youth also agreed that they lack the skills and qualification required by employers when job opportunities are advertised.

Respondent AA1 explicitly stated that:

Young people don't have qualifications/degrees needed by employers. Even when the post is advertised, they want someone with a degree or diploma, for example, in...ahhh Office Management but we only have a computer certificate with no experience. Most young people are also qualified as teachers and the municipality does not hire teachers and the schools around our area also don't hire any more, they will tell you they don't have spaces and even refuse to allow you to volunteer.

Respondent CC1 remarked thus:

Youth does not have skills, so they do not qualify for posts when they are advertised. Sometimes we see posts advertised, but we don't meet the requirements on the post we don't have the qualification and experience that is required to perform the job.

Respondent DD1 stated that:

It might happen that some of us as youth at D Municipality don't have qualifications for those opportunities that may appear for us.

Respondent EE1 opined that:

Lack of proper and relevant skills, as well as qualifications that young people have as opposed to what the companies are looking for.

Respondent EE2 also alluded that:

Youth does not have proper qualities, degrees to make it easy to get jobs and the reason for this is that most young people don't go to universities after completing Matric because of lack of financial reasons.

This finding is strengthened by Kanungo's (2015) study which affirmed that young workers continue to confront increasing job instability, few opportunities for skills development and advancement and joblessness. The unemployability of young jobseekers was linked to the lack of tertiary education as one of the key factors contributing to low entrepreneurial activity amongst the youth (Langevang & Gough, 2009; Parkes & Conolly, 2011). Lack of relevant skills and qualifications is, therefore, the most significant challenge the youth face given the critical role education plays in running a successful business. According to Aardt (2012), the factors contributing to youth unemployment in South Africa are skills levels, location, population group, economic environment and age.

Furthermore, the difficulty young people experience in obtaining formal employment is due to the economic downturn, lack of experience and skills mismatch. When employers look for skills and experience, they regard unskilled, inexperienced job seekers as a risky investment (Naidoo & Hogue, 2017). Mourshed, Farrell and Barton (2012) established that 43% of employers could not find the required employability skills in young workers. This indicates that much more needs to be done to improve the employability skills of young workers and thus enhance their employment chances.

The reviewed literature also indicates that there is a direct relationship between the level of educational attainment and employability. Thus, the employment rate of the youth with higher levels of education is higher than those with secondary education and high illiteracy level. Primary and senior secondary levels of education are associated with relatively more unemployment compared with tertiary education (Statistics South Africa, 2019). Young people who had completed primary or secondary education do not possess any skills required in the job market (Kabaklarli, Hezeler & Buhus, 2011; Msigwa & Kipesha, 2013).

4.4.1.2 Poor Career Guidance

One of the barriers identified from the analysed data is the lack of proper career guidance. This was iterated in the responses of some of the participants. For instance;

Respondent B1: B manager stated that:

...the problem starts when they finish matric, they are not aware of the right directions to take when choosing their careers.

Respondent EE1: E Youth enunciated that:

Some people go to universities without proper knowledge of qualifications or degrees to choose from, which would make them marketable soon after completing their degrees or qualifications. They study for the sake of studying without any interest or prior knowledge about the course and the job opportunities available for having enrolled such a qualification. High school is also a challenge; proper subjects must be taught so that they equip learners with relevant skills and knowledge from the early stages of their secondary/high school education so that they can be easily absorbed into the job market when the complete school or tertiary education. No proper guidance/career guidance during Matric/Grade 10-12.

Although career guidance is included as a significant component of the curriculum in all South African schools, its implementation differs considerably and a clear majority is incapable of rendering suitable and comprehensive career guidance services to learners (South African Qualifications Authority, 2012). The literature has shown that learners in South Africa are not ready to make choices regarding subjects and careers and that teachers lack the knowledge to be successful catalysts of change. Furthermore, Life Orientation teachers who are trained to render these services are lacking in many schools and as a result young people are left ill-informed and unprepared to traverse career exploration on their own (Du Toit, 2010). In a study focused on the significance of Life Orientation program as a means of improving the employability of South African youth, Marock (2008) identifies the biased approach to policy implementation and poor school-industry partnership as significant drawbacks to the efficacious and productive outcome of the enacted educational policies.

Consequently, the youth unemployment rate will remain disconcertingly high as learners are ill-equipped and deprived of the requisite skills for adult life in which the labour market is a principal core. According to Miles and Naidoo (2016), participating in a career intervention program significantly increases the self-efficacy of career-decision making for learners. Thus, learners become more aware of available career options so they can tailor their choices toward that career which matches their skill set and capabilities. It is thus emphasised that developing a group-based career program that aptly addresses the South African demographical environment can assist young people, especially those in high school, to achieve career maturity.

4.4.1.3 Poor Local Economic Growth and Lack of Training Institutions

Some of the study respondents lamented that their local municipality grapples with weak economic growth which repels investors from the municipality. Consequently, the ripple effect is the lack of industries and training institutions which forces youth with high potentials to leave for big cities to further their studies in order to increase their chances of gaining employment. Once they qualify, they get absorbed by the urban landscape to the detriment of the rural environment and do not return to their local municipality to effect a change.

Respondents A1, a manager, stated that:

There is lack of training institutions and industries in rural municipality. We as the local municipality, are failing to attract industries and therefore not able to assist more youth who wish to pursue their studies in tertiary institutions. Our low economic growth does not attract investors to our municipality. Lack of training institutions also forces our potential youth to leave to big cities to further their studies; once they qualify, they don't come back home.

Another manager, respondent C1, also remarked thus:

There is also a lack of significant investments matching the number of unemployed youths. We don't have big companies in our area companies like Hulamin, which can employ more people. We only have the municipality schools and farms as the source of employment.

This finding corroborates the assertions of Baah-Boateng (2013) and Broussara and Tekleselassie (2012) that there is a direct relationship between the state of the economy and youth unemployment.

4.4.1.4 Low Budget Allocation

This study found that local municipalities are suffering from low budget allocation. Hence the municipality officials are unable to effectively conduct training and skills development programs for their unemployed youth.

Respondent B1, a manager remarked thus:

There is no enough budget to help the youth to uplift themselves since we are a small local municipality. We rely on the District Municipality to give us funds to implement projects within our area. If the funds are not enough, there's nothing that we can do for our people.

Respondent C1, a manager, also stated that:

There is a lack of financial muscle by the municipality to fund youth programs and projects but priority on basic service delivery, and lastly, there is a lack of funding from sister departments and parastatals to support youth programs and projects". Rural municipalities only focus on building houses and provide water and sanitation services to people. When we seek financial support, it is to cover those community needs, but no one is focusing on youth programs which also requires financial support as well.

Respondent AA1, a youth also agreed that:

Our local municipality have a very low budget; they have no programs for the youth and whenever they implement projects, they always complain that they are limited/guided by the budget. They sometimes recruit ten learners to participate in certain programs like learnerships and business expo and they state that it's because of the budget they are allocated.

It can be safely inferred from these responses that there is an insufficient budget allocated to assist unemployed youths in uplifting themselves since their municipalities are small local municipalities. Thus, local municipalities cannot develop and implement youth-oriented programs and projects. The low budget allocated to these local municipalities reflects the unfriendly economic atmosphere in South Africa today. Leshilo (2014) opines that the growing number of unemployed youths in South Africa places an additional burden on a limited government budget which must cater to many demands (Leshilo, 2014). Hence, countries most affected by the financial crisis have unusually high rates of youth unemployment (O'Higgins, 2012).

4.4.1.5 Ineffective Information and Communication Networks

From the responses given by the youth respondents, it was evident that there is no municipal official saddled with the responsibility of assisting or providing timely information about available or upcoming programs and opportunities to youth within the respective municipalities. Therefore, there is a lack of effective communication systems between youths and different offices within the municipality such as LED office and office of the Mayor which makes the unemployed youth suffer from late awareness of vacancies or learnerships. It was also articulated that their municipalities only advertise internally on notice boards while no assistance or training is provided on the application process. The following are excerpts of some of these responses;

Respondent AA4:

The municipality does not inform us on time when it comes to programs/opportunities offered in our community, we only hear about them after the closing date.

Respondent BB2: B Youth remarked thus:

As youth members we apply for jobs a lot but get rejected most of the time, they don't tell you what was wrong with your application; they don't advise us how to go about applying.

Respondent BB4:

Lack of communication between youth and different offices within the municipality like LED office and office of the Mayor, they sometimes confuse us, if you ask something, they tell you to go to the office of Mayor sometimes they go to LED office.

Respondent CC1:

Another thing is ahh... we do not have people who assist or inform us about opportunities, we get to know about vacancies or learnerships very late and sometimes after a month of the closing date. They only advertise internally in their notice boards, whereas we are in their database, but we are left out when opportunities arise.

Respondent CC5:

Lack of knowledge /skills and lack of communication between youth and councillors and most of young people they don't know about that particular job because councillors don't tell them...

According to Guma (2011) and Mlatsheni (2007), one of the primary factors behind the persistently high youth unemployment rate in South Africa is the inadequate and ineffective communication networks of the youth which stifles their access to information on job opportunities, financial resources and mobility to seek work or relocate to the places where job opportunities exist.

4.4.1.6 Corruption and Nepotism

It was found that the corruption and nepotistic behaviour of municipality officials to advertised jobs compounds the youth unemployment challenge. The unemployed youth in the local municipalities investigated strongly alleged that municipality officials are unfair in their advertisement of job opportunities. For instance,

Respondent AA4 remarked thus:

The municipality does not inform us on time when it comes to programs/opportunities offered in our community, we only hear about them after the closing date. If you are not related to the Councillor, you won't know about it. Councillors only inform their relatives when opportunities come.

Respondent CC5 also stated that:

...most of young people they don't know about that particular job because councillors don't tell them. Councillors only inform their friends and relatives, which is unfair to us.

Furthermore, some youth alleged that corruption is entrenched in the offices of their local municipality.

Respondent EE2 remarked thus:

Another thing is there is corruption in government departments when you apply for posts; they already know who they will appoint in that particular position. Posts are also given to relatives of the people working inside the Municipality. If you don't know anyone, you will never be employed or participate in any project.

Respondent EE2 also concurred that:

...Corruption is very high in government departments and municipalities.

Sadly, this conduct is contrary to the perfect understanding of youth managers regarding their jurisdiction, official roles and responsibilities. Nkwinika and Munzhedzi (2016), and Munzhedzi (2016) are of the view that youth unemployment thrives in Africa due to the misappropriation of the limited funds available for training and skills development coupled with the careless acts of nepotism (Nkwinika & Munzhedzi, 2016; Munzhedzi, 2016).

4.4.1.7 Other Barriers to Youth Employment

The largest and most available source of employment is the private sector. Therefore, their lethargic or inactive involvement in programs and strategies geared towards youth employment constitutes another barrier (Anho, 2013).

Respondent AA3, a youth remarked thus:

Private companies do not participate in helping the youth to find employment. We don't know anything about the private sector. The only source of employment that rural people can think of is the Municipality and Government Departments. We need to be exposed to the private sector as well.

Moreover, it was unravelled that poverty and population size are contributory factors to youth unemployment. The youth respondents stated that;

Respondent CC3:

Eish! Most of youth leave school because of poverty in the community. You find that there is no one who is working in the family to pay for the school fees and support you financially and young people end up dropping out of school to look for employment either as a domestic worker or a gardener. This school dropout results in high percentages of youth pregnancy and they end up not finishing school.

