



UNIVERSITY OF KWAZULU-NATAL

**IS SKILLS DEVELOPMENT A PANACEA TO YOUTH
UNEMPLOYMENT IN THE POST-APARTHEID SOUTH AFRICA? A
CASE STUDY OF ETHEKWINI MUNICIPALITY.**

NHLANHLA SIMILE DLAMINI

2014

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CASE STUDY OF ETHEKWINI MUNICIPALITY**

BY

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October 2014

DECLARATION

As required by the university regulations, I hereby declare that this research is my own unaided work. This research is being submitted for the degree of Masters in Social Sciences in Sociology at the School of Social Sciences, Howard College of humanities, University of KwaZulu-Natal, South Africa. None of the present work has been submitted previously for any degree or examination in any other university.

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October 2014

As Candidate supervisor I hereby approve this dissertation for submission

DR. ELIAS CEBEKHULU

October 2014

CERTIFICATION

We the undersigned declare that we have abided by the policy on language editing adopted by the College of Humanities, University of KwaZulu-Natal. We also declare that earlier forms of the dissertation have been retained should they be required.

October 2014

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ABSTRACT

This study investigates whether Skills Development is a panacea to youth unemployment in the post-apartheid South Africa? It utilizes the case study of eThekweni Municipality in ascertaining the levels of skills, experience and competencies of the unemployed young people. It is in this context that the study seeks to understand the barriers that are impeding young people in finding employment in the eThekweni Municipality. As a point of point of departure, the study investigates the relationship between the lack of skills among youth and unemployment levels. This assisted in establishing whether the skills in youth possession match the demand of the jobs available. Furthermore, the dissertation ascertains as to whether unemployed young people have undergone any training and skills development initiatives in equipping themselves. In a case where they have undergone training, the effectiveness of strategies implemented by the eThekweni Municipality in assisting unemployed young people towards finding jobs were evaluated. The findings of the study reveal that there is a need for revised skills development initiatives and continuous support on the side of the Municipality in helping young people to enter the labour market.

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DEDICATION

This dissertation is dedicated to my wife and kids, who stayed positive and supportive while I was away and not able to spend time with them as I wished. You guys are the best thing that ever happened to me, love you always.

GLOSSARY OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ANC	African National Congress
CBI	Confederation of British Industry
CYFI	Carrington Youth Fellowship Initiative
EC	European Commission
EMIDP	EThekweni Municipality Integrated Development Plan
EPWP	Expanded Public Works Programme
ETQABs	Education and Training Quality Assurance Bodies
GET	Global Employment Trends
HIV	Humane Immune Virus
IDP	Integrated Development Plan
ILO	International Labour Organisation
KZN	KwaZulu-Natal
NQF	National Qualification Framework
NSDS	National Skills Development Strategy
NSFAS	National Student Financial Aid Scheme
NYC	National Youth Commission
NYDA	National Youth Development Agency
NYDPF	National Youth Development Policy Framework
NYS	National Youth Service
OECD	Organisation for Economic Co-operation and Development
QLFS	Quarterly Labour Force Survey
SAQA	South African Qualification Authority
SAYC	South African Youth Council
SETA	Sector Education and Training Authorities
UYF	Umsobomvu Youth Fund

YDN

Youth Development Network

Figure 2. Chatsworth Research Site.



Source: EThekweni Municipality (GIS, ND) citymaps.durban.gov.za

Figure 3. Wentworth Research Site.



Source: EThekwini Municipality (GIS, ND) citymaps.durban.gov.za

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CHAPTER ONE

1.1 Introduction

There is a significant positive correlation between the lack of skills development initiatives and the growing unemployment levels amongst young people. The problems associated with the lack of skills development initiatives and the resultant effects on youth unemployment are not only confined to South Africa. In fact, across the globe youth unemployment cannot be understood in isolation from education, training and skills development (Robberecht, 2010; Hoffman, 2011; Gumede, 2012; United Nations Regional Information Centre for Western Europe, 2013). It is in this context that the dissertation seeks to advance that, there is a significant positive correlation between the lack of skills¹ development initiatives and the growing unemployment levels amongst young people.

For quite some time, semi-and unskilled youth in South Africa have remained in excess supply because of the inability of the formal labour to absorb them. In light of that youth unemployment has emerged as a major developmental challenge facing the ANC-led government in the post-apartheid South Africa (Bhorat 2000:13; Youth Development Network, 2004; Banerjee et al 2007). This is corroborated by Moller (2010) who also recognised that unemployment in South Africa is mostly experienced by youth and approximately two thirds of all unemployed below the age of 35 do not have education and training (Blanchflower and Freeman, 1999; O'Higgins, 2001; Moleke, 2006; Mlatsheni, 2007; Bell and Blanchflower, 2009).

¹ Moore (2012:1) defines skills development as the intended output of education and training efforts that is expected to enable growth. Kraak (2008:12) definition of skills development encompasses all the efforts made by government, organisations and society to improve productivity and consequently competitiveness of businesses. His view is that skills development is also intended to improve the quality of life of workers, their prospects of work and their mobility.

There is growing consensus that skills development is a panacea to youth² unemployment but that also rests on the quality and quantity of jobs available in South Africa. As shown by the human capital model, investing in skills development can have positive spin off on the decline of unemployment amongst youth. The development of skills is viewed as an important factor in the production process which in turn promotes economic growth and job creation (Schultz, 1971; Sakamoto and Powers, 1995; Psacharopoulos and Woodhall, 1997 and Olaniyan and Okemakinde, 2008:479; United Nations, 2012). In the ever changing globalisation knowledge world, skills now stand alone as the only source of comparative advantage (Peters, 2001:1; Nkomo, 2002; European Commission (EC, 2012). From 1994, the ANC-led government embarked on rapid skills development initiatives aimed at skilling and re-skilling young people of South Africa in order to gain entrance into the labour market. This was informed by the reality that human resources constitute the ultimate basis of the wealth of nations. Thus Banerjee et al (2007) and Burns, Edwards, and Pauw (2010) from a policy perspective argue that youth unemployment in South Africa is unlikely to correct itself without some form of policy interventions.

Almost a third 31.2% (1.5 million) of unemployed youth in South Africa fall into the internationally defined category of youth - persons between the ages of 15 and 24. Part of the youth unemployment problem can be traced back to the ANC-led government inheritance of a racial divided society which was premised on economic deprivation (Barbera and Ochse, 2009 in Rodrik, 2008). With less experience and fewer skills than many adults, young people often encounter particular difficulty accessing work. Globally, youth unemployment rate has long exceeded that of other age groups, and saw its largest annual increase on record in 2009; at its peak, 75.8 million young people were unemployed. Even when they find jobs, during economic downturns young people are often the “last in” and the “first out” — last to be hired, first to be

² The concept of youth is defined differently in different contexts. The United Nations (UN, 2005) defines youth as people in the 15 to 24 year age group; the classification varies from one country to another depending on cultural, institutional and political factors. In the South African context, a youth is classified as a person from the age of 14 up to 35 years, and this is in keeping with the classification proposed by the National Youth Commission Act of 1996.

dismissed (International Labour Organisation (ILO), 2012). In 2010, the global youth unemployment rate was 12.6 per cent, dramatically overshadowing the global adult unemployment rate of 4.8 per cent. Empirical evidence suggests that young workers continue to confront job instability, few opportunities for skills development and advancement, and joblessness. Young people are more likely to be in vulnerable jobs, which can further adversely affect their future livelihood and income prospects. In fact, young people make up a disproportionate number of the world's working poor (the United Nations, 2005 & 2011; Global Employment Trends (GET) for Youth 2013). Thus, Gumede (2012) concluded that the challenge of skills and youth unemployment effectively translates to the exclusion of the youth in the mainstream of the South African society and the economy is a significant post-apartheid disappointment.

The eThekweni Municipality's Integrated Development Plan (EMIDP) of 2011 indicated that in 2009, Statistics South Africa's Quarterly Labour Force Survey (QLFS) discovered that first-quarter employment losses in South Africa amounted to 208,000 jobs. According to analysts, the majority of these losses were felt in the retail sector and geographically, KwaZulu-Natal was the most affected of all nine provinces. The latest findings of QLFS for the second quarter of 2013 were released by the statistics South Africa indicating that the month of April to June 2014, the official unemployment rate rose to 25.6%, while the broader rate of unemployment rose to 36.8%. South African population is young with hundreds of thousands of new job-seekers every year; these findings are worth investigation for the benefit of our young people (Stat S.A., 2013).

In light of the above background, it is hypothesized that:

There is a significant positive correlation between the lack of skills development initiatives and the growing unemployment levels amongst young people.

1.2 Background

The rationale for undertaking this project is informed by the reality that there appears to be discrepancy between the intentions of policies and outcomes as far as skills development is concerned and youth employment. In spite of all related policy frameworks and interventions enacted since 1994, youth unemployment has evaded our policy makers. Unemployment and

lack of skills are the social issues that youth are susceptible to in contemporary South Africa (Burns 2008). Strong employment growth persisted throughout the 2000 – 2005 period in South Africa, more or less matching the economy's growth rate (Oosthuizen 2005). This growth is indicative of the importance of output growth in stimulating youth employment demand, especially in more recent years. However, it is a fact that more than half of the youth employment growth was in low-paid informal or self-employment jobs (Casale, Muller, and Posel 2004; Burns, Edwards, and Pauw, 2010).

It is an undisputable fact that the concept of youth unemployment has been well researched, but the majority of studies have failed to link it to skills development (Osterman, 1979; Pederson and Westgard-Neilsen, 1993; Atkinson and Meager, 1993; Cartmel and Furlong, 2000; Organisation for Economic Co-operation and Development (OECD), 2013). Further research by Youth Development Network (YDN) of 2004 shows that youth account for close to 60% of the working population in South Africa but 31, 2%: 1, 5 million young people languish outside the job market. Other studies by econometrics reveal that youth unemployment might be a result of real wages and call for a trade-off between real wages and employment (Fallon and Lucas 1998; Fields, Leibbrandt, and Wakeford 2000; Fedderke and Mariotti 2002). Part of the problem of youth unemployment as noted by (Bhorat and Lundall 2002; Kraak 2009) can be attributed to the lack of skills and skills mismatch.

In light of the above, the lack of skills, especially amongst the youth, subject many young to accepting working conditions associated with below average wages and demeaning terms and conditions of employment. This turn defeats the noble goal of “decent work” that every nation is parading. Two-third of the young population is underutilized in some developing economies, meaning they are unemployed, in irregular employment, most likely in the informal sector, or neither in the labour force nor in education or training (World Bank, 1995; OECD, 1998; International Labour Organisation, 2013). A plethora of questions relating to whether skills development offer young people a guarantee of being able to slip easily into a first job that matches their skills; how far is skills development able to equip them with what they need to carve their place in society and on the labour market; remain unanswered.

As for Gumede (2012), regardless of the angle any study adapts to examine young people's skills development, the current situation point to a historical inability by the South African government and partners to sustainably resolve the youth unemployment challenge. According to Waldie (2004), young people without skills are seen as a marginal and dependent category, or they are considered a danger to themselves and a problem for society (Britton et al 2011). Both these approaches undermine the capacity to see young people as the integral part of South Africa's developmental agenda. Moller (1991) argued that unskilled unemployed youth are at the centre stage, nevertheless South African research and development experts tend to ignore the social implications of youth. In the post-apartheid South Africa, youth unemployment have come to symbolize the restlessness which precedes a major change, and this is evident with the daily disturbing messages of unruly unemployed youth projected by the media. The growing large army of unskilled and unemployed youth in South Africa sends a signal that the formal economy is failing to absorb them. In addition many other benefits flow from higher levels of employment, as many of the skills needed to improve young worker's employability³; punctuality, discipline, the ability to work with others, and so on, are most easily acquired on the job (OECD, 2013).

Furthermore, according to Edwards (2006) the source of youth unemployment is that South Africa's workforce has failed to impart the necessary skills to youth. In the absence of skills development initiatives, more than 90 per cent of the global youth population in developing countries lives, stable, quality employment is especially lacking (Keep, 2012). Developing regions face major challenges regarding the quality of available work for young people. In developing economies where labour market institutions, including social protection, are weak, large numbers of young people continue to face a future of irregular employment and informality (OECD, 1998; Altman, 2010). Edwards (2006) has shown that youth employment growth

³ **Employability** is defined in this dissertation as 'the combination of factors which enable individuals to progress towards getting into employment, staying in employment and progressing during their career'. It encompasses all initial education and knowledge, skills, experience and intercultural competences required to succeed in the labour market (Sisson and Jones, 2012:12).

between 1994 and 2002 was probably about 4 percent lower per annum than it would have been at a constant labour-output ratio and at observed output levels.

A vast number of scholarly work reflect that South Africa's education system needs to be fixed if youth employment and skills development are to be achieved. According to Mlatsheni (2005) four out of five school leavers are considered functionally illiterate (i.e. they lack the language skills required to be successful at tertiary institutions) and 60 percent have inadequate mathematics and science skills as they exit high school. This perceived poor quality of South African schooling, particularly in the former African school system serves as a major disincentive on the demand-side for employing large numbers of first-time entrants to the labour market (Kraak 2005:31). Education is, of course, not the only means through which skills are obtained. Early labour market experience in the form of part-time employment eases the transition from school to work, assist youth with choosing career paths, and instils work ethics considered desirable by employers (Burns, 2008).

Current labour market policies in South Africa concentrate on skills development and direct public employment initiatives supported through the Expanded Public Works Programme (EPWP). There is little engagement of the private sector. However, the vast majority of young job seekers are employed in the private sector; this is particularly the case for low and semi-skilled workers (National Treasury, 2011; Altman 2010; Schöer and Leibbrandt, 2007). In the South African labour market there has been an increase in the demand of the highly skilled workers combined with the gradual reduction of the work force at the bottom end of the labour market. The post-apartheid period has been marked by the addition of the relatively poor performance in economic growth (Bhorat, 2000; Gumede, 2012). There can be no doubt that this low level of skills expansion has impacted negatively on the propensity of the economy to create youth employment.