Respondent EE2:

I believe the reason for this crisis is because population is too high in South Africa, especially in rural communities. Government can't provide for all of us. Most of the young people of E are not working. Each family have one or two unemployed youth, and these numbers are increasing instead of decreasing.

He also stated that:

...most young people don't go to universities after completing Matric because of lack of financial reasons.

A parallel comparison of these findings with extant literature revealed that apart from the consequential scarring effects, youth unemployment is associated with drug use and crime and it is particularly severe and concentrated among groups which have additional social problems (Gordhan, 2013; Wubie, 2012). Malik (2014) argues that the inability of the youth to secure jobs tend to create frustration among them which leads to increase in crime, suicide, violence, drug abuse and other social problems that can increase social insecurity (Malik, 2014).

However, it is worth mentioning that the government of South Africa has introduced several developmental policies as part of her strategies to address the challenges of youth unemployment, income inequality and poverty alleviation post-1994. These include;

- The Reconstruction and Development Program (RDP),
- Growth, Employment and Redistribution Policy (GEAR),
- Accelerated and Shared Growth Initiative of South Africa (ASGISA) and;
- The Joint Initiative for Priority Skills Acquisition (JIPSA).

Despite the good intentions embedded in the above policies, unemployment remains alarmingly high in the country as evidenced in the lethargic or bias implementation of such policies (Dagume & Gyekye, 2016).

4.4.2 The relationship between the local economic development office and the youth structures within uMgungundlovu municipality

It is common knowledge that the success and efficiency of any youth-oriented program are dependent on the relationship between government officials and the affected youth themselves. Therefore, the researcher evaluated the nature of the relationship between the Local Economic Development (LED) office and the youth structures in uMgungundlovu municipality. The LED office and youth office are saddled with the responsibility of ensuring that they create a conducive environment for young people to explore any job opportunity and business venture.

Expectedly, two divergent views were obtained, as shown in Table 4.3. Three (3) out of the four (4) youth managers stated that they have a good relationship with the LED office as most of their programs are combined due to insufficient budget in the youth office.

Respondent A1 remarked thus:

We do have a good relationship with our Local Economic Development office in terms of identifying youth in need of support in business ventures. We have programs that we implement together, and youth manager reports directly to the LED manager.

Respondent C1 remarked thus:

We have a good partnership with our Local Economic Development (LED) office; most of our programs are combined because we don't have a bigger budget in the youth office. All our programs must be approved by the LED office and we directly report to this office.

Respondent E1 remarked thus:

LED office and the youth office have an obligation in making sure that they create a conducive environment in order for young people to explore any business ventures. Our office for youth works hand in hand with LED office in ensuring successful implementation of youth programs and meeting our targets.

Contrarily, Respondent D1 stated that:

There is lack of co-operation between youth office and LED unit which hinders the progress of our programs. The reporting structure is not well defined. We report to different departments which is an obstacle for our programs to be aligned.

On the other hand, seven (7) out of ten (10) of the unemployed youth also affirmed having an excellent relationship between youth managers office and the LED office in their municipality. For this group of unemployed youth, the existence of a laudable relationship is evidenced by the provision of learnership skills programs from which the youth benefit.

Respondent AA3 remarked thus:

I think it's good because they provide learnership skills programs but the problem they don't assist in making sure that the youth get jobs.

Respondent AA5 remarked thus:

Yes, there is a relationship because sometimes councillors call us for training or skills development programs but if you qualify they give you the application form to fill-in and they tell you it will be the LED office that decides who they accept and don't accept.

Respondent BB2 stated that:

To be honest with you our local economic development office is very helpful to us they answer all questions that we come forward with. They provide internet and printing facilities, etc free of charge but its most of the young people that do not use this office I think they don't know that they can benefit from this office.

Respondent EE3 remarked thus:

Yes, there is a good relationship between the two offices. They inform us on every project that will take place. Even when there are job opportunities they encourage us to apply. We have youth leaders in the community that have direct access to the LED Office.

However, some unemployed youth shared a contrasting opinion.

Respondent BB4 remarked thus:

There is a lack of communication from this LED Office for skills development. On job opportunities for the youth. We miss out on opportunities because we are not told on time or in advance. You see people doing learnerships that you never heard of it, and you wonder how they were informed and when, as well as by who.

Respondent CC5 stated that:

There is no relationship between the two offices, and I don't even know the difference and their role besides offering us learnerships. If there are problems with the learnership they gave us they can't assist us. They tell us the project is not funded by them; they are not responsible for paying our stipend.

Respondent EE2 added that:

No relationship at all between LED office and youth structures, they always promise us projects, but they never come. I don't even know their role. They told us they have a database of unemployed youth and they will pick our names from there, but they never did. It's been waiting for two years now.

As gleaned from the responses of the respondents, there is an iota of non-uniformity and bias in service delivery by LED offices and youth managers at the helms of administration in the local municipalities. Hence, there are resonating critical questions about accountability and transparency in these offices as well as answerability for the reported differing opinions on service delivery practices.

4.4.3 The responsibilities of youth managers regarding youth employment development initiatives in their municipalities

The responses of the youth managers revealed that they initiate and implement programs and projects that assist youth development in conjunction with the local youth office in the following ways:

- (a) Attract youth-related socioeconomic support centres;
- (b) Invite skills development institutions and SETAs to improve youth skills for them to be employable;
- (c) Invite higher educational institutions to give youth talks on career guidance, and some advice on how to apply for financial aid like NSFAS;
- (d) Attract both domestic and foreign investments for job creation;

- (e) Ensure that the municipality provide internships and in-service training for young people with tertiary qualifications so that they can get the experience needed by employers;
- (f) Liaise with the National Youth Development Agency (NYDA) to provide spaces for internship programs;
- (g) Offer relevant training programs to those youths interested in starting their businesses;
- (h) Support and develop youth SMMEs and co-operatives;
- (i) Encourage or pursue specific departments to appoint interns permanently since they have already acquired the relevant skills, qualifications and experience that is required of them to possess. Some of these youth candidates are placed outside the municipality and managers do the same thing just before their contract comes to an end, they go out to negotiate with their host employers to give them permanent posts;
- (j) Create youth employment through work experience and Expanded Public Works Programs (EPWP) such as construction and sewing, which is funded by the KZN Department of Public Works.

Therefore, it is evident that youth unemployment cannot be viewed in isolation from education, skills development and training. Hence, in order to encourage skill-based economic growth, the government must ensure that youth do not just pursue a university degree but acquire marketable skills which will both increase the likelihood of lifetime employment and encourage economic growth and productivity. Apprenticeships have also been found to be efficient in imparting these necessary skills to young individuals. This is affirmed by several studies in the UK which showed that the completion of an apprenticeship program significantly increased an individual's chances of employment by 15% (Institute for Employment Research, 2012). It is also reasonable to assert that young people believe entrepreneurship is a vital tool to tackle the youth unemployment challenge. Sadly, although policies and programs exist to promote youth entrepreneurship, the level of entrepreneurial activity is still low amongst South African youth (Department of Trade & Industry, 2013).

4.4.4 The partnership between the LED office and the private sector to address youth unemployment

As established in the literature review section in Chapter 2, a wholistic approach to unravel the youth unemployment challenge must involve the private sector. Hence, the study participants were asked about the current partnership between the LED office and private stakeholders in their local municipality. Two youth managers remarked thus;

Respondent B1:

Yes, we have partnership with NYDA, the SETAs and Department of Public Works on EPWP projects.

Respondent D1:

Well we do have a relationship with Ferguson Construction where we place our learners for workplace training after completing a learnership or skills program, and we also do the same with Private owned Farmers. The TVET Colleges provide us with funding through NSF and the Department of Higher Education, and Private Training Colleges also support us in terms of training our youth. When they get funding from the SETAs, they recruit our young people and we provide them with training venues.

However, the unemployed youth aired contrasting opinions.

Respondent EE1 stated that:

No successful local businesses in our municipality since the municipality does not support small businesses. People who are serious about their businesses they leave this area for better opportunities since this is a small town.

Respondent BB2 remarked thus:

The partnership is one that is very far apart as I know a lot of businesspeople but seldom see people seeking help at the local business office.

Respondent DD2 remarked thus:

They have a very small relationship with the government because there are few people who benefit, most they don't.

Respondent EE3 affirmed that:

No partnership with local businesses that I am aware of.

These conflicting responses of the youth managers saddled with the responsibility of fostering these partnerships and the unemployed youth again point to the failure of municipal government at the District level to attract investors and the lack of effective execution of youth development programs. Considering the insufficient budget allocated to local municipalities, it is logical to expect that assistance will be unreservedly sought from the private sector to bolster their available funds for youth-oriented programs. However, it seems this is not the case.

According to Cebekhulu (2015), a perfect understanding of the youth unemployment challenge must consider the role of government and private sector in youth employment. Formal employment in the labour market requires healthy partnerships between government, social partners, labour, business and local communities. Hence, the private sector has a vital role to play. The traditional belief that youth employment is solely the responsibility of government and NGOs through different policies and strategies while regarding the private sector as a passive participant should be discarded for the international consensus which pointed out that youth unemployment challenge cannot be tackled by the government alone (Waddell, 2011).

4.4.5 Implemented programs that address youth unemployment in the past five financial years

The findings of this study established that youth managers in their local municipalities have implemented the following programs:

- (a) Skills development programs, including learnerships and short courses in partnership with SETAs, NHBRC, EDTEA, RURAL DEV, uMgungundlovu TVET College which is funded by SETA.
- (b) KZN Public Works program which focuses on a school maintenance program and skills development in wood and carpentry training for youth so that they can also create jobs for others.
- (c) Workshops in digital skills programs and training for Clientele Life.
- (d) Career guidance in high schools from grade 10 to grade 12.
- (e) Youth development workshops where they train youth about social issues like peer pressure, drug abuse and other topics like job interview skills.
- (f) Few learnership programs for the unemployed youth, workshops with Department of Labour, CWP and EPWP.
- (g) Business management training funded by NYDA.
- (h) Free internet access to allow high school kids to apply for NSFAS and other bursary schemes to mention a few.
- (i) The National Youth Service (NYS) program which trains young people in a technical skill such as gardening, carpentry and HIV/AIDS counselling. Thereafter they have an opportunity to apply and reinforce acquired knowledge by providing community service.

On the other hand, the youth attested they have been or are involved in the following programs:

- (a) Field ranger project training by Tourism World Academy.
- (b) Plumbing training.
- (c) Computer Skills training.
- (d) Disaster and risk management learnership funded by SETA and the municipality.
- (e) Business workshops that were for a few times set up by the municipality and conducted by SEDA.
- (f) Water and sanitation skills programs.
- (g) EPWP and NYDA programs.
- (h) Nompilo training (health caregiver training).
- (i) Business start-up training with the NYDA, and learnership programs.

The offering of skills development programs suggests that youth managers understand the significance of capacitating the unemployed youth by imparting specific knowledge in terms of job market-oriented skills. Arguably, development and training are inextricably complementary as they deal with the practical application of acquired skills in the workplace where productivity is critical. Moreover, organising Digital Skills Programs and Business Management Training elicits and demonstrates the awareness of Youth Managers on the inherent benefits and global adoption of E-business platforms.