Another source of unemployment, particularly among low-skilled youth, relates to wage and nonwage costs of employment rising more rapidly than labour productivity. South African youth unemployment and skills development challenge is a serious concern and should be addressed by policies that improve the absorption of labour into full-time employment, preferably in the

formal sector (YDN, 2004). It is in this context that skills development is a vital cog in trying to address the youth unemployment problem (Klasen, 1993 in Social Indicators Research, 1997; Kraak, 2009). Employers faced with high labour costs and labour market rigidities may become more selective in their hiring decisions by placing greater weight on prior experience. It is for this reason that young jobseekers are disadvantaged: three-quarters of the unemployed youth surveyed in the LFS (Stats SA 2007) reported that they had never worked before, compared with less than half of unemployed adults. However, there is a racial dimension to this factor. Lam, Leibbrandt, and Mlatsheni (2007) documented large differences in the school-to-work histories across race groups in South Africa's Western Cape Province. By age 20 to 30 percent of Africans had ever done any paid work, compared with close to 90 percent of whites. Anderson, Case, and Lam (2001) found similar low work rates among African youth in the rest of South Africa. The implication is to the extent that employers might be willing to hire youth, white youth was at a significant advantage due to a higher incidence of prior job experience.

This study analysed the perception of the unemployed in relation to skills development as a challenge to youth unemployment. The primary focus of the study was on the previously marginalised segment of young people (Africans, Indians and Coloureds), from the eThekweni Municipality. This study is informed by the ever growing number of young people, especially from the previously marginalised communities. Hence, the objectives of the study are:

1.3 Research problems and objectives

- To ascertain the levels of skills, experience and competencies of the unemployed young people;
- To understand the barriers that are impeding young people in finding employment in the eThekweni Municipality;
- To investigate the relationship between lack of skills among youth and unemployment levels;
- To establish whether skills in youth possession matches the demand of the jobs available;
- To ascertain whether unemployed young people have undergone any training and skills development initiatives in equipping themselves; and
- To evaluate the effectiveness of strategies implemented by the eThekweni Municipality in assisting unemployed young people towards finding jobs.

1.4 The key questions asked:

- What is your opinion on the causes of youth unemployment in South Africa?
- What are the barriers impeding young people in finding employment in eThekweni Municipality?
- Does the lack of skills among youth affect them in finding employment?
- What kind of challenges do young people face in obtaining skills necessary for employment?
- What are the types of training and skills development initiatives undergone by the unemployed youth in equipping themselves to find employment?
- What kind of skills do young people require to access the labour market?
- Are information centres at the eThekweni Municipality assisting young people in finding jobs?
- Are training and skills development initiatives implemented by the Municipality effective in combating youth unemployment?

1.5 Research problems and objectives: Broader issues Investigated:

Many young people may have insufficient educational attainment, due either to early exit from the schooling system or to poor quality and coverage of instruction in basic literacy and numeracy. Those who leave school early are hugely disadvantaged, but even those who are better qualified face poor prospects relative to more experienced adults. Despite several studies showing that young people are entering the labour market at an earlier age with higher educational levels than in the past (Branson 2006; Pauw, Oosthuizen, and Van der Westhuizen, 2008), differences in terms of social backgrounds is still a major challenge. In an economy where labour demand is constrained and has shifted towards higher-skilled labour, competition for entry-level jobs is fierce; thus, a matric (the qualification obtained in the final high school year) may no longer be enough to guarantee employment. All of this raises the question of whether the youth have the appropriate skills or sufficient experience relative to the needs of employers. The skills-mismatch hypothesis encompasses issues around the quality and appropriateness of education, as well as the trade-off between general versus job-specific experience or skills (Burns, Edwards, and Pauw, 2010).

1.6 Principal theories upon which the research project was constructed

The theory adapted in part for this study is the human capital theory which seeks to suggest that skills development improves a person's supply of human capital and thus increases that individual's creative possibilities. This theory encompasses all necessary groups which an individual may be part of. This may include ethnicity, religion, political affiliations and relationships. The human capital theory is used to motivate investment in education and concludes that unemployment in society can be reduced by the equal distribution of human capital through putting more effort into educating the poorer and disadvantaged segments in the society (Barker, 2007:208). This further corroborated by Barker (2007) that skills development enhances the chances of workers in gaining employment. Furthermore, people with proficient skills levels have more chances of appointment into permanent tenure and higher positions that come with higher income.

1.7 Research methodology and methods:

A qualitative research method was utilised in this study. Creswell, (2007) and Sekeran & Bougie, (2011) point that qualitative research method is a good approach of exploring and understanding individual, group and socio-economic phenomenon. This process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. This form of inquiry supports a way of looking at research that honours an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation. The purpose of using qualitative research was to explore true inner meanings and insights of unemployed youth with regards to the skills development and unemployment. The program that was used to analyse data is the NVIVO.

1.7.1 Sampling

According to official statistics, South Africa has the highest long-term youth unemployment rate among medium-income nations, with those between the ages of 15 and 24 accounting for 48.2% of those unemployed (Stats SA's 2012). The population of the KwaZulu-Natal (KZN) province is estimated at 10,4million of which 35% is youth. The unemployment rate was at 19.3% as at Quarter 1 of 2010 (Stats SA 2010) obtained from info@nda.org.za. A sample size of 35 young

people was selected from three different locations of the central region of eThekweni Municipality. A non-probability sampling termed purposive sampling/judgmental was utilised to select the participants. The participants were drawn from the unemployed youth in eThekweni Municipality. The primary focus for the study was on three races namely: (coloureds, Indians and black youth) from Chatsworth, uMlazi and Wentworth. The sample size comprised of 35 participants (20 Africans, 10 Indians, and 5 Coloureds). The three race groups were chosen because South Africa is burdened with gross skills shortages due to the legacy of the apartheid system (Kraak, 2003:10; Gumede, 2012).

1.7.2 Data collection and Analysis

Primary data was collected using a self-administered interview schedule (see attached appendix 1). Data analysis was analyzed through thematic presentations. Codes are labels that were used and later were converted into categories. This study also looked at critical incidents. The researcher looked at words, sentences, certain patterns and themes from the respondents of different backgrounds to try and draw conclusion from the data. The data collected from the interviews was transcribed and edited. The data was analysed using the scissor and sort technique. The first step in applying the technique was to go through the transcript and identify those sections of it that were relevant to the research question(s). Based on this initial reading, a classification system for major topics and issues was developed, and material in the transcript related to each topic was identified. Colour-coded brackets or symbols were used to mark different topics. The coded parts of the transcripts were cut apart and sorted in terms of relevance. This cutting and sorting process was readily carried out on a computer with a word-processing program. The various pieces of transcribed text were used as supporting materials and incorporated within an interpretative analysis.

1.8 Structure of dissertation:

Chapter one provides an explanation of the research problem, background and significance of the study. Chapter two is a detail exposition of the literature review and theoretical framework. Chapter three deals with the research design and methodology, Chapter four focus is on data analyses and Chapter five focus on data interpretation on the findings of the study. Lastly, Chapter six is on the conclusion and recommendations of the study.

CHAPTER TWO

Literature Review

"Around the world, there is growing recognition of the need to strengthen policies and investments involving young people ... Youth can determine whether this era moves toward greater peril or more positive change. Let us support the young people of our world so they grow into adults who raise yet more generations of productive and powerful leaders." Ban Ki-Moon, Secretary-General of the United Nations, 8 August 2012

2.1 Introduction

Reflections from the (ILO) statistics reveal that nearly 75 million young people are unemployed in the world today. The figure has since increased by more than 4 million after the financial crisis of 2008-9, and the outlook for the medium term is worsening. The global youth unemployment rate was 12.7% in 2012, and the ILO projects that it is likely to rise to 12.9% by 2017. Evidence by Standing et al (1996) revealed that from 1970s to 1990s, youth unemployed has been rising. This is confirmed by Business Trust statistics of 2004 where it shows that 56% of the unemployed were aged between 15 and 30 where the under-30s constituted only 26% of the employed, and 35% of the labour force. Borat (2007) further pointed out that the youth aged 15-34 constituted about 72% of all the unemployed. Shaw (1979) and Cartmel and Furlong, (2000:2) linked the rising youth unemployment trends to deprivation related to households, opportunities and mobility. As far as South Africa is concerned, experts on youth unemployment such as Borat, Standing and others suggest that the problem of youth unemployment can be addressed through skills development.

2.2 Skills Development as a Challenge to Youth Unemployment

With the rising youth unemployment trends as a result of the South Africa's economy becoming more knowledge orientated, skills development is now a significant cog in youth unemployment discourse (Cebekhulu, 2012:104-117). Thus, it is hypothesised that skills development is a panacea to youth unemployment in the post-apartheid South Africa. Skills development on a massive scale is the indispensable precondition for ensuring that young people around the world have access to economic opportunities. Young people cannot succeed in finding jobs unless there

are proper skills development policies that exist⁴. And increasingly, based on our experience, policymakers around the world are also in agreement with labour market economists that promoting skill development amongst young people is the most important driver for creating employment (ILO, 2012; Manpower Group, 2012; United Nations Regional Information Centre for Western Europe, 2013).

According to Antonio Gramsci (1971), the solution to the challenges of youth unemployment is premised on the need for a common basic education that will impart a general humanistic and formative culture, which will enable us to strike the balance between development of the capacity for working manually (technically and industrially) and development of the capacities required for intellectual work. Hence, all over the world policymakers agree on a fact that programs that based on skills, education, training side of the equation together with proper school-to-work transition are essential for ensuring that young people are prepared for the actual job opportunities that are created by the recent economic growth that requires innovative programs to assist young people.

It is in this context that most governments' educational systems across the globe retain a central role in positive programs to help individuals access and succeed in the workforce (Carnevale, Smith, and Strohl, 2010). However, the contradicting factor between job creation and the skills supply is illustrated by a paradox of the current economy: persistent, high unemployment exists alongside severe skills shortages and unfilled positions in many countries worldwide.

According to Manpower Group (2012) on Talent Shortage Survey it was discovered that, 81% of employers in Japan, 71% in Brazil, 50% in Australia, and 48% in India reported difficulty in filling key jobs. The top positions that employers had difficulty filling in 2012 were skilled trades occupations, but among the other top 10 positions cited were laborers, drivers, office support staff, IT staff, and engineers. The findings from Stats South Africa (2012) and the Confederation of British Industry (CBI) (2012) show that the education and training system continues to turn out graduates whose skills are not always a match for available opportunities.

⁴There is a relative scarcity of skilled black candidates in SA, and the resulting demand for qualified black managers and professionals has seen salary packages rising fast and very high job mobility.

The very same findings highlight that in China nearly 30% of university graduates have difficulty finding employment upon graduation; in the Middle East, university graduates are often unemployed for up to three years after graduation; in Spain, more than 50% of all young people lack work, and South Africa is no exception with 48% of young people forming the large army of unemployed youth.

Critics of youth unemployment such as (Altman, 2007; Waddel, 2000; Zuckerman, 2003; Erasmus et al, 2004) attributed the escalating trends of youth unemployment to employers. Their argument is that employers are responding to the skills shortage with precisely wrong approach⁵. They further highlight that instead of employers creating more flexible job descriptions and relying more on in-house training, employers are multiplying their skills requirements for open positions, and seeking individuals who combine the skills for multiple potential jobs. This is corroborated by Marhuenda et al (2004) who argued that extensive demands for functional flexibility of personnel in tourism come into tension with objective requirements for higher qualifications and better and more flexible skills. Thus skill gaps and labour shortages manifest the failure of initial education to meet changing requirements in the tourism sector.

The bottom line is that in the current labor market, many potential opportunities for business growth are not resulting in the hiring of individuals who want to work, and many individuals seeking work find themselves without qualifications for available jobs. Governments, educators, and businesses need to work together to provide young people with a stronger foundation of work relevant skills, and to improve the marketplace for job-specific skills training that can help align individuals with rapidly evolving business demand (OECD, 2012; Manpower group, 2012). This problem calls for several urgent strategies by policy makers and the government to work together including the private sector to provide young people with necessary skills to enter the labour market.

⁵ This “exact experience needed” syndrome narrows rather than widens the range of qualified candidates, making it more difficult for non-experienced candidates, mostly the youth to take advantage of existing openings. It also creates significant barriers that shut out young people with little or no work experience.

It is also evident that employers are looking to hire young people with specific practical skills that are closely job-related. Increasingly, employers are also looking for young people with work experience (Russell et al 2010). Employers want to be certain, before making a hiring offer, that young people know how to function in the workplace and know how to apply their skills to concrete business tasks (Wolf, 2011). According to Wolf (2008) and Scarpetta et al (2010) traditionally, young people acquired these experience credentials in entry-level jobs with minimal or no prior experience requirements. However, a number of factors such as lack of experience, skills development, and weak school to work transition on the part of most training institutions are contributing to the disappearance of these jobs, making it harder for many young people to get started in the workplace and to acquire foundational experience for their future job searches (Keep, 2012; Adams, 2011). Thus, Burns, Edward and Pauw (2010) argue that the complexity and skills requirements of even entry-level jobs increases in the new economy, more and more young people are shut out of first jobs with career potential; those jobs that remain available to them risk leaving them in a low-wage trap.

As suggested by Zuckerman (2003), if policymakers want to improve young people's participation in the workforce, and enable them to launch successful careers, then they must help young people overcome that experience needed syndrome. According to Manpower Group (2012) and Cebekhulu (2013), employability programs need to recognise the importance of experience credentials alongside hard skills credentials. They also need to recognise that each element requires a distinct strategy within a comprehensive program of support. In the post-apartheid South Africa, the factors that have given increased impetus to the use of the concept of employability have included: its potential role in tackling the social inclusion of disadvantaged groups; a reaction to the consequences of high levels of the long-term unemployed and inactivity; and the trend towards new types of relationships between employers and employees (OECD, 2013). Hillage and Pollard (1998) suggested that the increasing importance of employability of youth in labour market policy can be partly sourced to an emphasis on skills-based solutions to economic competition and work-based solutions to social deprivation.

Research findings by McQuaid et al, (2007) have shown that the long-term employability of young job seekers and labour market programme participants is unlikely to be improved by

training schemes that only consider employers' demands for competencies specific to their own immediate-term needs. According to McQuaid and Lindsay (2005), investment in skills that are genuinely transferable and of long-term value to employers, employees and young job seekers requires a substantial commitment to training within and beyond the workplace, and to the overcoming of the many other barriers to an individual's employability. Other studies by Aarkrog (2005), Woerkom, Nijhof and Nieuwenhuis, (2002) suggest that even though relevant theory may be best learned in a classroom environment, workplaces are often necessary to bring that theory to life because it is easier to develop professional skills in work-based training than transferring into practice the theoretical knowledge learned at school.