Thus, it can be extrapolated that the strategies and programs outlined above suffer inefficiency and inactivity as revealed by the level of youth unemployment ravaging uMgungundlovu District Municipality. In fact, according to Cebekhulu (2015), youth policy frameworks have been sluggish in assisting young people at the municipal level. Thus, given this slow progress of policy implementation and redundant municipal initiatives, youth employment has mostly been unstructured and short term (Cebekhulu, 2015). Although the Expanded Public Works Program (EPWP) by the Department of Public Works was inaugurated to create employment opportunities for unskilled workers in activities such as road construction (Renkow, 2010), this study found that the effect on young people is still abysmal and the program is regarded as a short-term mechanism to increase employability, provide work experience and create value chains through entrepreneurship (Cebekhulu, 2015).

4.4.6 Types of training available within each municipality for the unemployed youth

Data analysis also revealed the belief of the youth managers that the following skills development and training programs address youth unemployment challenge in the District Municipality:

- (a) Construction and carpentry learnerships, as well as skills programs in different categories in partnership with SETA;
- (b) Business training including 'how to start your own business' and financial management training in collaboration with SEDA and NYDA;
- (c) Active collaboration with NYDA to offer training programs;
- (d) Implement disaster management learnerships which is funded by LGSETA;
- (e) Offer hospitality or tourism ambassadors programs and new ventures creation;
- (f) Organise youth summits to deal with youth strategy implementation.

However, despite the managers' viewpoints, the successful implementation of these programs remains a hurdle. Extant literature argue that the successful implementation of youth development programs is limited, owing mainly to the lack of performance management application at the local government level, especially municipalities (Cebekhulu, 2015; Daniel, 2018; Guliwe & Venter, 2018).

4.4.7 Strategies that will assist youth in gaining employment opportunities

Based on their experience, the youth managers proffered the following strategies as measures to tackle the youth unemployment challenge:

4.4.7.1 Education and career guidance

It was established in chapter 2 that there is a direct relationship between youth unemployment challenge and educational qualifications possessed by young people as well as a mismatch in these qualifications and those needed in the labour market. Baah-Boateng (2016) opines that the level of education, skills and work experience of a jobseeker is the critical determinant to his labour market success (Baah-Boateng, 2016). Interestingly, this verity was articulated in the participants' responses when they were asked what strategy can be adopted to tackle the youth unemployment challenge. The youth respondents remarked thus;

Respondent BB5:

...Is to study so that they can have qualifications to be employed because most of them don't have qualification for the available jobs.

Respondent CC5 stated that:

We must take education very serious because it is the key to success. What was learnt in class must correspond with what you do in the workplace/in-service training, not to do something different from the theory.

Likewise, career guidance was added by youth managers as a way out of the status quo. They explicitly stated in their responses that apposite career guidance would significantly lighten the burden of youth unemployment. For example;

Respondent A1 opined that:

We need to establish tertiary institutions, like FET Colleges in A... Youth need to have formal qualifications to compete successfully. Without proper education we will always have high rate of unemployment.

Respondent B1 stated that:

Career guidance is very important, and it must be implemented at the early stage, at least in grade ten. Learners must have better understanding of qualifications available in the institutions and jobs available in the market. This can make it easy to look at various opportunities other than looking for employment.

Respondent D1 emphasised that:

Youth aren't doing Maths and Science in their Matric which limits opportunities for them. Science and IT courses/subjects are currently in demand, both in private and public sector. Therefore, youth should choose courses aligned to those fields of specialisation. Our youth should get career guidance from as early as Grade 10. Education system in rural areas is not up to standard which limits tertiary education. Our children are not exposed to facilities like the schools in urban areas. We need to strengthen our education system before we address the issue of unemployment.

4.4.7.2 Training, skills and competence development

The awareness of the need for skills development was equivocally established from the analysis of acquired data. Both the youth managers and unemployed youth expressly declared that an

increase in competency level through relevant training and skills development would firmly tackle the youth unemployment challenge. Excerpts of some of their responses are given below;

Respondent C1, a manager, stated that:

...youth need to seize opportunities and be part of different trainings and workshops.

Respondent E1, a manager, also stated that:

As KZN municipalities, we need to prioritise scarce skills initiatives program...

Respondent CC2, an unemployed youth remarked thus:

If we are in a learnership, we must do work that is relevant to what we learned in the class, not just any other job for the sake of completing a learnership. I believe workplace training is the most important one.

Respondent DD2, an unemployed youth stated that:

Youth must go to training centres to develop their skills in the work environment... The government must open training centres for different skills so that the youth can learn the professional work.

Respondent EE3, an unemployed youth remarked thus:

To research and implement training programs that are relevant to market demands not to chase out numbers.

It is also inferable from the responses that the government needs to prioritise scarce and critical skills initiatives programs as well as provide incentives that will encourage private sector participation. This will avail young jobseekers training in skills and competencies that are desired by employers while attracting the interest of youths and improving their employability.

However, such programs must accommodate the demographic diversity of youth in the District Municipality and peculiarity of the local municipalities. The youth managers are of the view that implementing initiatives which produced positive results in other District Municipalities is not yielding the desired outcome for them. Hence, the implementation of training programs should be informed by the analysis of both the intricacies of uMgungundlovu District Municipality and the needs of potential employers. Izzi (2013) emphasises that handling young people stereotypically with disregard for their different sociodemographic characteristics contributes to the relative ineffectiveness or failure of many youth employment policies. Ngubeni (2015) also states that due to the differing sociopolitical and socioeconomic atmosphere in South Africa aroused by her history, the needs and aspirations of South African youths are dissimilar.

4.4.7.3 SMEs and Entrepreneurship development

It is globally accepted that the government alone cannot employ all. Therefore, there is increased advocacy that entrepreneurship development is the way out of the current unemployment challenges in the world today (Kritikos, 2014). Accordingly, evidenced by the highest number of responses in Table 4.3, the study participants validated entrepreneurship development as the most important way out of the youth unemployment challenge. For instance, the youth managers remarked thus;

Respondent E1:

Youth can be active by starting their own businesses like Co-ops and other business ventures, the municipality must assist us to start and run successful businesses since they cannot provide jobs for everyone. Youth can also establish Cooperatives, SMMEs and participating in sports, motivate and encourage youth to build or form their own businesses.

Respondent C1:

They can start co-ops or have their individual companies/businesses.

The unemployed youth also concurred as follows;

Respondent AA3:

Encourage youth to start businesses and Co-operatives.

Respondent BB3:

I think the youth should not only depend on finding employment but should create employment for themselves by using their talents.

Respondent BB4:

By creating their own businesses but firstly need to be patient and do their market research in order to determine the viability and sustainability of their intended business idea.

Respondent CC5:

By starting their own businesses or form co-ops, the municipality must assist youth that haven't started their own businesses.

Respondent EE1:

Youth of South Africa must be taught from an early age of schooling how to start and run a business, how to draw up a business plan and other aspects of the business.

Respondent EE4:

They must provide youth with skills to start their own businesses. The municipality must also assist youth with funds to start businesses and shelters to do their business.

According to Kantor (2017) and Mahadea and Kaseeram (2018b), the direct relationship between entrepreneurship and economic growth establishes entrepreneurship as the golden pathway to job creation and socio-economic development. Therefore, considering the

incessantly high rate of youth unemployment in South Africa and her recent ranking as 47th in Global Entrepreneurship Index of 2016 (Acs, Szerb & Autio 2017), there is an exigency for vigorous entrepreneurship development to tackle the problems of poverty, income generation, poor economic development and other apartheid upshots still hovering around the nation's existence (Herbst & Mills, 2015).

Moreover, the training and skills development programs should focus more on entrepreneurial skills development that is, 'starting your business'. This will stir up the entrepreneurial interest of young people to start their SMMEs and co-ops rather than relying on government and the private sector for jobs. This initiative should be done in conjunction with NYDA and other relevant stakeholders on youth matters.

4.4.7.4 Follow up on participants of training and skills development programs

It was also established that the participants of training and skills development programs are neglected after such programs to fend for themselves. Hence, the programs have failed to produce the desired results. The unemployed youth lamented that;

Respondent BB1:

...Government spent lot of money in learnerships, but he doesn't make sure that these people get jobs after completing the learnerships.

Respondent CC4:

The way the municipality implement programs, they provide assistance but does not monitor progress whether what has been implemented is done successfully.

Respondent EE1:

People who were trained must be assisted to find jobs or start their businesses not to be trained and be left like that.

4.5 Summary

This chapter provided an analysis of the responses of the study participants to the open-ended interview questions. The analysis was achieved using thematic analysis aided by NVivo Pro 12 software. Subsequently, the chapter presented the identified themes with a concise discussion based on the participants' responses followed by corroborating the study findings with empirical evidence from the extant literature. Hence, the research questions were adequately addressed thus resulting in the research objectives being achieved. The subsequent chapter consolidates the study by testing the research problem statement, explicating the implications of the study and proffering recommendations to tackle the youth unemployment challenge.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Youth unemployment challenge in South Africa has been a long-standing menace to the government of South Africa with overwhelming and multifaceted consequences on the country's socioeconomic and socio-political stability. It is against this backdrop, therefore, that this study explored the youth unemployment challenge in five (5) local municipalities of uMgungundlovu District Municipality in the Province of KwaZulu-Natal. The study unravelled factors influencing youth unemployment and identified the levels of skill, experience and competence of the unemployed youth as critical factors. This concluding chapter, therefore, consolidates the results by explicating the study's implications and recommending workable solutions to the youth unemployment challenge based on the study's findings. The chapter also proffers recommendations for future research.

The following objectives guiding the study were met through the qualitative research approach:

- (a) To understand the barriers preventing young people in finding employment within uMgungundlovu District Municipality.
- (b) To evaluate levels of skills, experience and competencies of the unemployed youth within the District Municipality.
- (c) To investigate the types of programs that have been implemented to address youth unemployment in the District Municipality.
- (d) To understand the partnership strategies available amongst stakeholders in ensuring that employment opportunities are availed to the youth.
- (e) To understand the lessons that can be learnt from the success and failures of youth employment initiatives in the District Municipality.

Moreover, the following research questions to which answers were obtained steered this study:

- (a) What are the barriers preventing young people from finding employment within uMgungundlovu Municipality?
- (b) What are the levels of skills, experience and competencies of the unemployed youth within the District Municipality?
- (c) What type of programs has been implemented to address youth unemployment in the District Municipality?
- (d) What type of partnership strategies are available amongst stakeholders in ensuring that employment opportunities are availed to the youth?
- (e) What lessons can be learnt from the success and failures of youth employment initiatives in the District Municipality?

5.2 Conclusions

This study established that youth and unemployment which are the two variables discussed throughout the study, correlate positively with lack of relevant skills and qualifications needed by industries, lack of career guidance, lack of industries in the rural communities, low budget allocated to rural municipalities, high population growth, poverty and corruption within government departments.

Thus, it can be inferred from these findings which were adequately supported by empirical evidence that the youth unemployment challenge cannot be addressed by government alone but by all active role players. Therefore, a synergistic approach amongst different government departments involved in education and training, industry representatives and educators are required to develop curricula which will address the needs of the industry to permanently overcome the youth unemployment challenge in South Africa.

5.2.1 Research problem statement testing

This section sets out to explain the importance of the research topic in relation to the adduced empirical evidence in parallel juxtaposition with the study's findings to the research problem statement. The researcher opines that this approach helps in evaluating the empirical evidence adduced by this study in relation to the research problem statement in order to establish the credibility of the advanced problem statement. To do this, the researcher first reiterated the study objectives which according to the researcher's conviction were achieved. Thereafter, the results emerging from the study were presented. The research problem statement was then tested by discussing the results in parallel to other studies to ascertain whether the study findings are in tandem with the problem statement and empirical evidence.

The problem statement advanced in this study states is that the youth unemployment challenge is intensified by lack of relevant skills, qualification and experience due to inadequate career guidance available to young people amidst other underlining factors, and the lasting panacea to this challenge is a robust synergistic approach by government and other private stakeholders.

A set of research questions were developed and encapsulated in another set of interview questions administered to the study respondents to address the working research problem statement. This allowed the researcher to unpack the study problem statement. The participants' responses to these questions centred on barriers to youth employment in their local municipalities and those strategies available to tackle the youth unemployment challenge. The

responses confirmed that indeed lack of relevant skills, qualification and experience due to inadequate career guidance, training institutions and industry mediated skills development programs are substantial barriers to youth employment. Their responses also supported the argument that proper and effective collaboration between the government and the private sector will ameliorate the negative effects of the status quo. Taken together, this empirical evidence based on the respondents' responses validates the researcher's advanced problem statement, which is also well supported by the extant literature reviewed in Chapter Two and those employed in discussing the study results.

5.2.2 Implications of the study

There is available evidence suggesting that the youth workforces continue to face job instability and that there are few prospects for skills improvement and progression. Accordingly, the most conspicuous implication ensuing from this study is that the unemployed youth must be conscientious towards the appropriation of two governing principles namely, skills development and entrepreneurship in response to the materiality of the lack of employment opportunities. These principles should be construed in their application as tools for both social inclusion and as conduits for economic and social development. Arguably, the materiality of the lack of employment opportunities dictates that the youth appropriates these governing principles and apply them to address their material condition of being unemployed.

To appropriate the said governing principles to fruition, there is need for the fostering of critical consciousness as a prerequisite for applying these principles by the unemployed youth who are victims of alienation from the mainstream labour market. This critical consciousness must have regard for the transformative capacities of the unemployed youth and that these are an inherent endowment. The argument advanced, therefore, is that these inherent endowments should be channelled in the direction where they are likely to make an invaluable contribution to solving the prevalent lack of employment opportunities for the unemployed youth.

This should be done since employment opportunities in the formal labour market have become hard to come by for the youth these days. Such a lack of employment opportunities is attributed to the lack of formal critical skills needed in the job market. The implication, thereof, is that the youth without demonstrable skills for employment possibilities fall as victims of ill-preparedness. Thus, they remain susceptible to alienation from the formal labour market. Hence, it can be inferred from the explication above that given the pervasive lack of employment opportunities there is need to raise the consciousness of the unemployed youth

regarding the importance of being proactive in addressing the challenges of their material economic condition. It is thus argued in this study that being proactive is predicated on the appropriation of agency whose core features enable people to play a part in the self-development adaptation and self-renewal with changing times. Agency refers to acts done intentionally, and this intention is representative of a future course of action to be performed. Thus, to be an agent is to intentionally make things happen by the actions of the individuals concerned.

Furthermore, in the context of this study, agency embodies the endowments, belief systems and self-regulatory capabilities which the unemployed youth must channel to foster a critical consciousness of the systemic nature of the sources of their alienation from the formal labour market and thus open their minds to the liberating potential of entrepreneurship. Arguably, the reasonable inference drawn from the entrepreneurship concept is that failure to be absorbed into the formal labour market should not be deemed as an end. Thus, this study highlights that for the unemployed youth to start addressing the challenge of unemployment realistically; they should develop the quest to become job creators through entrepreneurship as opposed to embracing the inclination of being job seekers continuously. Entrepreneurship, therefore, must be construed as an empowering outlook towards addressing the challenge of employment opportunities.

What transpires from the above explication, therefore, is that addressing the challenge of youth unemployment requires a multidimensional approach. Foremost, the acquisition of formal demonstrable skills allows job seekers not only to be mobile and cosmopolitan but also capacitates them to look beyond local boundaries for personal and professional advancements. Due to lack of practical skills which play a critical role in the inclusion and exclusion of those who are functionally illiterate for the formal market economy, young jobseekers can acquire functional literacy while venturing into entrepreneurship although this would have to be navigated with circumspection. Thus, it can be emphatically concluded that since the pervasiveness of unemployment creates a fragile economic context for the unemployed youth, they (the unemployed youth) should consider the appropriation of agency and entrepreneurship as functional governing principles to overcome the menacing challenges of youth unemployment. Moreover, it becomes an objective necessity that the functionality of these governing principles as they relate to the challenge of unemployment be made manifest by

helping the youth venture into entrepreneurship under the tutelage of seasoned business entrepreneurs.

5.3 Recommendations

5.3.1 Recommendations to tackle the youth unemployment challenge

(a) Career guidance

Career guidance is of the uttermost importance to young people, especially before enrolling in tertiary institutions. Before enrolling in tertiary institutions, they choose subjects which will not empower them with relevant skills and competencies needed by employers. This study and existing empirical evidence indicate that learners in South Africa make wrong choices regarding subjects and careers. Also, teachers saddled with career guidance services lack the requisite knowledge to be successful catalysts of change. Therefore, it is recommended that career guidance be introduced at an early stage to assist learners in choosing subjects that align with their capabilities and are relevant to the labour market demands. Career guidance teachers must also acquire thorough knowledge and understanding of what is happening in the labour world to be able to advise learners accordingly. Big companies must be invited to schools to do presentations on what they offer and opportunities within their companies. Learners must also be taken to companies to see and experience what is happening in the work environment. This will help in boosting their confidence while increasing their passion for their envisaged careers. Furthermore, learners must be encouraged to do more physical science subjects which will enable them to register for science and engineering-related qualifications at higher education institutions. This will improve their employment opportunities within skilled professions. This will also put an end to the Municipalities' preferred employment of people from big cities.

(b) Relevant skills, qualification and competence development

South Africa currently has 30, 000 fewer artisans than what the country requires based on available vacancies. Therefore, there should be significant focus on artisan training schools and apprenticeships in the workplace to produce more artisans for the economy. Relevant training and development opportunities should also be given to youths during internship/workplace period to produce the desired effect in reducing youth unemployment while producing scarce skills for the economy. This recommendation is

mainly because South Africa invests a considerable amount of money in training and development each year through the Skills Levies Act. As a result, a lot needs to be done in order to get more value out of the training sessions to justify the expenses.

(c) Increase the quality of education and training

The government must develop strategies to improve the quality of education and training. This can be done by developing job readiness and job fit programs and creating jobs close to the areas where the youth are living. Also, the post-school education and training sector must increase its quality supply of science, engineering and technology graduates. Increased training should also be given to physical science teachers, especially those in high school in order to improve their impact on skills development and employability of young people.

(d) Budget allocation

Local municipalities must have a budget explicitly allocated to youth development programs to reduce the over-dependence of youth offices on external funding.

(e) Improve communication network

Effective communication was identified as a barrier to youth employment in this study. Therefore, it is recommended that advancements in information communication technology such as SMS, social media pages, local radio programs and web pages solely dedicated to job adverts, be harnessed to communicate job openings and opportunities to youths in rural municipalities as and when this is desirable. Also, municipal offices should task an official with the responsibility of assisting and coaching youths on the 'know-how' of the job application.

(f) Increase private sector partnership

The private sector should be regarded as an active and not passive player in youth employment initiatives. Therefore, programs must be developed in liaison with the private sector to allow young people to gain work-related experience while they are still attending secondary education programs to improve their job readiness. It is pertinent to design these programs in ways that will encourage the private sector to employ young people such as the implementation of youth employment subsidy to compensate employers for employing young people.

(g) Attract Industries and Investors

The uMgungundlovu District Municipality should look inwards to develop and make attractive to investors those sectors that are naturally bestowed on them *viz.* agricultural, tourism and hospitality sectors. This will increase the District Municipality's competitive advantage to stimulate the spring up of industries, increase the market size of SMMEs and open job opportunities and thereby significantly address the youth unemployment challenge.

(h) Entrepreneurship education and development

Much emphasis should be placed on youth entrepreneurial education and training to prepare young people to be enterprising individuals who can go on to become entrepreneurs. The South African school system must place much emphasis on entrepreneurship education which will prepare the youth by providing a basic understanding of how to start and run a successful business, marketing and business skills, human resources and financial management skills, especially in agriculture. Furthermore, municipalities or government should link up youth entrepreneurs with big business to allow them to learn the skills on how to sustain or run successful businesses. Surprisingly, nothing on youth entrepreneurship was mentioned by all the five youth managers who participated in this study. This shows that there should be increased attention to entrepreneurship education by all municipalities if unemployment and poverty amongst the youth are to be addressed effectively.

(i) SMMEs development

The uMgungundlovu District Municipalities must have a strategy that deals explicitly with SMMEs owned by youth to promote, mentor SMMEs and co-ops through the provision of financial and business development support and thereby propel them into the mainstream economy. The strategy must cater for the provision of Business Development Initiatives such as training, capacity building, incubation and mentorship through partnership with active role-players of the South African economy. This includes private companies, metro and District Municipalities from other cities, government departments and agencies.

(j) Agribusiness development

There should be intensified efforts directed towards agricultural education and training aimed at addressing the lack of jobs in both the private and public sector. Agricultural

education and training (AET) institutions should play a strategic role in helping prepare South Africa's rapidly growing unemployed youth for productive careers in agriculture and related agri-businesses. Agricultural education and training (AET) institutions will need to supply new skill sets to a new set of private sector clients in these growing agribusiness markets. uMgungundlovu Growth Development Strategy stipulates that approximately 75% of the land in the District Municipality is under agriculture of which 39% is grassland, 16% is forestry and 19% is under cultivation. The highest potential agricultural land is in C, E and D local municipalities. Therefore, the District must take advantage of this and assist the youth in starting agricultural businesses.

(k) Bursaries and poverty alleviation

Bursaries should also be made available for young people who excelled in their matric, especially in fields considered as scarce skills such as commerce, science and engineering since almost all the municipalities highly demand these skills.

(l) Performance management to increase the efficiency of youth-oriented policies.

The literature shows that the Youth Policy Framework has been sluggish in assisting young people at the municipal level. Given this slow progress of policy implementation, municipal initiatives around youth employment have primarily tended to be unstructured and short-term. Therefore, it is recommended that there should be a performance management system for municipal youth development managers throughout the country since there seems to be no such systems in place to monitor the implementation of available strategies and programs for youth development. Youth development managers must be subjected to this performance management system by signing a performance contract as a way of holding them accountable in terms of their expected job performance. They should include youth development targets in their performance plans and must have clearly outlined key performance indicators (KPIs). A bottom-up approach in decision-making is needed since it would create/allow greater involvement and participation by the youth in decision-making processes, especially in the Youth Development Performance Management processes. This is a stage where the youth can play a meaningful role once they better understand their challenges as the youth.