In the context of employability, research findings by (Betcherman, Godfrey, Puerto, Rother, & Stavreska, 2007; Moreno-Mínguez, 2012; Moreno-Mínguez, López, & Sánchez, 2012) have outlined the skills mismatch perspective as means of understanding youth unemployment. Skills mismatch stresses the supply side of the labour market by focusing on the characteristics and behavior of the unemployed themselves to the exclusion of a consideration of the demand for labour (Maclean et al, 2012). Specifically, the skills mismatch perspective argues that there is a mismatch between the skills held by the unemployed youth and the skills required by employers. Most skills mismatch research addresses the level of youth unemployment nationally, or seeks to explain which groups of people are at greatest risk of unemployment (National Treasury, 2011:16; Godfrey, 2003:1). As noted by (Foster et al, 2011), qualifications which are an important component of skills that is often used as a screening mechanism by employers have a strong association with youth unemployment. However, Rauhut and Kahila (2012) suggest that the skills mismatch perspective is less frequently applied to the question of why youth unemployment is not evenly distributed within metropolitan areas. The situation is further compounded by the fact that proponents of skills mismatch perspective do not provide a direct explanation of the spatial distribution of youth unemployment within metropolitan areas⁶. They

⁶Information mismatch theorists counter that mobility strategies have little impact, because people often find jobs through social networks that are frequently spatially situated (Hanson and Pratt, 1995). In this view, space is a factor not only because of the proximity to employment but also because the extent of segregation in the residential area affects the composition of the social network that often leads to job opportunities (Braddock and McPartland, 1987; Wilson, W.J., 1996).

pay insufficient attention to the demand side of the labour market and do not take into account spatial frictions within metropolitan labour markets.

On the other hand, the spatial mismatch hypothesis suggests that job search and recruitment may also present spatial barriers to youth employment (Pugh, 1998). Russo et al (1996) noted with grave concern that the further a job vacancy is from home, the less likely an individual is to find out about it. In such instances, employers may prefer locals because they are less likely to leave for a job elsewhere and are more likely to be punctual and able to work overtime at short notice (Russo et al, 1996). In addition, if faced with commuting constraints, a job seeker may turn down job offers which are more distant (Crampton, 1997). Establishing which of the above two factors is the most important in explaining concentrations of youth unemployment in particular urban areas has important implications for policies to tackle the problems faced by young job seekers. Understanding better how the unemployed youth search for work and how employers fill vacancies, offers a potentially powerful means by which to understand youth unemployment and to help design flexible and adaptable policies to assist the unemployed youth into work (Higgins, 2003).

2.3 Education, Skills Development and Youth Unemployment Trajectory

South Africa has inherited education and training system skewed by racial inequality (Wedekind, 2013). While numerical expansion of African education and that of women predates the early 1990s, this was accompanied by poor quality institutions, curricula teaching and infrastructure (Umsobomvu Youth Fund, 2005; Gumede, 2012). As one of the fundamental pillars for human capital development, the democratic dispensation instituted multiple steps to promote access to education. According to the Human Science Research Council (2003) and Cebekhulu (2013), the fragmented and gross inequities of the education system in apartheid South Africa require the institution of a series of legislative steps to bring about coherence in, and access to, education.

Whilst visible progress towards skills development and training has been made in many occasions, there can be no doubt that transforming such a broken and twisted system would take considerable time (Ramphela, 2008). According to Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (2011), the Education Policy Act of 1995

provided the framework for a unified education system that integrated 18 education departments into one national and nine provincial departments. The Government brought together the education and training system by introducing the South African Qualification Authority (SAQA). This supports the development of a National Qualification Framework (NQF) to link education, training, skills development, and qualifications. The extent to which the Department of education and Labour have been able to synergise their policies and implementation is still a hurdle for education and skills development.

Education in South Africa is divided into several bands namely Early Childhood Development, General Education and Training, Further Education and Training, Adult Basic Education and Training, Education for Learners with Special Needs, and Higher Education. SAQA facilitated the registration of National Standard Bodies and Standard Generating Bodies that are responsible for creating and recommending qualifications and standards for registration on NQF (Akoojee, Gerwer & McGrath, 2005). Regulations were also instituted to accredit Education and Training Quality Assurance Bodies (ETQABSs) that would in turn accredit providers of education and training (Provider Accreditation Manual, 2005). However, the implementation of the NQF system has not been without challenges. While the NQF aimed to standardize qualifications achieved through the various facets of education and training system, the complexity of implementing the system has had to take account of the extent of informal training undertaken in South Africa (ILO, 2010).

This led to a review in 2003, the results of which are yet to give rise to a coordinated response and revised version from the Department of Education and Labour. According to Umsobomvu Youth Fund (2005), in South Africa most young people value education. However, racial inequalities often determine which young people are able to continue their educational involvement. Statistics by Oseifuah in the Carrington Youth Fellowship Initiative meeting in Nigeria (2012) reveal that nearly half the African youth who are not studying cite financial reasons for not continuing with their education.

In South Africa skills development and education remains inefficient for some young people and this is due to class repetition and dropouts (Klinck, 2013; Department of Basic Education, 2011;

Branson, Hofmeyr and Lam, 2013). The problem is further compounded by the fact that many young people do not generally perceive school environments as safe or supportive, with the most disadvantaged schools reporting high level of bullying, fighting and vandalism (Marais and Meier, 2010; South African Council of Educators, 2011; Ncontsa and Shumba, 2013). According to Van Der Berg and Van BroekHuizen (2012), the quality of teaching also has a significant bearing on the quality of graduates produced. Well educated young people are the products of well trained and well qualified teachers. The relationship between level of education achieved and employment or unemployment is well documented (Wolf, 2011; Berger and Fisher, 2013). The higher the level of education a young person attains, the more likely he or she is to be employed. On the contrary, the highest rate of growth in unemployment since 2012 was recorded among people with matriculation and tertiary education. Educated young Africans are worst affected by this trend (Statistics South Africa, 2014; Van Der Berg and Van BroekHuizen, 2012; South Africa's National Budget, 2013). The unemployment problems of better educated youth relate partly to the types of education that they have received and partly to the kinds of institutions from which they have graduated.

It is a known fact that the majority of youth in South Africa, particularly those from poor backgrounds are confined in school into their early twenties (Umsobomvu Youth Fund, 2005; Perold, Cloete and Papier, 2012). As argued by (Holborn, 2013), this makes secondary schooling a significant area for those concerned with skills development of our young people. There have been major changes in the way South African schooling is organised, though educational systems are difficult and slow to change. The basic legislation enacted to transform education in South Africa is the South African Schools Act of 1996. This Act deracialised schooling, though in practice, given South African geographical realities, the racial profile of most schools in rural and township areas has not changed substantially (Price, 2014). It also initiated a system that, by allowing wealthier parents to increase state subsidies to schools, kept the middle classes in the system and began the slow process of transforming the education system from one based on racial caste to one based on social class without distinctions of race (Umsobomvu Youth Fund, 2005).

However, some efforts have been made to move simultaneously in these directions with, for example, increasing primary and secondary school enrolment, a decline in average class size and

a female enrolment in schools that now exceeds that of males (Statistics South Africa, 2013). This however, does not change the fact that, social capital built up over many years is a powerful influence. The further education and training is another area where there have been advances that benefit young people of South Africa. The Further Education and Training Act of 1998 has set the agenda for addressing past imbalances by improving young peoples' access to the needs of industry and local communities, transforming curriculum and strengthening the partnership with the private sector, while shifting the emphasis to the employability of college learners (Umsobomvu Youth Fund, 2005).

According to (UYF, 2005), in S.A. colleges have been reshaped and reduced in number from 150 to 50, making them more responsive to economic requirements and to the training needs of young people. Evidence from some parts of Africa and other parts of the world seems to suggest that investment in FET tends to open up possibilities for youth employment at the intermediate skills levels where there are many opportunities. Such skills are mostly required by South African young people.

The National Youth Development Policy Framework (NYDPF) of 2002 provided the context for the government's youth policy. It breaks with the conception of youth development as a dilettante form of social work, and argues for an integrated youth development strategy. This involves an approach that was holistic and integrated, and considers questions of redress. It was a non-discriminatory system which acknowledges diversity amongst young people, it was a system designed to be responsive to the specific needs and contexts of young people, and was believed to be sustainable, participatory, inclusive, transparent and accessible. The Department of Education initiative described in the NYDPF is the National Student Financial Aid Scheme (NSFAS). NSFAS is the framework for a major and growing commitment of funds for redressing unequal access to higher education.

On the job training and skills acquisition is another crucial area. The Skills Development Act (1996) and the Skills Development and Levies Act (1999), with their impact on work based skills development and transfer, benefit young people particularly through the introduction of learnerships for pre-employed and unemployed young people. These acts created the Sector

Education and Training Authorities (SETAs), the role of which is to administer levies, set standards and oversee training in different economic areas, review work place skills plans and sector skills plans, reimburse employers for engaging in training, and develop and register learnerships. A number of these new bodies have had quiet serious problems, and there has already been some significant restructuring in the area. Some considers the SETAs to have inadequate focus on youth. In addition, some companies simply regard the levy as a cost of doing business, but are not engaged in training. Nonetheless, SETAs should in time make for a more accessible skills-training regime for young people. In South Africa many young people who leave school prematurely are not part of mainstream education and training. The big question is what strategies can be adopted to promote their skills.

2.4 The Municipal Engagement to youth Unemployment and skills development

South Africa has three tiers of government, national, provincial and local. It is thus said that, of all these three tiers, the local government is the most underdeveloped. However, recently the emphasis has been placed on local government. This is due to new municipal demarcations as well as a recognition and emphasis of local government as a key nodal point of skills development and service delivery. Despite this recent engagement on local government, a youth policy framework has been sluggish at assisting young people at the municipal level. Given this slow progress of policy, municipal initiatives around youth employment have largely tended to be unstructured and short term.

The National Youth Commission (NYC, 1997), a statutory body with a mandate for developing youth policy and advising government accordingly, was developed for local youth at a local government and it is to be adopted by all municipalities. The NYC report suggests that there have been some interesting initiatives between municipalities and civil society actors in advancing youth employment (Centre for Policy Studies, 2007).

The National Youth Service programme (NYS) is administered by a Project Partnership Team comprised of the NYC, the Umsobomvu Youth Fund (UYF), the South African Youth Council (SAYC), the National Department of labour, the National Department of Education and other relevant government departments (National Youth Policy, 2009). 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 (Dotterweich, 2006). Young people are trained in a technical skill (e.g.) gardening, carpentry, Humane Immune Virus (HIV) / Acquired Immune Deficiency Syndrome (Aids) counselling etc. and then have an opportunity to apply and reinforce the learning by providing community service (NYC, ND). A key element of the NYS programme is the integration of different programme components and coordination among the multiple programme partners.

The Expanded Public Works Programme (EPWP) by the Department of Public Works is seen as a short-term mechanism to increase employability, provide work experience and create value chains through entrepreneurship (Subbarao et al, 2013;16). Young people have been identified as beneficiaries in major public works programmes designed to be labour intensive. The idea to develop young entrepreneurs was largely being promoted by the UYF, and builds upon the work that is done by NGO's. The UYF was a government created development finance agency for skills development and employment creation for youth (National Youth Policy, 2009).

The Youth Advisory Centres (YAC's) were largely funded by the defund UYF and implemented by NGO's. The YAC's are located in communities with large youth populations, and they were created to promote contact, information and counselling services to young people. The YAC's also provided training workshops on life skills and job related skills. However, there has been lack of integration across departments which implanted training programmes. Many of the above mentioned initiatives depend upon significant collaboration between and across government departments (the National, Provincial and Local levels).

The bureaucratic nature of South African government does not lend itself easily to integration and high level collaboration. While all 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. There are visible gaps that still need special attention and need for valuable policies to be designed to alleviate this challenge (The White Paper on Local Government, 1998). Many of the initiatives that are promoted by the government

lack support from the private sector. South African companies have not come to terms in supporting government initiatives, thus government incentives to enhance private sector involvement have largely gone 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 seen as the growing employers of young people (National Development Plan, 2011).

2.5 Self-Employment as a Mission to Curb Unemployment and Translate to Skills Development

Despite the difficulty in finding work, self-employment among young people is not necessarily the answer to their labour market participation. In South Africa many young people are in a mission to start their own businesses and others are already up and running in their small businesses (Schoof, 2006) see appendix 6. However, the ability to generate sufficient income or potential for capital gain is a critical measure of success and separates those businesses that fail or merely survive as a job substitute from those that succeed. South Africa's self-employment is seen as entrepreneurial only when value and benefits are created and distributed to individuals, groups, organisations, and society (Timmons 1994:3-10).

In South Africa, young entrepreneurs are expected to create employment, increase income levels and stimulate economic growth in order to be seen as critical mechanisms in the economic and social development of a country. However, the private sector in South Africa is largely characterised by informal, unregulated, and unrecorded activities that fulfil a survival function rather than self-employment for young entrepreneurs of South Africa (Naude 1998:303-308). Therefore, most young self-employed people lack the technical, managerial, accounting, communication, marketing, and sales skills required for successful entrepreneurship. These issues point to the fact that, there is a need for quality education and experience to develop skills for young entrepreneurs in the entrepreneurial sector of South Africa.

According to previous research it has been indicated that poor managerial skills and inadequate knowledge of starting or rather maintaining a business, contribute to almost 80 percent of business failures (Naude, 1998 and Mbonyane, 2006). Many young people in small businesses

and the ones who still need to pursue the business industry fail because of poor financial planning or lack of financial support.

Owning a business requires at least some basic understanding of accounting and bookkeeping functions (Hiam & Olander 1996:257-260). Furthermore, the other important reason for failure amongst young people is poor marketing strategy. According to Sexton and Bowman-Upton (1991:96), a marketing strategy must fit all three factors in the external business environment, that is customers, competition, and technology, which is the under-developed function for many unskilled young people of South Africa.

2.6 The Challenge of Growing Unemployment

What can young unemployed people expect with regard to finding employment in a country with a growing number of unemployment every year in South Africa? Unemployment rates in South Africa are higher than in most developing countries in Africa, Latin America or Asia, and unemployment has been steadily growing since pre-apartheid South Africa, but lately in the post-apartheid South Africa the numbers have increased drastically (see Robberecht, 2010; Hoffman, 2011; Gumede, 2012).

Unemployment is the highest among the youth, with young people between 15 and 34 years making up more than two thirds of the unemployed whether one uses the strict or expanded definition of unemployment (Pauw et al, 2008; Brynard, 2011). These high rates of unemployment are not only related to very low levels of job creation, but also to the massive growth in the economically active population (Leibbrandt, Woolard, McEwen and Koep, nd). The ability of young people to find work varies strongly by race. In spite of the increase uptake of employment by young South Africans, higher rates of unemployment among youth are still seen. With the African youth, the most severely affected (Bell and Blanchflower, 2009).

A large proportion of young people are excluded from the labour market for long periods of time with more than two thirds of respondents in the status of youth report survey indicating that they had never had a job (Wolf, 2011). What is more the average time unemployed youth in the status of youth report had spent looking for work has almost been two years. While higher educational

levels do improve the prospects of finding employment, unemployment rates remain high even for persons with secondary and tertiary education (HSRC, 2003).

The majority of young people who enter the labour market are engaged in temporary employment or confined in the informal sector. At least a quarter of respondents in the status of youth report survey who had worked were employed in the temporary positions, and trends suggest that temporary employment for youth is growing. Many young people, particularly Africans, Coloured, and Indian youth were also employed in elementary occupations. While another substantial number of young people were also employed in the informal sector, probably because they had been unable to find jobs in the formal economy (Burns, Edwards, and Pauw, 2010).

The Human Resources Development Strategy (HRDS) (2001) and the National Skills Development Strategy (NSDS) (2001) are two policy frameworks dedicated to realigning the skills of the young workforce to the needs of the labour market by bridging the gap between structured learning and work experience. Furthermore, the Expanded Public Works Programme is using government's service delivery function to create employment and work experience for the unemployed youth.

While on the other hand the National Youth Service Programme had the dual objective of community uplifting on one hand and skills development on the other hand to assist young people to access the labour market (National Youth Policy, 2009). However, it is unlikely that the formal economy was able to maximize nearly as many employment spaces as required to alleviate unemployment (Burns, Edward and Pauw, 2010). In as much as the South African government tried to institute a number of measures to protect the most vulnerable groups in the South African society, the cycle of youth unemployment and lack of skills still exist in the post-apartheid South Africa (Bhorat and Lundall 2002; Kraak 2009).

2.7 Over-education as a trap to young people's transition to skills development and a better job.

In a study investigated by Baert, Cockx and Verhaest (2012) about whether young unemployed graduates who accept a job below their level of education accelerate or delay the transition into a job that matches their level of education (Dolton and Silles, 2008). They adopted the Timing of Events approach to identify whether their dynamic treatment effect using monthly calendar data from a representative sample of Flemish (Belgian) youth who started searching for a job right after leaving formal education. They found that over-education is a trap. This trap is especially important early in the unemployment spell. Their results were robust across various specifications and for two over-education measures. In their research project they investigated whether over-education at the start of the career speeds up the transition to adequate employment (Groeneveld and Hartog, 2004). Contrary to many other contributions in this research area, they handled selection on both observable and unobservable events.

They applied the Timing of Events approach and their findings indicate that, even for long-term unemployed young people, accepting a job for which one is overeducated strongly retards the skills development and the transition to an adequate job (Green and Zhu, 2008). This result was found to be robust against various sensitivity checks. They advanced some explanations of why unemployed graduates may nevertheless choose for such jobs and why they do not quickly transit to a job that matches with their level of educational attainment. From a policy point of view, it is important to stress that one cannot conclude from this study that a worker should rather continue searching for an adequate job than accepting a job for which one is overeducated. Individuals who choose for this strategy will definitely remain longer unemployed, which can be socially less desirable than being employed in a job that does not match the acquired educational attainment. However, if a policy maker aims at matching unemployed graduates to an adequate job as soon as possible, he/she better does not force them to accept jobs for which they are overeducated, since these jobs certainly do not act as a stepping stones (Baert, Cockx and Verhaest, 2012).

2.8 The Urgency of young leaders in South Africa.

The youth of South Africa today are experiencing a complex reality compressed between a brutal apartheid past which they did not personally experience and a post-apartheid era where

unemployment and skills shortage are the norm, and the knowledge that they will inherit an uncertain future (see Rasool and Botha, 2011; Tshilongamulenzhe, 2012). In as much as young South Africans holistically engage with the country's issues, the South African policy makers still perceives young people through the lens of being the problem to be solved (Centre for Policy Studies, 2007). Occasionally young people are regarded as retarded and/or lazy uneducated and unemployed beings who do not fit as innovative individuals in the South African labour market (Ntete, 2008; 29). Relatively the ones that deem to speak on their behalf are prone to irresponsible and many times nonsensical outbursts; and the nation struggles to divorce the individual political leaders from the broader young population (Jobson, 2011).

Most part of the African continent and more specifically South Africa young people are a generation that the country believes must control and mitigate against in case they bring the country to ruin. According to Jobson (2011), scarcely do young people become engaged as agents of their own, and the country's broader successes; as innovative, capable and with the potential to input wisely, inventively, and responsibly into the public policy (Schamer, 2009). However, the most significant South African survey of the impact of civic engagement on young people's life circumstances was the 2008 impact assessment of the LoveLife groundbreakers programme, which has reached over 10,000 young people across the country. The ground Breakers programme is a year-long intervention which requires its participants to actively engage in and lead HIV-awareness orientated peer education and activities in their communities (Lovelife, 2009). The key findings from the assessment revealed that nearly 50% of groundbreaker graduates have achieved some level of post-matric qualification (against only 6% of their same-age counterparts); 60% of ground Breakers were employed (compared to only 36% of their counterparts) and two-thirds of groundbreaker alumni involved in community organisations held leadership positions. That such overwhelmingly positive results have been shown by the groundbreakers programme points to the potential of well-run youth service programmes to aid in the educational attainment, self-esteem, and employability of young people and as such programmes that engage young people in civic service should be encouraged and supported (Volunteer and Service Enquiry Southern Africa, 2008; Lovelife, 2009).

Although youth development NGOs (such as Love Life and City Year SA) have shown a positive impact on their participants, there has been limited tracking of the broad impact of the youth development sector, or examination of the extent to which young South Africans are engaging in development and civic activities (Watts and Flanagan, 2007). However, the seminal Youth (2000) report had only one paragraph that interrogated the social engagement of young people, revealing that churches and sports were the two most significant spaces in which young people engaged with their communities.

The emphasis that young people's participation in their communities is not generally considered a factor to be measured reveals a lot about the way in which South Africans conceptualise the place of young people in our society (Graham, 2012). Much of the lack of publically visible participation of young people can perhaps be attributed to the dominance of party-political youth wings – and the African National Congress (ANC) Youth League in particular – in the narrative of young South Africans. The participation of young people is largely framed in party-political terms may have stifled our ability to investigate, promote and encourage young people's participation in society beyond the political – a lost opportunity for broad-based community and youth development Center for Education Policy Development (CEPD, 2008).

Perhaps the most tragic factor of the social landscape of young South Africans has been the continued failure of the government agencies established to deliver and support young people's development (OECD, 2008;120). Since 1996 South Africa has had a series of legislative frameworks that culminated in the 2009-2014 National Youth Policy which have broadly and largely correctly identified key areas for interventions and support. Unfortunately, the attendant delivery of services and opportunities has been incredibly problematic.

The Umsobomvu Youth Fund (2005) and National Youth Commission (1997) which were initially established to represent and support youth development were amalgamated and became defund in 2009. The National Youth Development Agency (NYDA) came into existence as a result of claims of mismanagement and poor performance. The mandate of the NYDA is vast, and yet surprisingly there is no mention of promoting or championing young people as valuable

contributors to society, potential drivers of public innovation, and leaders at community and national level (National Youth Development Agency Act, 2008).

Investigating how young South Africans contribute to society, rather than only how they are ‘problems to be solved’ can create space and allow for the establishment of mechanisms to embrace the potential and value that young people bring to the table (National Development Plan, 2011). Through examining the ways in which young people engage in their communities, their desires and hopes, and the ways in which they feel they can and/or cannot contribute, we can begin to unlock mechanisms that could be used effectively to develop young people, and connect them to opportunity (Youth Charter, 2004). While individual NGOs often measure their impact on the life-chances of young people that come through their programmes it would be useful to start measuring the impact of young people’s actions beyond themselves, and into the broader community.

The latest trend in the field of youth civic engagement, and youth development has been the emphasis on youth leadership development. Leadership development is a tricky field to define and often even programmes that describe themselves as promoting leadership development do little to distinguish between life-skills and leadership training (Jobson, 2011). In fairness, there is a large overlap between the components of the two fields. For example, the internal factors that Theron and Theron (2010) identify in their meta-review of young South Africans resilience reflect traits such as goal orientation, empathy, autonomy, conscientiousness, the ability to self-regulate, problem-solving, an internal locus of control and assertiveness. Arguably these forms of self-development are all crucial in leadership development. Perhaps the most insightful thinker on questions of leadership development in the 21st century is Otto Scharmer (2009). In his view, traditional leadership development programmes – whether they are aimed at the business elite or young people – have focused solely on the development of technical or life-skills, and internal self-development, rather than truly on the process-nature of what it takes to lead in a transformative way (Scharmer, 2009). As he describes it, we need to move away from an individualised notion of leadership development towards systems-thinking. He notes, “Leadership development is not about filling a gap but about igniting a field of inspired

connection and action” (Agulanna, 2006; Ayittey, 1998; Von Doeppe, 2009; Theron and Theron, 2010).

Building young people’s social capital is an intricate and complex process, one that is often excluded from leadership development interventions which focus solely on individual self-development skills (Van Niekerk, 2014). In South Africa the vast majority of explicit leadership development programmes are either aimed at high-achieving individuals but based within the academic context (e.g. the African Leadership Academy, the Mandela Rhodes Scholarships), short once-off residential retreats (e.g. Wilderness Programmes) or targeting ‘high-performers’ who have already succeeded in attaining positions of authority e.g. Common Purpose (Jobson, 2011).

Broader youth development programmes often have a more sustained relationship with their participants, and a broader reach, but often conflate life-skills and leadership development. This presumed that reaching a level of sufficient self-development automatically translates into an ability to lead effectively (Collins and Clark, 2013). Furthermore, few leadership development programmes focus specifically on the potential of young people to drive public innovation, and to actively contribute to the development of South Africa beyond just their immediate peer-groups.

The young leaders that are being developed in most programmes are certainly worthy role-models for adapting to positive social norms in social settings where for instance violence and substance abuse are the norm. However, a critical opportunity is being missed in that these young people are not being supported to transform the social landscape of their communities and the country beyond this role-modelling process. In placing social capital development alongside personal development, innovative leadership programmes can create opportunities for young leaders to cultivate what Granovetter (1973) calls “the strength of weak ties” that is, individuals who are not solely tied to one particular network (for example a family, locality, or specific organisation) but who can move between groups and become bearers of new ideas, information, and innovation (Scharmer, 2009; Jarrett, Sullivan and Watkins, 2005; Fukuyama, 1999).

2.9 The Theoretical Construct of the Study

As stated in the background of this study, the theory adapted in part for this study is the human capital theory which seeks to suggest that skills development improves a person's supply of human capital and thus increases that individual's creative possibilities. It is therefore best to look at the concept of human capital which entered the mainstream academic inquiry in the early 1960s through the work of Theodore Schultz and Gary Becker (Becker 1993; Schultz 1963). As an economist Schultz invented the term to reflect the value of our human capacities. He believed human capital was like any other type of capital; it could be invested in through education, training, skills development and enhanced benefits that will lead to an improvement in the quality and level of production (Schultz, 1963).

In his work Schultz's (1963) argued that education is one of the many fundamental pillars which Human Capital theory can be applied. He presented education as one of many investment alternatives individuals may choose to obtain future benefits. However, the other assumption within human capital theory is that labor market earnings increase for individuals with more education because schools increase the productive skills of students (Reed and Wolniak, 2005). There are other definitions of the Human Capital Theory with a slightly different view from the works of Schultz (1963) and Becker (1993) therefore, it is best to define them, to engage their correlation and thus show how this study came about with choosing the Schultz and Becker view.

2.9.1 The Human Capital theory Definitions

According to Becker (1993) the main assumption of human capital theory is that "schooling raises earnings and productivity mainly by providing knowledge, skills and a way of analysing problems". The outcomes of this causal statement vary, in a sense that making schools responsible for the economic productivity young scholars bring to the labor market. The human capital theory joins investment in education, labor market earnings of students, and the very process of classroom learning. However, this wide assumption takes a broad social theory into the heart of the education process. Becker (1993) emphasized that Human capital theory for young people in high school and college education in the United State of America "greatly raise a person's income, even after netting out direct and indirect costs of schooling, and after

adjusting for the better family backgrounds and greater abilities of more educated people” (Becker 1993). According to this definition together with the assumption that school changes students, suggests that independent of socioeconomic status, family dynamics and/or the skills and knowledge young scholars develop prior to schooling, it is largely what takes place inside the classroom that corresponds to increased earnings once young people enter the labor market.

Schultz (1963) and Nelson and Phelps (1966) view of human capital is believed mostly as the capacity to adapt. According to this approach, human capital is especially useful in dealing with “disequilibrium” situations, or more generally, with situations in which there is a changing environment, and workers have to adapt to this. Similarly, many recent endogenous growth models emphasize the link between human capital and growth. For example, in Lucas's (1988) model, worker productivity depends on the aggregate skill level, whereas, Romer (1990) suggests that societies with more skilled workers generate more ideas and grow faster. More generally, many economists believe that cross-country income disparities are due in large part to differences in human capital (Mankiw, Romer, and Weil, 1992).

Bowles and Gintis (1975) view human capital as the capacity to work in organisations, obey orders, in short and adapt to life in a hierarchical/capitalist society. According to this view, the main role of schools is to instill in individuals the correct ideology and approach towards life. They argued that schools were institutions which facilitated the extraction of labour power from labour by imparting behaviors and attitudes consonant with student’s future positions in the work hierarchy. Despite differences in these definitions, they all share quite similar perspectives in that “human capital” is of significant importance in the labour market because it increases the profit of the economy. In fact, in many applications, labor economist’s view of human capital would be a mixture of these approaches. Bowles and Gintis (1975) view has very similar implications as it’s suggest that companies would pay higher wages to educated workers because such workers are more useful to the company as they will obey orders better and are more reliable members of the company’s hierarchy.