5.3.2 Recommendations for future research

The findings of this study have revealed that none of the local municipalities has specific funds allocated to implement youth development programs. Instead, they rely only on external sponsors for mainstream implementation of government established youth programs. They are also incapacitated to create self-specific initiatives which will address the youth unemployment challenge relevant to them. Therefore, it is worthwhile to investigate the level of available funds, and its appropriation, while understudying ways of increasing a capital base that is devoted to implementing those programs the municipalities have in fighting youth unemployment in these rural communities.

Career guidance stood out in this study as the Achilles heels of the youth unemployment challenge in uMgungundlovu District Municipality. Therefore, exploring the status, level and quality of career guidance services available in this municipalities might provide a more in-depth understanding on how to combat the youth unemployment challenge in the local municipality which can then be used as a model for other rural municipalities in the country.

Also, there is an irreconcilable difference in the youth unemployment rate during apartheid and post-apartheid South Africa. It is, therefore, expedient to investigate why the unemployment rate during apartheid was much lower compared to the post-apartheid democratic era.

Finally, this study was conducted in five of the seven local municipalities in uMgungundlovu District Municipality. It will be necessary to investigate the youth unemployment challenge in other local municipalities of uMgungundlovu District Municipality left out in this study as well as other District Municipalities in the Province of KwaZulu-Natal (KZN). This will allow a holistic understanding of the status quo in a broader population and consequently corroborate the results from this study in order to find lasting solutions to the youth unemployment challenge in South Africa.

5.4 Summary

This chapter has amalgamated the entire study by providing valid conclusions, implications of the study and possible solutions to the current youth unemployment challenge in uMgungundlovu District Municipality. Career guidance, better education, increased training and skills development, entrepreneurship development and a combined effort in terms of effective partnership amongst all stakeholders formed the crux of advanced recommendations. Furthermore, future research outlooks were highlighted to allow a robust approach towards the eradication of the youth unemployment challenge in South Africa.

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APPENDICES

Appendix 1. Informed Consent Letter



Management Sciences, College of Law and
Management Studies University of KwaZulu Natal,
Westville Campus,

Dear Participant

INFORMED CONSENT LETTER

My name is Faith Sindisiwe Dlamini, Student No 215075619. I am a Human Resources Management candidate studying at the University of KwaZulu-Natal, Howard College campus, South Africa.

I am interested in conducting a research about **youth unemployment challenge within uMgungundlovu municipality**. The research title is as follows: **An Exploration of the Youth Unemployment Challenge within the uMgungundlovu District Municipality**.

Your institution/organisation has been chosen to be part of the research study. 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 1 hour and may be split depending on your preference.
- 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 aims at knowing the youth unemployment challenges within your municipality relating to education and training, resource scarcity, and unequal distribution of employment.

- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Interview Schedule		

I can be contacted at:

Email: zamakzn@gmail.com

Cell: 079 499 6220

Work No: 031 701 9913

My supervisor is Dr Cebekhulu who is located at IOLS Department, MTB Building, Howard College campus of the University of KwaZulu-Natal.

Contact details: email is cebekhulue@ukzn.ac.za Phone number: 031 260 7480

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 participating in the research project.

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

SIGNATURE OF PARTICIPANT

DATE

.....

.....

Appendix 2. Interview Schedule

An Exploration of the Youth Unemployment Challenge within the uMgungundlovu District Municipality.

This research interview schedule is voluntary and taking part to answering the questions provided does not enable one to get any kind of rewards. Any person who is taking part in answering the questions of this interview should feel free to withdraw when they feel that they cannot continue with the program. All the information that is going to be obtained by this interview will be treated confidential and by no means would anyone be forced to enter their legitimate names.

Research Questions

Tick where Appropriate

Local Economic Development Manager	
Youth Manager	
Youth Co-ordinator	
Unemployed Youth	

1. What do you think are barriers to youth employment within uMgungundlovu District Municipality?

2. What is your responsibility with regard to youth employment development initiatives in the Municipality?

3. Can you explain the relationship between the Local Economic Development office and the Youth structures within your municipality?

4. What programs have you implemented that address youth unemployment in the past five financial years?

5. What programs have you participated in that address youth unemployment?

6. What type of training is available within the municipality for the unemployed youth?

7. Can you elaborate on how much budget is spent on youth employment initiatives within the municipality, in the last five years?

8. What are the other opportunities that young people can explore besides finding employment?

9. What type of partnership exists between the local businesspeople and your office in ensuring that youth employment initiatives are implemented?

10. As far as the success and failures of youth employment initiatives are concerned, what lessons can be learnt from them?

11. What recommendations can you advance in relation to strategies that can assist youth to gain employment opportunities?

Thank you for your co-operation.

Your participation is greatly appreciated, and the information supplied by you will be treated confidentially. This Study only seeks to investigate and assist the municipality in understanding the youth unemployment challenge and not in any case to expose the municipality.

Investigator's Name: Faith Sindisiwe Zama Dlamini

Appendix 3. Data gathered from the interview schedule

The responses were transcribed verbatim without any editorial interference as regards the use of language on the part of the researcher.

Question 1: What are the barriers to youth employment within uMgungundlovu District Municipality?

The question above enabled the researcher to seek personal views of the respondents concerning youth unemployment challenge in uMgungundlovu District Municipality. Responses to this question supported the researcher's problem statement and are hereby categorized and quoted under each barrier.

Respondents A1: A manager identified the lack of training institutions and industries as a barrier. The respondent remarked thus:

“There is lack of training institutions and industries in rural municipality. We as the local municipality are failing to attract industries and therefore not able to assist more youth who wish to pursue their studies in tertiary institutions. Our low economic growth does not attract investors to our municipality. Lack of training institutions also forces our potential youth to leave to big cities to further their studies, once they qualify, they don't come back to home”.

Respondent C1: C manager further remarked thus:

“There is also a lack of significant investments matching the number of unemployed youths. We don't have big companies in our area companies like Hulamin which can employ more people. We only have the municipality schools and farms as the source of employment”

Respondent B1: B manager stated that:

“Our youth does not have the relevant skills and qualifications to qualify for posts when they are being advertised. But the problem starts when they finish matric they are not aware of the right directions to take when choosing their careers”

Respondent C1: C manager remarked thus:

“There is lack of skills associated with the current labour market. We don't have qualified engineers, scientist even artisans from C. Last year we advertised for an environmentalist from local. We couldn't find one. We had to employ someone from Durban. Young people in our area does not have qualifications at all. We need to invest in the future of our young people”.

Respondent D1: D manager opined that:

“I can say that... the youth centre office does not offer skills and required training for the youth in terms of starting their own business. We've seen that as the municipality we cannot provide jobs to all the job seekers because of our low economy. The other option is look is encourage young people to start their own businesses. But the youth office does not encourage and support young people to start their own businesses so that they can employ others”.

Respondent AA1: A Youth remarked thus:

“Young people don't have qualifications/degrees needed by employers. Even when the post is advertised, they want someone with a degree or diploma, for example in...ahhh Office Management but we only have a computer certificate with no experience. Most young people are also qualified as

teachers and the municipality does not hire teachers and the schools around our area also don't hire any more, they will tell you they don't have spaces and even refuse to allow you to volunteer. They will tell you that they get volunteers from the Department of Education and are not allowed to recruit for themselves”

Respondent CC1: C Youth remarked thus:

“Youth does not have skills, so they do not qualify for posts when they are advertised. Sometimes we see posts advertised but we don't meet the requirements on the post we don't have the qualification and experience that is required to perform the job”.

Respondent DD1: D Youth remarked thus:

“It might happen that some of us as youth at D Municipality don't have qualifications for those opportunities that may appear for us”

Respondent EE1: E Youth remarked thus:

“Lack of proper and relevant skills, as well as qualifications that young people have as opposed to what the companies are looking for”

Respondent EE2: E Youth remarked thus:

“Youth does not have proper qualities, degrees to make it easy to get jobs and the reason for this is that most young people don't go to universities after completing Matric because of lack of financial reasons”

Respondent DD3: D Youth remarked thus:

“The municipality gave us a platform to use free internet to search for employment, but it is difficult for most of us who do not know how to use a computer”.\

Respondent C1: C Youth remarked thus:

“Another thing is ahhhh.....We do not have people who assist or inform us about opportunities, we get to know about vacancies or learnerships very late and sometimes after a month of the closing date. They only advertise internally in their notice boards, where as we are in their database, but we are left out when opportunities arise”.

Respondent AA4: A Youth remarked thus:

“The municipality does not inform us on time when it comes to programs/opportunities offered in our community, we only hear about them after the closing date. If you are not related to the Councillor, you won't know about it. Councillors only inform their relatives when opportunities come”.

Respondent AA5: A Youth remarked thus:

“If there are posts under A municipality, we don't qualify because they need experience and qualifications that we don't have but we only have Skills Development Programs for the youth that I think will assist us as the youth in the long run. Young people only depend on the Municipality to find employment but municipalities they don't create job opportunities so that youth can get employment”.

Respondent BB2: B Youth remarked thus:

“As youth members we apply for jobs a lot but get rejected most of the time, they don't tell you what was wrong with your application, they don't advise us how to go about applying”.

Respondent BB4: B Youth remarked thus:

“Lack of communication between youth and different offices within the municipality like LED office and office of the Mayor, they sometimes confuse us, if you ask something, they tell you to go to the office of Mayor sometimes they go to LED office”.

Respondent CC5: C Youth remarked thus:

“Lack of knowledge /skills and lack of communication between youth and councillors and most of young people they don’t know about that particular job because councillors don’t tell them. Councillors only inform their friends and relatives which is unfair to us”.

Respondent B1: B Manager remarked thus:

“There is no enough budget to help the youth to uplift themselves, since we are small local municipality (we really on the District Municipality to give us funds to implement projects within our area. If the funds are not enough there’s nothing that we can do for our people”.

Respondent C1: C manager remarked thus:

“There’s a lack of financial muscle by the municipality to fund youth programs and projects but priority on basic service delivery, and lastly, there is a lack of funding from sister departments and parastatals to support youth programs and projects”. Rural municipalities only focus on building houses and provide water and sanitation services to people. When we seek financial support, it is to cover those community needs but no one is focusing on youth programs which also requires financial support as well”.

Respondent AA1: A Youth remarked thus:

“Our local Municipality have a very low budget, they have no programs for the youth and whenever they implement projects, they always complain that they are limited/guided by the budget. They sometimes recruit ten learners to participate in certain programs like learnerships and business expo and they state that it’s because of the budget they are allocated”.

Respondent AA3: A Youth remarked thus:

“Private companies do not participate in helping the youth to find employment. We don’t know anything about the private sector. The only source of employment that rural people can think of is the Municipality and Government Departments. We need to be exposed to the private sector as well”.

Respondent CC4: C Youth remarked thus:

“Learning facilities in schools are not enough for learners which results into poor performance at schools and are unable to go to universities and they end up not getting jobs”. We don’t have computer labs to start learning computers and be able to apply to universities or apply for bursaries when they are advertised. Our schools cannot compete with those in townships and cities”.