2.9.2 The Human Capital theory as applied in the American Public Education

In the United States of America the claim that schools change students by providing them with productive knowledge and skills. This had been countered by the claim that schools do not change students, but rather serve some other social function (Berg 1970; Collins 1979). Furthermore, other studies have emphasised that schools not only change students by providing them with productive knowledge and skills, but rather schools change students, and not in economically productive ways (Rubinson and Browne, 1994). Critical theorists from the discipline of sociology, and economics have emphasised that schools transform students by socialising them to accept as legitimate their respective placements on the social ladder (Bourdieu and Passeron, 1977; Bowles and Gintis, 1975; Spring, 1976).

Despite these claims and other critical accounts of human capital theory, there is no other way of justifying compulsory education in a democratic society. In fact, there is nothing unreasonable about stating that the notion of 'getting ahead through education' is ingrained in mainstream American culture (Labaree, 1997). According to Reed and Wolniak (2005) education researchers and theorists may question if or why people really get ahead through education. But few principles are as thoroughly and consistently accepted in American culture than the connection between education (by way of schooling), and economic wellbeing (by way of human capital).

The uniformity in which human capital theory characterise human development is unmistakable and extremely suggestive. The way in which human capital theory conceptualises human development is through the acquisition of economically productive skills. Human capital theory - with the assumption that schools change students and the claim that change takes place independent of students' backgrounds - characterises human development in terms of real changes that are facilitated by learning and developing certain skills (Reed and Wolniak, 2005). According to Reed and Wolniak (2005) and De Haas (2008) the human capital theory tell us that development is fundamentally based on the combined effects of what economists call background characteristics and education, and what sociologists call opportunities to learn. This interaction of background characteristics and education is ongoing and cumulative. Human capital theory in recognising the interaction of background characteristics with education similarly characterise the effective assessment of human development. Any assessment of the

school experience inevitably captures both the array of background characteristics each student brings to the test, as well as previous effects of education, or opportunities to learn (Vey, 2005; Dewey, 1990 and Popham, 1995).

According to human capital theory the way to control with certainty for the benefits and burdens that individual students bring to school is to use assessments diagnostically (Vey, 2005). Effectively facilitating human development, embodied in individual change, through education requires that assessments be used to address students' future needs, as opposed to previous deficiencies (Dewey, 1990). High stakes testing policies of any kind make use of assessment in a manner that is antithetical to diagnostic assessment. In establishing templates by which determinations can be made from assessment scores, high stakes testing policies are neglectful of the diversity of background characteristics students bring to schools and indefensible to sociological charges that schools simply sort students along class lines (Popham, 1995). High stakes uses of assessment are incapable of differentiating the effects of education from the effects of socio-economic advantages or disadvantages. In fact, the portrait of human development provided by human capital theory suggests that distributing rewards and penalties according to students' past opportunity or background-education interactions is the ideal template for sorting students by the social classes that shape such a large portion of their development (Reed and Wolniak, 2005).

Van der Merwe (2010) thesis considered the question of whether human capital theory is capable of offering a sound explanation of the economic value of higher education. This was his South African case study amongst the new graduates of the Durban University of Technology Pietermaritzburg. Most studies claiming support for a human capital interpretation of formal education's economic value have done so on the basis of the widely reported link between earnings and educational attainment. Such studies are based on the intuition that the superior earnings of holders of higher education credentials reflect their higher marginal products relative to less qualified individuals (Van der Merwe, 2010).

The human capital test that was employed in Van der Merwe's study displayed a negative and statistically significant coefficient. Thus graduates earnings, in his study proved to be inversely

related to the job relevance of their training. He argued that this unexpected causality may be a consequence of many graduates entering their first jobs on the basis of internships during which time their earnings are initially suppressed. He further elaborated that it was possible that the relationship between earnings and graduates' job relevance of their training will turn positive after their probationary term.

If this was the case one could, with the benefit of hindsight, speculate that the human capital mechanism is, albeit imperfectly and possibly latently, evident in the labour market outcomes experienced by DUT Pietermaritzburg new graduates. The evidence produced by this model suggests, however, that employers of new DUT graduates do not believe as evidenced by the negative association between earnings and job relevance of training that their formal training is immediately useful and therefore productive. On the contrary, it suggests that it is a liability. Respondents' earnings were indicated to be significantly influenced by their higher education performance. This relationship was indicated as both more robust than the relationship between earnings and the human capital test variable as well as having the expected direct causality, a result that supports a screening interpretation of the economic value of higher education.

Although the study finds evidence of screening this does not rule out the possible presence of the human capital mechanism. Indeed, future studies of the economic value of higher education could profitably compare graduates first and later labour market expectations and experiences. The conclusion that suggests itself is that it is likely that some combination of both human capital and screening theories in fact accounts for the economic value of education (as deduced from the labour market experiences of graduates).

2.10 Conclusion

This chapter has discussed the theoretical construct of this study, the problems associated with skills development and youth unemployment in South Africa. In order for policy makers to develop effective skills development initiatives for young people, the innovative and systematic approach needs to be developed. However, this view maintains that conducting a thorough training needs analysis for young people, while determining clear objectives which are in line

with the planning, organising and evaluation of the training program in place, which will ensure the employability of young people.

In the post-apartheid South Africa a major challenge on skills development of young people lies within the quality of education at all levels. Therefore, to improve the government's ability to implement the programmes that would lead to youth employment, skills development is the point of departure. As mentioned earlier in the chapter, that the employability of young people relies more on the skills they possess. Moreover, this means that government's commitment should be based on skills development to be able to reduce youth unemployment. The next chapter will focus on the research methodology adapted when the researcher was collecting data for the purpose of this study.

CHAPTER THREE

Research design and methodology

3.1. Introduction

The preceding introduction and literature review chapters dealt in detail with the broader context on skills development as a solution to youth unemployment. The purpose of this chapter is to discuss the design and methodology followed in researching the impact of skills development on youth unemployment. The aim is to introduce the research strategy used and the techniques used in the design, data collection and analysis.

This chapter is divided into four sections. The first section focuses on the research design, describing the approach followed in case study research. The second section discussing the population, the selection of the sample and the sampling technique employed. The third section outlines the method used for data collection. The final section discusses the instruments used for the analysis of the data collected, which is thereafter followed by the conclusion of the chapter.

3.2. Research design

A research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. Research designs are plans that guide “the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (Sellitz, Jahoda, Deutsch and Cook, 1965:50). Page and Meyer (2000:41) provide a detailed description of research design, it is defined as a plan which the researcher uses to obtain participants and collect information from the participants with the purpose of reaching conclusions about the research problem. The research design selected must be able to answer the research question thereby serving the purpose for which the research was undertaken.

In academic research two main paradigms of research methodology have been prominent, qualitative and quantitative research. For the purposes of this research, the qualitative research method has been employed. Firstly, in order to gain an in-depth understanding of experiences and perceptions of young unemployed people on the impacts of skills development to youth unemployment qualitative data was collected through open-ended questions using the interview schedule. Qualitative questions allowed for elaborate interpretations of phenomena that did not depend on numerical measurements (Zikmund, Babin, Carr and Griffin 2013:132). The purpose of using qualitative research was to explore true inner meanings and insights of young people with regards to the subject matter. Due to a large number of open ended questions asked in this study, the researcher used the NVIVO qualitative data analysis software

3.3. The Population and Sample

The main purpose of research is to discover answers/ solutions to relevant questions that can be applied universally, it is near impossible to study an entire population in order to arrive at a generalisation. A study therefore, does not have to involve an entire human race to be scientifically valuable (Rummel, 1994:76). It may be limited to the single organisation/ company/site that the researcher is interested in.

Population is a full set of cases from which a sample is taken. The cases include all events, things and people from which the sample is to be selected (Saunders, Lewis and Thornhill, 2007). The process of sampling involves the selection of a number of individuals from a population such that those individuals can be representative of the larger group from which they were taken.

Sampling is defined by many social scientists as that part of statistical practice concerned with the selection of individual observation intended to yield some knowledge about a population especially for the purpose of statistical inference. Trochim and Donnelly (2006) argued that sampling is the process of selecting units (e.g. individuals, organisations), from a population of interest so that by studying the sample the researcher may fairly generalise his/her results back to the population from which they were chosen.

3.3.1 Sampling Method

The sampling method used in this study is a non-probability method, the sample was selected purposively. According to O’Sullivan and Raesl (1999; 206) purposive sampling is whereby the researcher uses his judgement that the unit somehow represent the population and because of this it is also known as judgement sampling. The judgement sampling technique is whereby one wants to choose a particular sample from a specific population (Grinnel and Williams, 1990; 125). According to Grinnel and Williams (1990) in judgement sampling not all the people from the population being studied have the same probability of being included in the sample and for each of them the probability of being selected is unknown. Non-probability sampling is used so as to allow the researcher to choose a representative sample. The sample was chosen because it best allows the researcher an approximation to the truth that is least expensive.

For the purpose of this study the sample was selected in three research sites of eThekweni Municipality namely (Umlazi, Chatsworth and Wentworth). The unemployed African youth constitute 30%, Indians 8% and Coloureds 3.5% and Whites 1.4%. A sample size of 35 young people was selected from three different locations of the central region of eThekweni Municipality. A non-probability sampling termed purposive/judgmental sampling was utilised to select the participants. The participants were drawn from the unemployed youth in eThekweni Municipality between ages 24-35. The primary focus for the study was on three races namely: (coloureds, Indians and black youth) from Chatsworth, Umlazi and Wentworth. The sample size was 35 participants (20 Africans, 10 Indians, and 5 Coloureds).

Age Category	15-24		25-34		35+		Total	
	Estimate	Std. Err.						
African	0.78	0.006	0.54	0.005	0.33	0.004	0.50	0.003
Coloured	0.49	0.016	0.26	0.013	0.20	0.010	0.29	0.007
Asian	0.48	0.036	0.19	0.023	0.20	0.019	0.25	0.014
White	0.22	0.021	0.09	0.010	0.07	0.006	0.10	0.005
Male	0.64	0.008	0.37	0.007	0.23	0.005	0.36	0.004
Female	0.75	0.008	0.55	0.007	0.33	0.005	0.49	0.004
African Female	0.84	0.007	0.63	0.007	0.38	0.006	0.57	0.004
African Male	0.72	0.009	0.45	0.008	0.28	0.006	0.43	0.004
Urban	0.66	0.008	0.40	0.006	0.24	0.004	0.37	0.003
Rural	0.75	0.008	0.56	0.008	0.34	0.006	0.50	0.004
African Female Rural	0.84	0.009	0.66	0.010	0.42	0.010	0.60	0.006
Total	0.70	0.006	0.46	0.005	0.28	0.004	0.42	0.003

Table 1 Youth unemployment by race, Source: Haroon Borat, 2005

The three race groups were chosen because South Africa is burdened with gross skills shortages due to the legacy of the apartheid system (Kraak, 2003:10; Gumede, 2012). White unemployed youth was excluded because it was the least affected.

3.4. Data collection methods

Primary data was collected using a self-administered interview schedule (see attached appendix 1). Data was analysed through thematic presentations. Codes are labels that were used and later converted into categories. This study also looked at critical incidents. The researcher looked at words, sentences, certain patterns and themes from the respondents of different backgrounds to try and draw conclusion from the data. The data collected from the interviews was then transcribed and edited. The data was analysed using the scissor and sort technique. The first step in applying the technique was to go through the transcript and identify those sections of it that were relevant to the research question(s). Based on this initial reading, a classification system for major topics and issues was developed, and material in the transcript related to each topic was identified. Colour-coded brackets or symbols were used to mark different topics. The coded parts of the transcripts were cut apart and sorted in terms of relevance. This cutting and sorting process was readily carried out on a computer with a word-processing program. The various pieces of transcribed text were used as supporting materials and incorporated within an interpretative analysis.

3.4.1 Interview schedule

An interview schedule (see Appendix 1) was used to collect data from participants. An interview schedule is defined as printed sets of field questions to which the researcher interview the respondents while the researcher is self-administering the whole process of the interview (investigator administered).

The researcher also used the voice recorder for data collection; the use of voice recorder proved to be of great important since the researcher could not get all the details at once while the participant was busy responding to the interview question. This made the process of data collection to be much faster than usual because the researcher relied on the voice recorder for the repetition of the responses from the respondents.

The interview schedule used in this study consists of biographical information of the participants and the questions on the participant's experience with regards to skills development within the eThekweni Municipality and its impact on youth unemployment. The questions in the interview schedule of this study took into cognisance of the objectives of the study. Questions can either be open-ended or close-ended. Open-ended and close-ended questions differ in characteristics especially with regards to the role of the respondent when answering the questions. Close-ended questions limit the participant's responses to the offered set of alternatives. Open-ended questions allow the respondent to express their opinion without limits and /or the influence of the researcher (Foddy, 1993:127).

For the purposes of this study open-ended questions were used by the researcher with the aim of probing the participants to find out if skills development is a panacea to youth unemployment in eThekweni Municipality. Open-ended questions were used to allow the participant to deepen/explain further their understanding of the response to a preceding question by adding additional details on the reasons for their chosen answer.

- Questions 1-4 of the interview schedule were used to collect information on the participant's opinion on the problems associated with youth unemployment. This included the barriers that impede youth employment in eThekweni municipality and the rest of KwaZulu-Natal Province.
- Questions 5-7 of the interview schedule were used to collect information on the impact of the lack of skills amongst youth in finding employment. These questions assisted in understanding challenges of obtaining such skills and also finding out if young people have undergone development initiatives to equip themselves to find employment.
- Question 8 of the interview schedule was used to collect data on participant's evaluation of the skills that are necessary for them to access the labour market.
- Question 9 of the interview schedule was used to answer the key question the effectiveness of the implementation of skills development initiatives in eThekweni Municipality to combat youth unemployment.

- Question 10 of the interview schedule was used to answer another key question for participants to explain whether the training and skills development initiatives implemented by the Municipality are effective in combating youth unemployment.

3.4.2 Advantages of using Interview Schedule

The responses from the participants were more descriptive and that allowed the researcher to obtain insight under the problems associated with skills development and the problems faced by the unemployed youth in eThekweni Municipality. While the participants were busy explaining the researcher was drafting all the information on the interview schedule, while on the other hand the use of a digital voice recorder played an important role for recoding all the details that a researcher might fail to draft while in the process of the interview.

3.4.3 Disadvantages of using Interview Schedule

While it was beneficial for a researcher to use the interview schedule as it was more descriptive in its nature, the researcher discovered that interviews are more slower than questionnaires because the questionnaires can be distributed to more than one person at a time and that saves a lot of time for a researcher while collecting information.

3.4.4 Piloting the Interview Schedule

Piloting a study is a technique used in many research studies, it is a technique used to refer to the feasibility of a study which is a small-scale version done in preparation for the major study. This technique can be seen as the pre-testing of a particular instrument, in this case interview schedule was pre-tested. The advantages of conducting a pilot study is that it gives advance warning about where the main research project might fail and where research protocols may not be followed (Baker, 1994). Pilot studies can be based on quantitative or qualitative methods and large-scale studies may employ a number of pilot studies before the main survey is conducted. The researcher in this study used the qualitative data collection and analysis on the relatively explored research topic, and using the result to redesign and develop a better interview schedule that will better explore the research topic.

The researcher piloted the interview schedule amongst six unemployed young people and the aim was to determine its reliability and validity. Reliability refers to the dependability of a measurement instrument that is the extent to which the instrument yields the same result on repeated trials (Terre Blanche and Durrheim, 1999). Whereas there are many types of validity, for the purpose of this study measurement validity was utilised it refers to the degree to which a measure does what it is intended to do. This means that the measure should provide a good degree of fit between the conceptual and operational definition of the construct and that the instrument should be usable for the particular purposes for which it was designed (Carmines and Zeller, 1979). It was discovered that some of the interview questions were difficult and ambiguous to the research topic. Ultimately the interview schedule led to additional confidence in the validity dimensions under investigation.

3.5 Case study strategy

There are a variety of explanations that define what a case study is, Bromley (1986) defines case study as a systematic enquiry into an event or a set of events which aims to describe and explain a phenomenon of interest to the researcher. Case study research investigates the phenomenon within its real-life context and uses prior theoretical propositions to guide the processes of data collection and analysis (Yin 1994).

Case study research permits the researcher to conduct a systematic in depth investigation into a particular instance in its context in order to generate knowledge (Rule and Vaughn 2011). For the purpose of this research, the aim was to investigate a single case in three different research sites and illuminate its relation to its broader context. The research hypothesis of the study was to understand if Skills Development is a panacea to youth unemployment in the post-apartheid South Africa, a case study of eThekweni Municipality. The use of three research sites (Umlazi, Wentworth and Chatsworth) as a case study assisted the researcher to generate insight and understanding of the problems associated with skills development and youth unemployment. Yin (1993) identified three types of case studies; exploratory, casual and descriptive case studies. The theory and literature informed and guided the data collection and analysis. According to Yin (1993:22) for a case study to be descriptive the theory must be stated and defined clearly prior to data collection.

3.6. Data analysis

Data analysis issues should be carefully considered when designing a study since the aim of data analysis is to transform information (data) into an answer to the original research question. A careful consideration of data analysis strategies will ensure that the design is coherent as the researcher matches the analysis to a particular type of data to the purposes of the research and to the research paradigm. Data analysis procedures can be divided into quantitative and qualitative techniques. Quantitative techniques employ a variety of statistical analysis to make sense of the data, whereas for the purpose of this study qualitative techniques begin by identifying themes in the data and relationships between themes (Terre Blanche and Durrheim, 1999). It is important to ensure that the type of data analysis which is employed matches the research paradigm and data, and can answer the research question.

The information collected using the interview schedule was numerically coded. Coding is the process of assigning numerical score or other character symbol to previously edited data (Zikmund, Babin, Carr and Griffin, 2013). Coding involves applying a set of rules to the data to transform information from one form to another. It is often a straightforward clerical task that involves transforming the information provided on an interview schedule or questionnaire into meaningful numerical format (Terre Blanche and Durrheim, 1999). Questions may include sections for comments which will allow the respondents to elaborate which will result in a wider range of responses. Numerical coding of such data is more difficult to code numerically (Rule and Vaughn, 2011). For such responses open coding was used allowing the researcher to use qualitative measures. A set of themes/categories for which the data appears to belong was developed.

3.7. Research protocols and ethics

Ethical standards were maintained throughout the study; the participants were informed about all aspects of the study. Information gathered was used for research and academic purposes only. All participants were treated with respect and concern. To protect the anonymity of the respondents, in the analysis of the data no names were mentioned.

3.8. Conclusion

The research design and methods used in the study helped the research meet the objectives and answer the research questions. Clarity on the impact of skills development on youth unemployment was achieved, in spite of a relatively small sample size the results were probably representative of all three research sites under study. Data collected improved the researcher's knowledge on skills development procedures in eThekweni Municipality to measure the demands of employment among young people with or without skills.

CHAPTER FOUR

Data Analysis

4.1 Introduction

For anonymity of the participants in this study, the numbers were used instead of names while analysing data. All the participants appear as participant 1 to participant 35 in the analysis and that is a substitute from their real names. There were 20 female and 15 male respondents who participated in this study. The participants were drawn from the three research areas, namely (uMlazi, Chatsworth and Wentworth).

4.2 Data Analysis

Data analysis is a process of systematically applying statistical and logical techniques to describe, summarize and compare data. It helps in highlighting useful information and support decision making. The strategy that the researcher used was to select the themes that were relevant to the research question. The data analysis in this chapter only focuses on the descriptive information presented by the research interview schedule.

4.3 Sample Characteristics

In eThekweni Municipality, unemployed African youth constitute 30%, Indians 8% and Coloureds 3.5% and Whites 1.4%. A sample size of 35 young people was selected from three different locations of the central region of eThekweni Municipality. A non-probability sampling termed purposive sampling/judgmental was utilised to select the participants. The participants were drawn from the unemployed youth in eThekweni Municipality between ages 24-35. The primary focus for the study was on three races namely: (coloureds, Indians and black youth) from Chatsworth, uMlazi and Wentworth. The sample size comprised of 35 participants (20 Africans, 10 Indians, and 5 Coloureds). These racial groups were chosen based on the fact that unemployment and the lack of skills amongst them is rife (Kraak, 2003:10; Gumede, 2012). The white unemployed youth were excluded on the grounds that they are least affected.

4.4 Demographical Information

Age of Respondents	Frequency	Percentage
24-26	9	26%
27-29	10	28%
30-32	9	26%
33-35	7	20%
Total	N = 35	100%
Educational level		
Grade 7-9	3	9%
Grade 10-12	17	49%
Certificate	7	20%
Diploma	5	14%
Degree	3	9%
Total	N = 35	100%
Marital status		
Single	32	91%
Married	3	9%
Total	N = 35	100%
Township/Suburb		
Umlazi	20	57%
Chatsworth	10	29%
Wentworth	5	14%
Total	N = 35	100%

Table 2: Biographical details

The **age distribution** of recipients reveals that 9 (26%) participants were between the ages 24-26 years; 10 (28%) respondents were between ages 27-29; nine (26%) participants were between

ages 30-32 and 7 (20%) participants were between the ages 33-35 years. The graph above depicts that those who are 27-29 (28%) are the majority, followed by 27-29 and 30-32 with (26%), respectively and the least number of respondents 20% are those who are 33-35 years. The overall analysis of the statistics still attests to the prevalence of youth unemployment. This is supported by Gumede (2012) that the current situation points to a historical inability by the South African government and partners to sustainably resolve the youth unemployment challenge.

The **educational level** of recipients reveals that 3 (9%) of the participants were between grades 7-9 of educational level, followed by 17 (49%) who were between grades 10-12; and 7 (20%) respondents who had certificates, while 5 (14%) had a diploma and finally 3 (9%) respondents with a degree. Both respondents who had a certificates and degrees constitute only 8 (23%) of the educated youth. A high proportion of the young people (27) 77% did not have post matriculation qualifications which can enable them to acquire the skills required in the new global economy. Moller (2010) also recognised that unemployment in South Africa is mostly experienced by youth who lack the skills. He went on to point out that approximately two thirds of all unemployed below the age of 35 do not have education and training (also see Blanchflower and Freeman, 1999; O'Higgins, 2001; Moleke, 2006; Mlatsheni, 2007; Bell and Blanchflower, 2009).

The **marital status** of the participants reveals that 32 (91%) of the respondents interviewed were single and only 3 (9%) respondents said that they were married. The **Township/Suburb** statistics reveal that uMlazi Township had 20 (57%) respondents, Chatsworth 10 (29%) of and Wentworth had 5 (14%).

4.5 Presentation and Discussion of Results

The results of the data gathered using the interview schedule which was self-administered by the researcher among the participants from all three research sites are presented in this chapter. The fact that the researcher told the respondents from the onset that the investigator was a student and cannot be regarded as an unemployed person made the participants to be aware that the researcher had limited knowledge of being unemployed. As a result most participants were prepared to participate in this study, as they felt that the survey might unpack the dynamics surrounding the challenge of skills development and youth unemployment.

After finishing collecting data using the voice recorder and the interview schedule from all the participants under study, the researcher analysed the data gathered. The research interview schedule and the digital voice recorder are presented in the appendixes of this dissertation. The researcher presented data qualitatively by utilizing themes and concepts that are of significant importance to the research. As stated in the introductory chapter, codes and labels were used and later converted into categories. The researcher looked at words, sentences, certain patterns and themes from the respondents to try and draw conclusion from the data. The data collected from the interviews was transcribed and edited before it was presented. The data was analysed using the scissor and sort technique. The first step in applying the technique involves going through the transcript and identify those sections that are relevant to the research question(s). The results of the analysis are as follow:

4.6 Presentation of Data gathered from the Interview Schedule

The majority of responses from all the respondents were more or less similar and this is despite the race difference and the location of the respondents. Furthermore, the responses were descriptive in nature and that allowed the researcher to detect the similarities in their responses.

4.6.1 The first question posed to interviewees relates to their opinion on the causes of youth unemployment in South Africa.

The theme advanced by a researcher with regards to the research question was that; youth unemployment in South Africa is a multifaceted problem that needs the policy makers to advance innovative decisions to youth unemployment. The responses generated highly emphasized that inadequate efforts have been made to create job opportunities for youth. Many young people lack tertiary qualification and therefore jobs are scarce for them. Even those who have acquired a tertiary qualification are finding it difficult to find a job because many positions advertised require past experience which they do not have. Most participants felt that this could only give rise to further social ills in the future. All the participants felt that young people are not being involved because they lack skills required by the prospective employers. The summary of the responses which are quoted verbatim are as follow:

“Hey for me, the youth of South Africa have suffered the most with regards to unemployment, I myself and the most of the community here at uMlazi are a living proof.

Most of us after finishing high school are unable to continue to higher education due to financial problems. That alone brings the number of unemployed young people to the extreme. Another thing is that uh... youth unemployment is damaging a whole generation of youngsters...the stresses that they encounter leads to many degrading outcomes, drugs, violence, crime, HIV and AIDS sometimes suicide for the youth that is living in extreme conditions like the ones in the informal settlements”. Interview with Participant 15 on the 20th of July 2014.

“Eish...the way I see it, youth unemployment in South Africa is worsening, it has a ripple effect on the economy as a whole in the country. Youth are potentially the most productive group of workers. However, they do not get jobs due to lack of experience, education and skills. Uh... many government initiatives to help the youth get jobs are opposed by those that want to protect those that are already employed as was the case with the wage subsidy and COSATU”. Interview with Participants 3 on the 5th of July 2014.

“My brother you know... Eh... youth unemployment is a serious challenge to skilled and unskilled youth. Eh... for me I think that the evolution of our society has been the cause of this problem because nowadays most people are living in the CBD’s as compared to before. Moreover, some of the youth who are unemployed are not employable since they do not have matric”. Interview with Participant 7 on the 10th of July 2014.

“For me I think that it is a major problem that needs serious attention, the unemployed youth contribute to South African crime rate for various reasons, some being the fact that they are unemployed and cannot afford the standard of living. Most young people in South Africa are uneducated, but the ones with degrees cannot find suitable jobs. The government should address this urgently. I find it stressful because there are a lot of qualified people who are unemployed and that what happens when one finishes his or her studies, they will just stay at home unemployed”. Interview with Participant 6 on the 7th of July 2014.

“Eh... for me youth unemployment is a crisis in the country because it affects the larger population which is youth. The policies that have been formulated to address the problems associated with youth unemployment are failing...eh...or there is a lack on implementation side of it. Eh... the reasons for high unemployment can be that...youth have less experience, wrong educational system and employers prefer adults than youth. Eh... if I am not mistaken this has been worsened by the global recession in 2008. From what we hear in the media

news unemployment rate is increasing especially among youth, this causes problems such as demotivating those who have not yet graduated because they feel as if...eh...even after one obtains a degree they will still end up unemployed. This causes the crime rate to increase together with poverty while other young people continue to depend on their parents for survival". Interview with Participant 23 on the 13th of August 2014.

4.6.2 The second research question the participants were asked: what do they think are the barriers to youth employment in KwaZulu-Natal Province?

The theme advanced in this particular research question is that; skills shortage and poor educational system is a contributing factor to youth unemployment. The majority of responses from the participants showed that most young people in eThekweni Municipality feel that they are not receiving appropriate attention from both the private sector and the South African government. They went on and outline that the government is not doing anything to improve their skills to enter the labour market. The summary of the responses which are quoted verbatim are as follow:

"Lack of training skills programs for youth... uh... basically the apartheid legacy of poor education is still affecting many young black people...the less education you have...uh...the less likely you are able to find a job. Well...uh...another thing would be...uh...the mismatch of skills, not enough people are acquiring education in the careers that are in demand for example, some students get a tertiary qualification but cannot find jobs because there is no demand for the skills they possess. The most stressful obstacle that blocks young people from receiving employment is the fact that most varsity graduates lack skills and experience while companies and government departments expect unemployed young people to have like five years of experience, which is quiet impossible for young people from most tertiary institutions". Interview with Participant 28 on the 18th of August 2014

"Eh... in fact the shortage of skills development, lack of job opportunities and low economy issues contribute to youth unemployment in KZN Province and the rest of South Africa. KZN Province experiences students not being engaged in academic success in certain needed subjects such as Mathematics and Science, as well as students performing below average. Youth employment is not so much based on experience as it is based on skills. I think that the government and the private companies are not doing enough to reduce the increase of youth unemployment in this Province, which is why most young people in KZN

are trying very hard to leave the Province and try their luck elsewhere”. Interview with Participant 17 on the 25th of July 2014.

“There are few job opportunities and every year more young people are graduating and others are entering the tertiary education. On the other side there are not enough funds for all the students to be catered for by the state fund (NSFAS). Our economy has been greatly weakened, which is a reason for the increase in unemployment while there are no enough job opportunities available to the youth in this Province. Eh another thing is that...uh...youth who lack skills and who are not academically sound, tend to be victimized regarding employment irrespective of their circumstances...uh...I mean that there is nothing that has been done by the government to focus on young people that are very poor in this Province”. Interview with Participant 2 on the 5th of July 2014.