Respondent EE1: E Youth remarked thus:

“Some people go to universities without proper knowledge of qualifications or degrees to choose from which would make them marketable soon after completing their degrees or qualifications. They study for the sake of studying without any interest or prior knowledge about the course and the job opportunities available for having enrolled such a qualification High school is also a challenge, proper subjects must be taught so that they equip learners with relevant skills and knowledge from the early stages of their secondary/high school education so that they can be easily absorbed into the job market when the complete school or tertiary education. No proper guidance/career guidance during Matric/ Grade 10-12. Youth of South Africa must be taught from an early age of schooling how to start and run a business, how to draw up a business plan and other aspects of the business”.

Respondent EE2: E Youth remarked thus:

“I believe the reason for this crisis is because population is too high in South Africa, especially in rural communities. Government can’t provide for all of us. Most of the young people of E are not working. Each family have one or two unemployed youth and these number are increasing instead of decreasing”.

Respondent EE2: E Youth remarked thus:

“Another thing is.....there is corruption in government departments, when you apply for posts, they already know who they will appoint in that particular position. Posts are also given to relatives of the people working inside the Municipality. If you don’t know anyone you will never be employed or participate in any project”.

Respondent CC3: C Youth remarked thus:

“Eish.....Most of youth leave school because of poverty in the community. You find that there is no one who is working in the family to pay for the school fees and support you financially and young people end up dropping out of school to look for employment either as a domestic worker or a gardner. This school dropout results in high percentages of youth pregnancy and they end up not finishing school”.

Question 2: What is your responsibility regarding youth employment development initiatives in the Municipality?

Respondent A1: A Manager remarked thus:

“To create youth employment through work experience and Expanded Public Works Programs (EPWP) which is funded by KZN Department of Public Works. Youth gets selected to participate in EPWP projects, whether it’s a training, construction, and sewing and community projects. Although these projects are for a short period time”.

Respondent C1: C Manager remarked thus:

“My role is as follows: to assist in initiating and managing the implementation of programs and projects that assist youth development in conjunction with the local youth office; to attract youth related socio-economic support centres; to attract or invite skills development institutions and SETAS to improve youth skills for them to be employable; to invite higher educational institutions to give a talk to youth on career guidance and some advises on how to apply for financial aid like NSFAS; to attract both domestic and foreign investments for job creation; to advise in entrepreneurial activities for youth to be self-sustainable and reliable; to include youth in local economic development initiatives; to include youth in all municipal labour intensive programs; to implement labour intensive strategy in all programs and projects e.g. MIG, EPWP, CWP etc. and to convince youth to form businesses and co-operatives”.

Respondent D1: D Manager remarked as follows:

“We ensure that the municipality provides internships, in-service training within the municipality. As the municipality, it is our mandate, each year to provide internships for young people with tertiary qualifications. This initiative assists them in getting the experience needed by employers, not only us as the municipality but to the country. We have a list of students who participated in internships who are now permanently employed.

He also asserted as follows:

“Our internships program pays some allowances to the learners, this will assist them in looking for other opportunities elsewhere. It also assists if the learner wants to do a driver’s license to enhance his/her chances of getting employed”.

Respondent B1: B Manager remarked thus:

“We offer relevant training programs to our youth if they want to have their own businesses. We have a good partnership with other Government agencies that supports us in capacitating our youth. We have youth summits to empower and notify the youth on what to do regarding finding employment such as how to do a curriculum vitae, how to prepare for a job interview, etc”.

Respondent D1: D Manager remarked thus:

“Liaise with National Youth Development Agency (NYDA) to provide spaces for internship programs. We have partnered with NYDA and they provide funding for internships and Skills development programs that we offer. From time to time, we hold meetings with them to discuss/request more funding or projects”.

He further stated that:

“In advancing youth absorption into employment, as the youth office, we also encourage or try and pursue our departments to appoint these interns on a permanent basis since they have already acquired the relevant skills, qualifications and experience that is required of them to possess. Some of our candidates are placed outside the Municipality and we do the same thing just before their contract comes to an end, we go out to negotiate with their host employers to give them permanent posts. We support and develop youth enterprises and co-operatives. Those who wants to start their business we also provide business support through NYDA and Small Enterprise Development Agency (SEDA). They provide training/capacity building and funding, whereas we as the Municipality provide coaching and monitoring”.

Respondent E1: E Manager remarked thus:

“To make sure that we have internship programs in order for young people to get experience through learnership programs, skills development programs and educational programs”. Since most jobs requires minimum two years working experience, internship programs must also run for two years to ensure that young people stand good chances of getting considered.

Question 3: Can you explain the relationship between the Local Economic Development Office and the Youth structures within your municipality?

Respondent A1: A Manager remarked thus:

“We do have a good relationship with our Local Economic Development office in terms of identifying youth in need of support in business ventures. We have programs that we implement together, and youth manager reports directly to the LED manager”.

Respondent C1: C Manager remarked thus:

“We have a good partnership with our Local Economic Development (LED) office, most of our programs are combined because we don’t have a bigger budget in the youth office. All our programs must be approved by LED office and we directly report to this office”.

Respondent E1: E Manager remarked thus:

“LED office and the youth office have an obligation in making sure that they create a conducive environment in order for young people to explore any business ventures. Our office for youth works hand in hand with LED office in ensuring successful implementation of youth programs and meeting our targets”.

Respondent AA3: A Youth remarked thus:

“I think it’s good because they provide learnership skills programs but the problem they don’t assist in making sure that the youth get jobs. They need to come up with the strategy of finding employment for people who have completed their trainings before they take another group. Funds that they are planning to use on the next learnership must be used to find employment for the group who have completed their learnership or skills program”.

Respondent BB2: B Youth remarked thus:

“To be honest with you our local economic development office is very helpful to us they answer all questions that we come forward with. They provide internet and printing facilities, etc free of charge but its most of the young people that do not use this office I think they don’t know that they can benefit from this office”.

Respondent CC3: C Youth remarked thus:

“Some of the wards have forums that addresses/informs youth about available opportunities within the municipality. They also give us as a youth information about business opportunities that are implemented by the municipality and encourage us to apply. The Councillor and his ward committee members facilitates this process. Even when application forms are out, they inform us, and they advertise it in the Councillor’s office”.

Respondent DD3: D Youth remarked thus:

“The youth structure is the baby of the local economic development office, they inform us on all their projects and they sometimes ask for our inputs in terms of the program to be implemented. They allow us to use the internet and printing facilities when we apply for jobs”. Both youth and LED manager are always together when they come to address us.

Respondent EE3: E Youth remarked thus:

“Yes, there is a good relationship between the two offices. They inform us on every project that will take place. Even when there are job opportunities they encourage us to apply. We have youth leaders in the community that have direct access to the LED Office”.

Respondent AA5: A Youth remarked thus:

“Yes, there is a relationship because sometimes councillors call us for training or skills development programs but if you qualify they give you the application form to fill-in and they tell you it will be the LED office that decides who they accept and don’t accept”.

Respondent EE5: E Youth remarked thus:

“Our municipality is very helpful and supportive when it comes to young people. The municipality does help with school/university fees to those who cannot afford to pay for themselves and this is done by LED office together with the youth office. They even pay for those scholars who doesn’t have parents to pay for them and they liaise with the schools. They are very supportive”.

Respondent D1: D Manager remarked that:

“There is lack of co-operation between youth office and LED unit which hinders the progress of our programs. The reporting structure is not well defined. We report to different departments which is an obstacle for our programs to be aligned”.

Respondent EE2: E Youth remarked thus:

“No relationship at all between LED office and youth structures, they always promise us projects, but they never come. I don’t even know their role. They told us they have a database of unemployed youth and they will pick our names from there, but they never did. It’s been waiting for two years now”.

Respondent CC5: C Youth remarked thus:

“There is no relationship between the two offices and I don’t even know the difference and their role besides offering us learnerships. If there are problems with the learnership they gave us they can’t assist us. They tell us the project is not funded by them, they are not responsible for paying our stipend”.

Respondent BB4: B Youth remarked thus:

“There is a lack of communication from this LED Office for skills development. On job opportunities for the youth, we miss out on opportunities because we are not told on time or in advance. You see people doing learnerships that you never heard of it and you wonder how they were informed and when, as well as by who”.

Question 4: What programs have you implemented that address youth unemployment in the past five financial years? (This question was relevant to Youth Managers only).

Respondent C1: C Manager remarked thus:

“We offered Skills development programs including learnerships and short courses in all sectors in partnership with SETAs, NHBRC, EDTEA, RURAL DEV, youth based infrastructure e.g. ICT hubs, markets etc., trainings and workshops in different sectors, absorbing youth to different projects, either in Co-ops, trusts and all forms of proprietorships, implementing of youth labour intensive programs like EPWP, CWP etc., participation of youth in programs like MIG, Corridor funded projects, town beautification, implementing investment strategy where investors prioritise youth during construction and operations e.g. Shopping centres, schools, hospitals etc., and building of municipal infrastructure to absorb youth e.g. town rehabilitation programs”

Respondent A1: A Manager remarked thus:

“We offered Skills Training programs in partnership with uMgungundlovu TVET College as funded by SETA. We recruited 50 unemployed youth between 2016/17 financial year to undergo SETA funded learnerships. Other programs include EPWP- School Maintenance Program and Sport Stars Program. We also implemented KZN Public Works programs that focuses on School Maintenance Program and Skills development in wood and carpentry training for youth so that they can also create jobs for others. The project was a huge success, learners enjoyed every part of it and they promised to start their own businesses”.

Respondent B1: B Manager remarked thus:

“We have conducted workshops in Digital Skills Programs, and training for Clientele Life. This will assist youth who wants to work in Call Centres. We also organise Career Guidance in high schools from grade 10 to grade 12. This will have a long-term impact. As a growing municipality I, we, believe that if we start empowering young people at an early stage about career choices that are in demand, we will not have this issue of high unemployment rate because people will choose what they like, then ahhhhh..... it will be easy to explore other opportunities besides looking for formal employment. We’ve also conducted Youth Development Workshops where we train them about social issues like peer pressure, drug abuse and other topics like Job Interview Skills”.

Respondent D1: D Manager remarked thus:

“As D Municipality we also have a Youth Centre where youth have access to free internet and printing facility where they can apply for jobs and other opportunities online. We also allow high school kids to come and access internet for their NSFAS and other bursary schemes that they have. We assist them if they want to scan and email their applications. We also hosted Youth Summit in 2017 to deal with youth strategy and presentations from Department of Economic Development and Tourism and NYDA. We also offered Business Management trainings that were funded by NYDA.... Lastly we provided internship for youth in our municipality and we facilitate the absorption of these interns into permanent positions once they complete the program”.

Respondent E1: E Manager remarked thus:

“We have implemented a number of learnership programs for the unemployed youth, workshops with Department of Labour, CWP, EPWP, School Maintenance Programs and they were successfully completed”.

Question 5: What programs have you participated in that addressed youth unemployment?

Respondent A1: A Manager remarked thus:

“We have implemented KZN Public Works programs that focus on School Maintenance Program and Skills development in wood and carpentry training for youth so that they can also create jobs for others. The project was a huge success, learners enjoyed every part of it, and they promised to start their own businesses”.

Respondent B1: B Manager remarked thus:

“We have developed Entrepreneurship Development Program that focuses on youth entrepreneurship and conducted sessions with youth on how to start and manage their businesses. We are also working in partnership with the Department of Arts and Culture in promoting Drama since most of the youth shows less interest in it yet it has huge potential for job opportunities in film and entertainment industry”.