“Eh... as I said earlier one of the major barriers include an increase in expected education level, as well as the rising cost of higher education or training which result in lack of qualifications. Some of the young people do not finish high school and others are having children at an early stage while some have the criminal record. All those are the things that prevent the youth from being employed especially the youth from the township. The use of advance technology like computers in all working environments contribute to youth unemployment, this affect many of the youth in the townships and rural areas of this Province”. Interview with Participant 34 on the 21th of August 2014.

“Uh...I believe that...eh...there are a lot of factors that deprive young people an access to employment in this Province and the rest of South Africa. The lack of funding, skills and crime together with corruption on the part of the Municipality officials are the main courses of youth unemployment in this Province. Uh... another thing for me is that racism is a major barrier and gender inequality...uh...females are still occupying jobs that do not pay as well as that of men. We find more women in the grocery stores and retail companies which are the worst employers when it comes to salaries”. Interview with Participant 24 on the 13th of August 2014.

4.6.3 The third research question posed to the participant was aimed at unpacking the obstacles faced by the unemployed youth in eThekwini Municipality.

A question was posed about their perceptions with regard to youth unemployment in eThekwini Municipality. This question proved to be of great importance as the participants were able to pin

point their views about youth unemployment directly in eThekweni Municipality. Their responses revealed that the lack of skills, development programmes, corruption and nepotism are the contributing factors to youth unemployment in eThekweni Municipality. The summary of the responses which are quoted verbatim are as follow:

“Due to our young age as youth, we lack skills development and experience, but also we are not given opportunity to better our skills. Working at the Municipality requires previous experience in a particular field, but we are not able to better our skills because we are not provided with an opportunity’. Working at the Municipality requires previous experience of which the youth does not have. Eh... many faculties are reluctant to employ youth, as it requires much more to mold them into the professional men and women that they require. Another thing is that...uh... many young people are sadly poverty stricken and many poor parents find it difficult to pay for their children’s education in order for them to get opportunities to work for the Municipality”. Interview with Participant 10 on the 15th of July 2014.

“Eh... the youth in eThekweni Municipality, in or around the greater Durban area have a large number of individuals who do not participate in the labour market at all... and that is due to them not having an access to good education as well as enough training facilities which will enable them to have skills required by the employers. Another problem associated with youth unemployment is that some of the young people choose not to work at all if they cannot find their ideal jobs. The post-apartheid policies also contribute to youth unemployment in that most of the male black youth do not find employment due to the fact that preference is given to young black females because it is said that they were previously disadvantaged. This leads most black youth to settle to crime because they are deliberately left out of the picture”. Interview with Participant 12 on the 15th of July 2014.

“Hey you know they always look for experience and the youth are not exposed to such employment experience. Youth unemployment in the Municipality is a concerning factor where the youth are unskilled or not adequately developed so as to gain employment, be it fulltime or part time. However, there is high unemployment in eThekweni Municipality just like any other place in the country, the statistics have spoken each and every year. The Municipality is not doing enough to support its youth who have tertiary qualifications and those who have secondary qualification and uh... what is worrying is the fact that the number increases every year. Eh...you find that...uh...the Municipality does advertise the

posts for internships...however, I am not sure on the procedure used to employ because every year my friends and I apply for relevant jobs with the relevant qualifications but still we have never been called for an interview”. Interview with Participant 26 on the 15th of August 2014.

“Most unemployed people like me are experiencing the financial crisis and others got the qualifications but lack experience and skills necessary to perform the job. Therefore the employers usually cater for the individuals who possess the necessary skills for the required job’. My perception about youth employment is that as a Province we are not delegating our budget to help decrease the rate of unemployment’. To me I feel cheated as part of the KZN, the government makes empty promises each year in their budget speeches and the state of the Nations address. Poor delivery in our society on the part of job creation and skills development, we need more skills development programmes’. This is sad because young people cannot earn a living wage while on the other hand they cannot achieve their goals in life’. We need a skills development intervention, we also need to know that whatever field we venture into will be supported and encouraged”. Interview with Participant 3 on the 5th of July 2014.

“There is too much corruption in eThekweni Municipality; therefore I am considering a move to another province where there is more opportunities. Most of the successful young people here at uMlazi do not stay here, and as soon as they leave this province they find employment, which makes me believe that our Municipality is the most corrupt compared to the rest of South Africa’. Another thing is that young people need better skills that will allow them to find better jobs that pay well, because with fewer skills they get less paying jobs and are vulnerable to exploitation by corrupt business people”. Interview with Participant 33 on the 21th of August 2014

4.6.4 What do you think are the barriers that impede young people from employment in eThekweni Municipality?

The aim of this research question was to find out each participant’s personal views on the specific barriers (see appendix 1) that impede their chances of getting employment on the district of eThekweni Municipality. The majority of participants felt that there are a number of problems that they face with regards to employment in the Municipality. However, most responses emphasized that experience and skills developments are the key barriers to youth unemployment,

while corruption and nepotism was also partly cited. The summary of the responses which are quoted verbatim are as follow:

“There are a variety of barriers that prevent young people from finding employment in eThekweni Municipality. Young people lack experience, training and skills development, while others are performing below the average academically and normally high performers are the ones that find employment. The poverty stricken youth that resides in the Townships, informal settlements and the suburb’s surrounding the greater Durban area are the ones that suffer the unemployment crisis. Weak economy also contributes to the youth unemployment in eThekweni Municipality”. Interview with Participant 28 on the 18th of August 2014.

“Most graduates are unemployed because of the failure to provide enough job opportunities by the Municipality. Eh... in addition to that, there are less scholarships and internships provided to the youth which enables them to acquire necessary skills. Most of the time young people do not have the skills which are required by some companies that provide jobs. The older individuals of eThekweni Municipality have more experience which enables them to have greater chances of being employed compared to young people. Uh... another unfair thing that deprives most young people to find employment is the fact that most companies only employ graduates that were under their sponsorship while in the tertiary education, this prevents other qualified young people to get employment”. Interview with Participant 20 on the 30th of July 2014

“For me eh... lack of knowledge of what exactly is required in order to be employed is what missing in both the Municipality and the youth. The Municipality lacks the proper youth unemployment initiatives to assist young people, while young people do not have sufficient information with regard to searching for available employment. Eh... the barriers are that the Municipality requires certain expectations and many young South Africans do not meet these requirements and, so... are finding it increasingly difficult to be employed due to their skills and education which could be limited especially for poverty stricken young people”. Interview with Participant 5 on the 7th of July 2014.

“For me uh... I think that the lack of experience required for the advertised job at that particular moment is the mere factor that impedes young people from being employed, they lack necessary skills. Another thing is corruption and the other is nepotism, people that get

jobs in the Municipality usually know someone in the management or they have to bribe someone in order to get a position. Advertising of a post is just a protocol and those who get employment they get it in illegitimate way. We also heard that most young black females that have been able to receive employment had to offer sexual intercourse to get a particular position. For me our Municipality is a disaster and the government must do something before it too late, the budget is misused and wrong individuals are filling positions they do not deserve”. Interview with Participant 19 on the 30th of July 2014.

“Well...uh...from what I read in the newspapers, in eThekweni Municipality nepotism is the culture, most workers working in the Municipality get promoted while most of them do not possess the proper qualifications. We have read all about the corruption in the Municipality, while that is not only the case some government officials have been discovered over the years to do the same. Many young people with qualifications are staying at home jobless. I personally feel that the government officials in eThekweni Municipality and South African state are stealing from the poor people and they use the money to benefit themselves and sometimes use money for the less important things that does not help the young people and the community at large. Another thing is that uh... for some young people it is quite expensive to search for employment, the classifieds, agents and job sites do not play a massive role. Therefore, using public transport to drop a C.V. for something that is not guaranteed affects the pocket. Uh... moreover, the elderly people who are in government positions are intimidated by young people who possess degrees, therefore they sideline them and uplift themselves inside the organisations. Uh ...the final known fact is the lack of skills and funding for skills development programmes designed to assist young people”. Interview with Participant 23 on the 13th of August 2014.

4.6.5 In your perception, do you think that the lack of skills among young people has a significant bearing in them not finding employment?

This was another key question that proved to be of vital important, for the purpose of this qualitative study the researcher wanted the participants to explain and support their arguments. The responses to the research question proved to be in line with the fact that skills shortages amongst young people leads to unemployment. While on the other hand the research hypothesis states that; there is a significant positive correlation between the lack of skills development initiatives and the growing unemployment levels amongst young people. The responses to this research question supported the research hypothesis in that most participants agreed with the fact

that the lack of skills amongst youth has a significant bearing in them not finding employment. Surprisingly enough, all the participants from this research question said yes, and the summary of the responses which are quoted verbatim are as follow:

“Yes, young people are not given an opportunity to develop their skills because they are out of work and as a result unable to gain any work experience. Many companies are reluctant to employ the youth and give them training for a particular position. Young people are also discouraged by the extensive requirements that are required for all the positions they try to apply for. This means that our schools need to prepare young people for entry jobs so that they are able to develop the skills required for posts available”. Interview with Participant 20 on the 30th of July 2014.

“Yes, it is a major reason for youth to be unemployed due to their limited educational backgrounds. Young people need to be literate and understand basics of academia in order to apply for jobs. Thus it is the lack of skills first need to be dealt with in order for the youth to become successful in the job market and the working world”. Interview with Participant 22 on the 11th of August 2014.

“Yes... the lack of skills among young people has a major bearing for them not finding jobs especially in the formal sector. The formal sector requires individuals who are highly skilled while they do not provide enough internships for youth to get sufficient skills necessary for employment. While on the other hand the private sector does not assist the government to provide internships and training that the youth requires for them to access the labour market”. Interview with Participant 15 on the 20th of July 2014.

“Yes there is a high possibility, but if companies and the government departments do not want to employ young people, how are they supposed to acquire skills necessary for them to get employment. In the near future the country will run out of skilled individuals in politics, companies and government departments because the young people are being blocked to participate. Skills and experience are very important factors in finding employment, and young people in South Africa do not seem to possess such requirements. I think that our schools and tertiary institutions can be able to pave a smooth way for young people to be transformed from school to the working environment”. Interview with Participant 21 on the 11th of August 2014

“Definitely it is the main reason for most young people not to find employment because most companies always upgrade their system after a certain period of time. Training institutions should also make it their means that whatever is being taught is in line with the latest technology in the labour market. A skills development issue has got a huge impact since most young people cannot afford to continue with their studies and remain at home. Basically this means that if job opportunities rise only the people already in the work place will get promoted since young people lack experience and qualifications”. Interview with Participants 27 on the 15th of August 2014.

4.6.6 What kind of challenges do young people face in obtaining skills necessary for employment?

When the participants were asked as to what are the challenges they faced in obtaining skills necessary for employment, most respondents cited illiteracy, skills development programs, financial problems and poverty are the key challenges to unemployment of young people. This point to the fact that the challenge of obtaining skills for young people is a multifaceted one, and their responses which were quoted verbatim are as follow:

“Many young people are illiterate and education is expensive and the South African government does not provide free education. Poverty is another factor that contributes to unemployment and skills development, poor individuals does not have money to register for any kind of training or to look for employment on daily basis. The lack of employment opportunities amongst the younger generation result in less or no skills development opportunities for them. Many young people in South Africa are faced with financial problems when it comes to further their educational needs and training. Therefore, the South African government should implement the funding that will accommodate all the young people that have done well during matric specially the ones who are disadvantaged. If the money goes to the young people who are performing well there is nothing that the government can complain about. Stricter rules should be implemented to prevent failure to the beneficiaries of such a funding”. Interview with Participant 1 on the 5th of July 2014.

“Eh... for me I believe there is an increase in cost of education, on top of that we don't have enough institutions to provide education for the young population that has exploded to huge numbers, and the number increases every year. Furthermore, there is less funding from the

government and the private sector which prevents most of young people from furthering their studies. In eThekweni Municipality there is fewer youth training schemes designed to help young school leavers with necessary training'. Basically it is the lack of internships and learnerships which relate to their qualifications... less experience and fewer skills than adult population result in exclusion of young people by the labour market. Another most common factor in the Townships and rural areas is the lack of information, networks and connections among youth, especially youth from families lacking significant social capital". Interview with Participant 18 on the 25th of July 2014

"Education in South Africa is not free so many people do not have access to schooling, therefore employment requirements are not met. Quota's being set and affirmative action in place binder particular race groups from finding work. Other factors contributing to skills shortages is the fact that while there are few job opportunities, young people lack experience while many are illiterate to even apply for the available jobs. Uh...usually money to study further or to enroll in programs that will lead to obtaining skills is a problem for many young people. The government has tried to offer financial assistance to students who are suffering financially, but it is not enough since it cannot offer all the young people who finished matric financial assistance. That is when we see the numbers increase every year, it is because of the young people that are left out by the financial assistance". Interview with Participant 35 on the 21th of August 2014.

"For me I would say that financial crisis are the main reason young people don't find jobs, I believe that the rest of young people here in Chatsworth are a living proof that financial crisis can block any young person's future prospects'. Tertiary tuition fees are too high making it not affordable by the young people, mostly the ones that are coming from a very poor background. Uh... poverty is the main cause for most people but others have got religions that are against certain working environments, mostly to women who are regarded as people who should perform specific duties designed for women only. The youth in the rural areas need educational facilities and transport to access education of any sort, and financial reasons are always the case'. This is due to economic challenges and poverty since most young people cannot afford to get education since the fees to enter the tertiary institution always rise". Interview with Participant 6 on the 7th of July 2014.

"It is the lack of skills and experience especially for the graduates; they do not have any work experience. Young people mostly in the Townships and rural areas lack proper

information as to where to look for jobs and how. The fact that most companies use internet logins for applications it makes it hard for young people who do not have computer facilities to access those job opportunities. Uh...funding is a primary problem, even the government is now failing to educate all students through NSFAS irrespective of whether the student is academically sound or not. Skills, work experience and the lack of qualifications are the main challenges that the Township youth is experiencing the most. Also the lack of communicating in English is a huge barrier when it comes to interviews since the youth from the Townships do not speak English with their friends and families. When a chance comes most of them lose such a chance through lack of communicating well in English since it is the only language used in South Africa for entering the work place. Young people need to get a proper education, recognized tertiary institutions and able to access the funds for their studies". Interview with Participant 23 on the 13th of August 2014.