Respondent D1: D Manager remarked thus:

“I have attended youth empowerment summits and we have provided Learnerships and Skills Program to our unemployed youth in all wards, as well as Internship programs for graduates. We also conduct Business Management Training for those who wants to get into business. We provide registration fees and bursaries for tertiary students within our municipality”.

Respondent AA1: A Youth remarked thus:

“I attended youth empowerment summit in 2015 of which was about opportunities that are available to B Municipality, such as job opportunities, scholarships and learnerships. Municipality officials and officials from DEDT and private companies were also participating. It was a fruitful program, but nothing has come after that summit.

He added thus:

“I also attended a learnership in Field Ranger which was facilitated by Tourism World Academy”

Respondent EE2: E Youth remarked thus:

“I attended EPWP for three months and CWP for six months employment contract and I also participated in plumbing and Computer Skills training”.

Respondent AA5: A Youth remarked thus:

“Attended Field Ranger Learnership where we were going to be doing something like tour guide in places like Lions Park and Kruger National Park”.

Respondent CC5: C Youth remarked thus:

“I am currently involved in a Disaster Risk Management Learnership which is equivalent to NQF Level 3, even though I am not sure where will I be employed but I’ve gained new skills on this profession”.

Respondent CC4: C Youth remarked thus:

“I haven’t been involved in any program for the past 3 years”.

Question 6: What type of training is available within the municipality for unemployed youth?

Respondent A1: A Manager remarked thus:

“We have implemented Construction and Carpentry Learnerships, as well as Skills Programs in different categories in partnership with SETA and uMgungundlovu TVET College”.

Respondent B1: B Manager remarked thus:

“We offer Business trainings (How to start your own business) and Financial Management training in collaboration with SEDA and NYDA”.

Respondent C1: C Manager remarked thus:

“Our Municipality works together with NYDA to offer trainings, but it takes a very long time for the applications to be approved, we sometimes lose the main targeted youth that were selected initially because of the delays in processing/approving our applications. This year (2018) we are implementing Disaster Management Learnership funded by LGSETA for ten young people and we also offer ICT Training. We also offer hospitality or tourism ambassadors program, New venture creation, which is your business start-up program, civil engineering, project management, electrification, road patching, plumbing, carpentry, wholesale and retail, computer literacy, agricultural learnerships, landscaping short courses, environmental and nature conservation learnership, Tilling, Painting, Clothing and textile training, Blocks manufacturing training, leadership development and Business development etc”.

Respondent E1: E Manager remarked thus:

“Learnership in Business Administration, Hygiene and Cleaning, funded by Services SETA, Rural Development Crops, Community Water and Sanitation Workshops”.

Respondent D1: D Manager remarked thus:

“We organised Youth Summit to deal with youth strategy and different presentations pertaining to youth from Department of Economic Development and NYDA. We also conduct Business Management trainings in partnership with NYDA. We also provide internship for youth in our municipality and absorption of interns into permanent positions”.

Respondent AA1: A Youth remarked thus:

“I am part of the Field Ranger project and we are trained by Tourism World Academy and last year I did Plumbing training for ten days”.

Respondent BB1: B Youth remarked thus:

“Municipality works together with National Youth Development Agency to offer trainings, but it takes a very long time for the application to be approved”.

Respondent CC1: C Youth remarked thus:

“I am currently doing a Disaster Management Learnership with the municipality and it is about to be completed. From here, I don’t know where I can be employed. The municipality also offer internships programs to people with formal tertiary qualifications”.

Respondent CC2: C Youth remarked thus:

“Currently I’m involved in a Disaster Management Learnership which is funded by the SETA and the municipality”.

Respondent CC4: C Youth remarked thus:

“Disaster Risk Management Learnership”.

Respondent EE4: E Youth remarked thus:

“Learnership - Disaster Risk Management”.

Respondent CC5: C remarked thus:

“Disaster Risk Management Learnership”.

Respondent EE1: E Youth remarked thus:

“Mina..... I have participated in a learnership for unemployed youth and internship for people with university degrees or certificates”.

Respondent BB2: B Youth remarked thus:

“I have come across business workshops that were for a number of times set by the municipality and conducted by SEDA”.

Respondent EE2: E Youth remarked thus:

“I’ve studied SETA Learnership and computer short courses”.

Respondent AA4: A Youth remarked thus:

“I’ve done Water and Sanitation Skills programs, Field Ranger learnership and Plumbing Skill Programs but I’m still unemployed”.

Respondent DD4: D Youth remarked thus:

“I’ve participated in EPWP and NYDA programs”.

Respondent AA5: A Youth remarked thus:

I’ve done Field ranger qualification and we were told that after completing this we will be doing something like tour guide in places like Lion Park and Kruger National Park”.

Respondent BB5: B Youth remarked thus:

“I’ve attended Nompilo Training (Health caregiver Training) but I don’t know where to go with this certificate”.

Respondent DD5: D Youth remarked thus:

“I’ve done business start-up training with the NYDA, and learnership programs”.

Respondent BB4: B Youth remarked thus:

“None, besides free internet that they are providing at the municipal library, because the one we attended become corrupt and it was cancelled”.

Question 7: Can you elaborate on how much budget has been spent on youth employment initiatives within the municipality, in the last five years?

Respondent A1: A Manager remarked thus:

“Youth Summit which is hosted annually for the past five years was R250 000, registration fees to students who wanted to study at universities comes to approximately R 40 000 and lastly my Job, my future work experience program costed about R 300 000 p.a., out of this initiative only 8 youth is currently employed as a result of this initiative. This total up to R 600 000”

Respondent B1: B Manager remarked thus:

“We don’t have a fixed budget for this initiative since we rely on external funders most of the time”

Respondent C1: C Manager remarked thus:

“R 500 000 excluding funding from NYDA and other donors”.

Respondent D1: D Manager simply stated:

“R 4 500 0000”.

Respondent E1 E Manager remarked thus:

“As the municipality, we never spent any budget, we only get into partnership with various stakeholders, i.e. department of labour and services SETA. As uMgungundlovu District Municipality we don’t have an internal budget for our programs”.

Question 8: What are the other opportunities that young people can explore besides finding employment?

Respondent AA3: A Youth remarked thus:

“Encourage youth to start businesses and Co-operatives”.

Respondent E1: E Manager remarked thus:

“Youth can be active by starting their own businesses like Co-ops and other business ventures, the municipality must assist us to start and run successful businesses since they cannot provide jobs for everyone. “Youth can also establish Cooperatives, SMMEs and participating in sports, motivate and encourage youth to build or form their own businesses”.

Respondent C1: C Manager remarked thus:

“They can start co-ops or have their individual companies/businesses”.

Respondent AA4: A Youth remarked thus:

“They must start businesses on their own and ask for intervention/help when needed”.

Respondent CC4: C Youth remarked thus:

“Implementation of co-ops, like agricultural co-ops and construction and they must be given special attention they would need from the relevant units responsible for helping out youth. The municipality must give young people planting materials and seed food to sell to make their own money”.

Respondent BB3: B Youth remarked thus:

“I think the youth should not only depend on finding employment but should create employment for themselves by using their talents”.

Respondent A1: A Manager remarked thus:

“Agricultural businesses, catering businesses, wedding and events planning and decorating at government events”.

Respondent CC3: C Youth remarked thus:

“To start our own businesses as youth and create opportunities for our communities”.

Respondent DD3: D Youth remarked thus:

“Open their own businesses and generate their own income”.

Respondent EE3: E Youth remarked thus:

“Youth need to become entrepreneurs, by starting their own businesses, forming co-operatives and getting formal tertiary education”.

Respondent BB4: B Youth remarked thus:

“By creating their own businesses but firstly need to be patient and do their market research in order to determine the viability, and sustainability of their intended business idea”.

Respondent AA5: A Youth remarked thus:

“They can start their own businesses and get into sport to avoid things like drugs, crime and so on”.

Respondent BB5: B Youth remarked thus:

“They can create jobs for themselves like selling some goods and stuff, they can also open/create organisation to give on another some knowledge or experience”.

Respondent CC5: C Youth remarked thus:

“By starting their own businesses or form co-ops, the municipality must assist youth that haven’t started their own businesses”.

Respondent DD5: D Youth remarked thus:

“Start their own business that can help to eliminate unemployment and reduce crime in our country”.

Respondent EE4: E Youth remarked thus:

“Developing marketing strategies for their businesses and approach private sector for opportunities”.

Respondent CC1: C Youth remarked thus:

“Creating business opportunities, such as brick making and sewing companies”.

Respondent DD1: D Youth remarked thus:

“They need to be involved in cultural activities”.

Respondent AA2: A Youth remarked thus:

“They need to be business minded and be involved in sport activities as well”.

Respondent BB2: B Youth remarked thus:

“They can embark on the road of registering their own companies and thereafter trying their level best to make their businesses work”.

Respondent EE4: E Youth remarked thus:

“They must provide youth with skills to start their own businesses. The municipality must also assist youth with funds to start businesses and shelters to do their business”.

Respondent B1: B Manager stated that:

“They can venture into businesses and as the municipality we do provide business trainings for emerging business owners through NYDA and SEDA”. Young people must seek information to develop themselves and businesses.

Respondent D1: D Manager remarked thus:

“Business opportunities, e.g. starting own businesses, bettering their skills through trainings and support youth in sports”.

Respondent DD2: D Youth remarked thus:

“Youth must go to training centres to develop their skills in the work environment. They must get access to internet because there are lot of a job opportunities that are advertised online”.

Respondent EE2: E Youth remarked thus:

“They need to attend business start-ups programs, like carwash owned by young people of the area, not outsiders”.

Respondent BB1: B Youth remarked thus:

“Bettering their skills through trainings”.

Respondent DD4: D Youth remarked thus:

“EPWP projects and Learnerships”.

Question 9: What type of partnership exists between the local business people and your office in ensuring that youth employment initiatives are implemented?

Respondent C1: C Manager remarked thus:

“LED and business forum are key stakeholders where it is represented and available to all platforms to ensure protection of local businesses and youth interest in all initiatives that are planned and implemented in the municipality or by external stakeholders”.

Respondent B1: B Manager remarked thus:

“Yes, we have partnership with NYDA, the SETAs and Department of Public Works on EPWP projects”.

Respondent D1: D Manager remarked thus:

“Well we do have a relationship with Ferguson Construction where we place our learners for workplace training after completing a learnership or a skills program and we also do the same with Private owned Farmers. The TVET Colleges provide us with funding through NSF and Department of Higher Education and Private Training Colleges also support us in terms of training our youth. When they get funding from the SETAs, they recruit our young people and we provide them with training venues”.

Respondent E1: E Manager remarked thus:

“As the municipality we coordinate business forums, develop LED strategy and coordinate youth council”.

Respondent EE1: E Youth remarked thus:

“No successful local businesses in our municipality since the municipality does not support small businesses. People who are serious about their businesses they leave this area for better opportunities since this is a small town”.

Respondent BB2: B Youth remarked thus:

“The partnership is one that is very far apart as I know a lot of businesspeople but seldom see people seeking help at the local business office”.

Respondent DD2: D Youth remarked thus:

“They have a very small relationship with the government because there are few people who benefit, most they don't”.

Respondent AA3: A Youth remarked thus:

“Municipality is working together with all wards but because of the population size some people don’t get that opportunity”.

Respondent EE3: E Youth remarked thus:

“No partnership with local businesses that I am aware of”.

Question 10: As far as the success and failures of youth employment initiatives are concerned, what lessons can be learnt from them?

Respondent C1: C Manager remarked thus:

“Youth need to be creative, youth need to create their own initiatives than to expect someone to plan for them, youth need to focus on school and related trainings for self-reliance youth need to start using data to search for information than useless social media downloads. Youth need to follow news and all media networks and channels for self-empowerment, youth need to seize opportunities and be part of different trainings and workshops, youth to volunteer to get exposure in every field”.

Respondent D1: D Manager remarked thus:

“Youth must choose Maths and Science Maths, and Science must be compulsory at school since there are better career opportunities in terms of jobs and bursaries. Lastly, youth must have passion for business to have their own enterprises”.

Respondent E1: E Manager remarked thus:

“As KZN municipalities, we need to prioritize scarce skills initiatives program. Young people must know that municipalities are not the only source of employment. Lastly, as youth managers, we need to attract more investors and assist in the establishment of sustainable businesses”.

Respondent AA1: A Youth remarked thus:

“I have learnt that, youth becomes involved in drugs, alcohol, etc. This leads to the high risk of crime and increase risk of illness”.

Respondent BB1: B Youth remarked thus:

“Most of youth end up doing drugs or stealing through being de-motivated. We have our failing programs but despite their failures we have decided to carry on with them on our current budget. Government spent lot of money in learnerships, but he doesn’t make sure that these people get jobs after completing the learnerships”.

Respondent EE1: E Youth remarked thus:

“People who were trained must be assisted to find jobs or start their businesses not to be trained and be left like that”.

Respondent AA3: A Youth remarked thus:

“Unemployment create more poverty, crime and drugs abuse”.

Respondent CC2: C Youth remarked thus:

“If we are in a learnership, we must do workplace that is relevant to what we learned in class not just any other job for the sake of completing a learnership. I believe workplace training is the most important one”.

Respondent DD2: D Youth remarked thus:

“The government must open training centres for different skills, so that the youth can learn the professional work”.

Respondent EE2: E Youth remarked thus:

“Youth must be groomed as early as possible, secondly learnership programs don’t work for most people, learners are interested in getting a stipend only, they don’t use what they learnt to grow themselves. Corruption is very high in government departments and municipalities”.

Respondent CC3: C Youth remarked thus:

“Once they give out learnership people must be employed because they have skills and experience”.

Respondent DD3: D Youth remarked thus:

“Open a free computer training within the municipality and no more 3 months employment contracts, 2-6 years employment at least”.

Respondent EE3: E Youth remarked thus:

“To research and implement training programs that are relevant to market demands not to chase out numbers”.

Respondent CC4: C Youth remarked thus:

“The way the municipality implement programs, they provide assistance but does not monitor progress whether what has been implemented is done successfully”.

Respondent EE4: E Youth remarked thus:

“Most of the youth that are getting certificates from a learnership they cannot use it to find employment with these certificates even if you do have skills”.

Respondent AA5: A Youth remarked thus:

“There is a high rate of crime and drugs in our areas because of lack of jobs. The lesson that one learnt over the years is that we must work hard from as early as possible”.

Respondent CC5: C Youth remarked thus:

“We must take education very serious because it is the key to success. What was learnt in class must correspond with what you do in the workplace/in-service training, not to do something different from the theory”.

Respondent EE5: E Youth remarked thus:

“There is no partnership other than political connection. We only get calls if there is a political activity that will be taking place”.

Respondent DD5: D Youth remarked thus:

“We learn that without working as a team between the youth and the municipality unemployment amongst youth will always increase that why it is important for both parties to work together”.

Question 11: What recommendations can you advance in relation to strategies that can assist youth to gain employment opportunities?

Respondent A1: A Manager remarked thus:

“We need to establish tertiary institutions, like FET Colleges in A and build strong infrastructure to attract in the area industries to come and invest and through this investment employment opportunities can be created for our youth. Youth need to have formal qualifications to compete successfully. Without proper education we will always have high rate of unemployment. Unemployment involves several issues that needs to be addressed. We cannot blame government only for this crisis. If we can have proper roads and industries in our areas, proper education system and strong family backgrounds there can be a huge difference in this crises”.

Respondent B1: B Manager remarked thus:

“Career guidance is very important, and it must be implemented at the early stage, at least in grade ten. Learners must have better understanding of qualifications available in the institutions and jobs available in the market. This can make it easy to look at various opportunities other than looking for employment”.

Respondent C1: C Manager remarked thus:

“Skills development strategies, town rehabilitation strategies, investment strategies, human resources strategies, labour intensive strategies, agricultural strategies, industrial strategies, manufacturing strategies, youth development strategies, local youth development policies and supply management policies biased to youth economic emancipation including the following key issues; all economic indicators of any municipality need to be unleashed to absorb youth. Economic indicators or comparative advantages be funded to reach their full potential e.g. transport, manufacturing, and agriculture. Creation of value chain and production cycle in all competitive advantages e.g. primary agriculture to harvesting, sorting, processing, packaging, logistics/ transportation, marketing etc. South Africa to export surplus but focus on ‘local production for local consumption’ where youth can be absorbed in processing e.g. herbs processing plants. Government to focus on youth skills development and funding initiatives and inventions”.

Respondent D1: D Manager remarked thus:

“Youth aren’t doing Maths and Science in their Matric which limits opportunities for them. Science and IT courses/subjects are currently in demand, both in private and public sector. Therefore, youth should choose courses aligned to those fields of specialisation. Our youth should get career guidance from as early as Grade 10. Education system in rural areas is not up to standard which limits tertiary education. Our children are not exposed to facilities like the schools in urban areas. We need to strengthen our education system before we address the issue of unemployment”.

Respondent E1: E Manager remarked thus:

“Prioritize scarce and critical skills initiatives programs. Municipality is not the only source of employment. They should attract more investors and assist in the establishment of sustainable youth businesses”.

Respondent AA1: A Youth remarked thus:

“I have learnt that youth becomes involved in drugs, alcohol, etc. This leads to the high risk of crime and the increase risk of illness”.

Respondent AA3: A Youth remarked thus:

“Local municipality and private companies must work together in order to resolve crises of youth unemployment”.

Respondent AA2: A Youth remarked thus:

“Trainings must be done in Plumbing, Welding and Civil Engineering to increase chances of getting employment since these areas are regarded as scarce skills and they are in demand, including Artisans training as the way to go since South Africa is short of artisans. So, government must invest in artisan training”.

Respondent BB1: B Youth remarked thus:

“Lot of youth end up doing drugs or stealing through being de-motivated. “If Government train people, he must make sure that those people get hired after completing training programs. Youth must apply for NSFAS so that they can get funding to go to university and study degree qualifications that would empower them with much needed skills that would offer them employment in the job market, immediately when they complete at tertiary. Youth can also start their businesses and stop relying on government or private sector for jobs”.

Respondent EE1: E Youth remarked thus:

“Government must come up with a proper strategy of fighting unemployment. People who were trained must be assisted to find jobs or start their businesses not to be left immediately after training is completed”.

Respondent CC3: C Youth remarked thus:

“The municipality must upgrade those that already have skills, they must be employed”.

Respondent BB2: B Youth remarked thus:

“Youth must always update their CV’s, make sure that they are always getting information on where the opportunities are, and they should try to improve themselves constantly”.

Respondent CC2: C Youth remarked thus:

“If we are in a learnership, we must do workplace training that is relevant to what we learnt in school/tertiary. The government must bring all the potential youth who need working experience into the working/training programs. There are also people who are very good in sports, municipality must bring sports tournament. The people who are getting tenders, for the community development must employ the local youth in that area”.

Respondent AA4: A Youth remarked thus:

“I believe this can only be achieved by informing youth on time about their projects. They must be specific about certain programs and not hide information”.

Respondent DD2: D Youth remarked thus:

“Government must bring all the potential youth who need working experience, the working program. There’re also people who are very good in sports, municipality must bring sports tournaments. People who are getting tenders, for the community development must employ the local youth in that area especially young people”.

Respondent EE2: E Youth remarked thus:

“Young people must be groomed from the early stages. Municipalities must provide bursaries for young people who did well in their matric. People outside of our municipality must not be considered for posts in our municipality. Municipality must help youth in engineering careers because that is where they are lacking. Most people in engineering are from big cities, i.e. Durban and Pietermaritzburg, they say we don’t have locally qualified people to work in the municipality”.

Respondent EE3: E Youth remarked thus:

“To assist graduates with finding internships and get jobs after the internship. Offer assistance/support to individuals that want to start their own businesses”.

Respondent BB4: B Youth remarked thus:

“Increasing the chance of getting job by skills development and self-development”.

Respondent EE4: E Youth remarked thus:

“Government must create job opportunities and people who are in the age of pension must take pension and stop working so that youth can find jobs”.

Respondent AA5: A Youth remarked thus:

“I think there should be more of learnership programs and Skills programs so that we can have jobs”.

Respondent CC4: C Youth remarked thus:

“Clear information, workshops involving youth programs ensuring all goals set regarding youth are met at year end to ensure goals have been met in assisting of youth i.e. learnership, skills improvement, job opportunities and placement in jobs. Assistance in entrepreneurship and understanding inner- working of business sector. Clear information, workshops involving youth programs ensuring all goals set regarding youth are met at year end to ensure goals have been met in assisting of youth”.

Respondent CC5: C Youth remarked thus:

“I suggest that the municipality must stop offering other learnerships while the other learnerships are still on. They end up not forcing on the current project. They must have proper exist strategies for the trained learners. Municipalities and government department must stop focusing in numbers but in producing quality graduates. They always report number of trained people in their areas but nothing in employed people”.

Respondent BB5: B Youth remarked thus:

“Is to study so that they can have qualifications to be employed because most of them don't have qualification for the available jobs”.

Respondent DD5: D Youth remarked thus:

“The municipality together with NYDA can assist the youth to start their own businesses and that can eliminate unemployment amongst the youth within that particular municipality”.

Respondent EE5: E Youth remarked thus:

“Municipalities must provide bursaries for young people who did well in their matric. People outside of our municipality must not be considered for posts in our municipality. Municipality must help youth in engineering careers because that is where they are lacking. Most people with engineering skills are non-existent in our local municipalities/communities, as a results municipality are forced to look elsewhere outside the local communities for skilled and qualified engineers”.

Appendix 4. Clearance Certificate



24 July 2020

Ms Zamaswazi Faith Sindisiwe Dlamini (215075619)
School of Management, IT & Governance
Westville Campus

Dear Ms Dlamini,

Protocol reference number: HSS/0272/018M

New Project title: An Exploration of the youth unemployment challenge within the uMgungundlovu district municipality

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 24 July 2020 has now been approved as follows:

- Change in title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

Best wishes for the successful completion of your research protocol.

Yours faithfully

.....
Professor Dipane Hlalele (Chair)

/dd

cc Supervisor: Dr Elias Cebekhulu
cc Academic Leader Research: Professor Isabel Martins
cc School Administrator: Ms Hazvinei Muteswa

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Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

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