4.6.7 What are the types of training and skills development initiatives undergone by the unemployed youth in equipping themselves to find employment?

The responses from this question have revealed that the training provided if there is any, does not match the market demand. However, this is not to say that these findings point to the fact that in KZN there is poor education. Basically this means that young people who belong to the poor background are highly unlikely to receive better education. The fees being paid in the FET's, Colleges and Universities are not the same, this actually means that the lesser finance one is the less the education one receives. However, young people with better family backgrounds in terms of finance are highly likely to receive better education. In South Africa it has become a norm that every year EFT's, Colleges and Universities engage in strikes due to financial exclusion of students that cannot afford the fees stipulated by the institutions. Moreover, it is inadequate to discover that the students that are engaging in such strikes are coming from financially sound background. The summary of the responses which are quoted verbatim are as follow:

"Ey' man... the young people here at uMlazi are faced with a lot of problems such as poverty and a lack of opportunities. There are very few opportunities when it comes to education of youth because of huge numbers of young people staying at home due to finance reasons. Even the Extended Public Works Program designed to curb unemployment has failed because it is not sustainable and it has failed to cater for all unemployed individuals with or without skills. Some young people argue that they have received training on skills development, but it seems that the training organisations are the ones who do not know what

to provide young people with, because most of young people possess the certificates that are not recognised by the job market. A course that takes place for three days to a week does not convince the employers to hire such a person”. Interview with Participant 11 on the 15th of July 2014.

“Most young people get voluntary jobs that are shadowing to gain experience before entering into a particular field. Some young people are not disciplined when they happen to get a good first entry job, which is why most companies are not likely to hire young people. Most training courses are not preparing young people for an entry to employment; this allows employers to prolong the induction process and training which in turn prevents employers from hiring young people. Most young people are employed in positions that do not allow them to get suitable positions after wards, young people are employed as cashiers, security guards and cleaners as a result these positions are not equipping them for better job opportunities in the future. More conventions discouraging the youth from being caught up in a poor life style should be developed. Workshops encouraging young people to be involved in the economic development must be made available, mostly in areas where unemployment is vast”. Interview with Participant 14 on the 20th of July 2014

“Eh... that a difficult one... but for me uh... I think that the vocational courses for the pupils at school level together with the students at tertiary level should be designed in a way that should help the youngsters to choose wisely their career paths. Eh... most of the time young people after living the tertiary level pursue internships without salaries with the hope that getting experience will allow them space in the companies they hope to work for. Uh...the youth today are faced with a lot of problems such as poverty and a lack of opportunities, there are very minimal opportunities in their disposal to the extent that a retail job is often appreciated and embraced. The government is failing to reach the townships in an appropriate manner. However, with the less FET's and Technikons here in uMlazi some youth are changing their lifestyles to worse because of stress”. Interview with Participant 17 on the 25th of July 2014

“This is a very tricky one because there are young people who are complaining with the fact that they possess the right qualifications but they still cannot find employment, while others say that they do not have enough money to pursue their studies. So there must be another factor other than qualifications that blocks young people from finding employment this could include nepotism and corruption on the part of employers and Municipality officials. I

do not know if the youth in eThekweni Municipality is well equipped to pursue the work place, but many young people need skills development and better education that is in line with the latest technology in the business industry”. Interview with Participant 3 on the 5th of July 2014.

“Most unemployed young people in the surrounding greater Durban area do not have any training and skills that is why they are unemployed in the first place. The lucky individuals are the ones that receive sponsors from the companies like Engen and Transnet while they are still studying; most of those students stand a chance of working for that particular company if they did well in their studies. Uh...the fact is... this could range from a variety of situations, like for example when young people try to look for voluntary positions hoping that someday they will be engulfed by that particular company or government department, which in turn will enable young people to pay for fees in any skills development program to get a better job opportunity”. Interview with Participant 34 on the 21th of August 2014.

4.6.8 What kind of skills do young people require to access the labour market?

The responses to this research question revealed that there is a need for policy makers to shift their attention towards uplifting and developing young people. In most responses given by the participants, the researcher was able to advance to the fact that the transition from high school to higher education needs to be beefed up, to prepare young people for workplace. However, responses also showed that even young people who are qualified lack on the job training and experience and they end up missing job opportunities. Moreover, other respondents partly cited the financial reasons as the major threat towards achieving education. The summary of the responses which were quoted verbatim are as follow:

“The first thing that young people require is literacy skills, and an opportunity to study to further their education because most young people after finishing high school do not have sufficient funds to continue with their studies. Most young people are not matured enough by the time they reach the higher education which in turn results in low academic performance. Young people lack determination to pursue their goals, therefore the transition from high school to higher education needs to be beefed up for young people to know where to go and what to do after high school”. Interview with Participant 7 on the 10th of July 2014.

“These days there is a lot of competition so... young people try to aim very high to avoid competition but sometimes this becomes a trap for over qualification and thus end up leading

to unemployment. Young people need good communication skills to show employers that they are concise and focused... they need to prove that they are good team players who can manage and delegate others and can take on the responsibility to run any project that they are required to do. Furthermore, uh... young people should have confidence, leadership, perseverance and motivation. Eh... for young people it is important to join the extracurricular activities to develop general skills and do voluntary work to prepare them for the work place”. Interview with Participant 6 on the 7th of July 2014.

“They require the necessary skills that are in demand within the labour market; it is not wise for the young people to pursue the career paths that are no longer in demand. This is one of the main causes of unemployment because if there are more qualified teachers that mean others will stay at home because there is no demand of more teachers at times. Good education and good skills development as well as an improvement in our tertiary education which will put us in par with international standards through making us more competitive therefore attracting foreign investment creating more and more jobs. The young people first need to know what career paths they want to pursue before entering the tertiary institution so that after finishing their degrees/diplomas they don’t get stuck due to lack of demand”. Interview with Participant 35 on the 21th of August 2014.

“The schools and the universities should prepare young people for employment; they should be able to show good work ethics by the time they leave the training environment’. Young people require the appropriate skills for the specific job depending on the field of study that one is interested in. Most young people are qualified but because of the lack of skills and experience they end up missing opportunities because the employers do not want to spend a lot of time training new staff so the adult counter parts with experience end up filling the post”. Interview with Participant 15 on the 20th of July 2014

“Young people require skills such as engineering, electrical, mechanical and agricultural in order for them to access the labour market and play a major role in it. But obviously since finance is the major threat towards education most young people do not reach their dreams because of poor backgrounds. For most young people, who have not been in the work place, I think that multitasking, interactive and leadership skills are the most important since in most areas of the work place people are sometimes expected to work individually or lead a group of people, therefore with such skills young people may adapt easily in the working environment”. Interview with Participant 10 on the 15th of July 2014.

4.6.9 What do you think the information centres at the eThekweni Municipality should be doing in assisting young people to find jobs?

There is a perception amongst the youth that information centres are not helping in assisting young people find employment. Hence, this question was asked to check if this information is accurate. The responses from most participants showed that the information centres at the Municipality are not doing enough in ensuring that young people receive better access to information with regards to finding employment. The participants also gave a variety of innovative responses with regards to better accessing of information in the Municipality. The responses revealed that Radio stations, social media are better suited to reach people than the internet cafés and newspapers. The summary of the responses which are quoted verbatim are as follow:

“The Municipality should conduct surveys and do research to establish the interests of young people and finding out what problems they are facing while searching for the job. The Municipality should provide basic skills, training and be able to assist young people to search for available vacancies. The eThekweni Municipality should use the media to create awareness of the problem of unemployment, and any proposed solutions should be made available via the media since most young people do not have access to the internet. Work-study positions should be created by the eThekweni Municipality to create skills for the youth that is still studying”. Interview with Participant 17 on the 25th of July 2014

“The Municipality should make sure that they have accurate or appropriate number of the unemployed youth by encouraging all the youth to register their names so that the government will have the correct figures. Eh... if the Municipality can provide the list of all private sector agencies which can be contacted by young people so as to submit their details or profiles in order for the private sector agencies to find available jobs for the unemployed youth, that somehow can reduce a number of youth unemployment. Another thing that the Municipality should do uh... is to provide information that will teach young people how to start their own businesses as well as information about the agricultural sector which in many instances has managed to provide employment and reduce poverty by teaching people to start their small gardens mostly in the rural areas”. Interview with Participant 26 on the 15th of August 2014

“The Municipality should give more information by the use of social media, radio stations and community meetings through the counselors which will somehow show if the Municipality is corruption free. Most important information is rotated to few privileged individuals in the Municipality or politically active in a ruling party of that particular Municipality. The eThekweni Municipality should hold career fairs and provide short courses for the youth. They should also make available their information via the social media and radio stations to cater for young people who cannot access the internet café”. Interview with Participant 12 on the 15th of July 2014.

“Since most young people do not possess computers, a large number does have cell phones so if the Municipality can process information via the social media a lot of young people will be able to access such information. Another thing that the Municipality should do is to stop nepotism and corruption and ensure that qualified candidates are in proper positions. I think that if the Municipality can get young people’s opinion as to how they want to be assisted, then assisting young people with the programs they do not want which in turn is wasting a lot of money on the part of the Municipality. The Municipality should also inform young people on the programs of great importance and demand so that they will be able to choose if such programs are suitable for them”. Interview with Participant 8 on the 10th of July 2014

“The eThekweni Municipality is generating enough money therefore it should provide funding for young people who are willing to study and somehow provide free skills development programmes. That can be achievable if our Municipality does not have officials who commit fraud and injustices to its own community. The information centres should provide young people with important information like scholarships and bursaries. There should be more learnerships for the young people who are less privileged so that they can also access the work place”. Interview with Participant 31 on the 20th of August 2014.

4.6.10 Explain whether the training and skills development initiatives implemented by the Municipality are effective in combating youth unemployment?

When the participants were asked if the training and skills development initiatives implemented by the Municipality were effective enough in combating youth unemployment, some of the participants were unsure but their responses still revealed that the municipality is not doing enough, that somehow showed that the research question was very important in unpacking the

insight on what the youth feels should be done to combat their unemployment problem. The study focused on previously disadvantaged youth, and most of them felt that the Municipality is not doing enough in focusing on improving the lives of young disadvantaged people. All the responses from the participants' showed dissatisfaction with the way the Municipality operates with regards to combating unemployment of young people. The summary of the responses which are quoted verbatim are as follow:

“Eh... I am not sure whether the developments such as Umsobomvu, EPWP, BEE and RDP have been initiated by the government or the local government, but most of these developments have not been sustainable and most of them have not benefited young people...eh... maybe it has developed some but it has been the privileged few. We all read newspapers and we have heard about the corruption in the handling of monies in the Municipality. Most of us believe that for one to get employment or any kind of support from the Municipality he or she must belong to a certain political party or a relative should be part of the Municipality, and the rest of young people are left out”. Interview with Participant 35 on the 21th of August 2014.

“Eh... since I am unaware of any, I still feel like this is the question to answer. For me everything that has been tried has done too little for the young people in KwaZulu-Natal and the eThekweni Municipality. If one looks around here at uMlazi one can see that young people are trying everything in their powers to survive without employment. Every day one can see the scrap metal collectors, car washers, and illegal street vendor's young people moving up and down trying to earn a living for themselves, there is a lot that the local government should do for young people because the misconception that they are lazy is not applicable if you stay in the Township”. Interview with Participant 17 on the 25th of July 2014

“No, the Municipality is not providing necessary finances especially for the under-privileged youth, a friend told me that for one to get an opportunity of any kind at the Municipality one should be an active ANC member, which is not fair for people who do not take part in any kind of politics of this country. The government does not provide adequate job opportunities for young people mostly in KwaZulu-Natal where unemployment rate is high'. The initiatives that have been tried are not effective, one can tell by a large portion of the youth unemployed and desperately searching for any form of employment. The Municipality should aim to improve first and foremost the lives of the distressed youth of the KZN

population. The government should also provide subsidies for the unemployed youth”. Interview with Participants 2 on the 5th of July 2014

“There are not at all effective, even graduates coming from universities are failing to get internships, and it gets worse for those who have graduated with a diploma. In the Townships the youth is clueless of what is happening on their surroundings to the extent that they resent to drugs which then limits them by all measures. Even though I do not know much of the development initiatives that the Municipality has implemented, the cry out of youth unemployment is endless and the voices are getting louder. This alone entails that our Municipality has failed us, and maybe if some trust worthy individuals are hired to run our Municipality and the rest of South Africa, we could see changes in people’s lives because corruptions only benefits the few”. Interview with Participant 23 on the 13th of August 2014

“No, I do not think so because there is still a high rate of unemployment in this Province and the rest of South Africa. They need innovation and some new blood in the Municipality so that they can get rid of all the corruption and nepotism that is still a culture in this Province. The older people avoid young people not only in politics of the country but they also sabotage young people from finding employment. There is still a vast number of unemployment mostly within the young people in Townships and in the rural areas. The young people in general they all suffer unemployment but the ones in the Townships and rural areas are the ones that suffer the most”. Interview with Participant 5 on the 7th of July 2014.

4.7 Conclusion.

The results of this study highly emphasized that inadequate efforts have been made to create job opportunities for youth. Many young people lack tertiary qualification and therefore jobs are scarce for them. One of the themes advanced in this particular research question is that; skills shortage and poor educational system is a contributing factor to youth unemployment. The majority of responses from the participants showed that most young people in eThekweni Municipality feel that they are not receiving appropriate attention from both the private sector and the South African government. Their responses revealed that the lack of skills, development programmes, corruption and nepotism are the contributing factors to youth unemployment in eThekweni Municipality. However, most responses emphasized that experience and skills

developments are the key barriers to youth unemployment. When the participants were asked as to what are the challenges they faced in obtaining skills necessary for employment, most respondents cited illiteracy, skills development programs, financial problems and poverty as the key challenges to unemployment of young people. The responses also revealed that in eThekweni Municipality the training provided if there is any, does not match the market demand. However, this is not to say that these findings point to the fact that in KZN there is poor education. Basically this means that young people who belong to the poor background are highly unlikely to receive better education. However, responses also showed that even young people who are qualified lack on the job training and experience and they end up missing job opportunities. The responses also revealed that Radio stations, social media are better suited to reach people than the internet cafés and newspapers. While the study focused on previously disadvantaged youth, most of them felt that the Municipality is not doing enough in focusing on improving the lives of young disadvantaged people. Studies that have been done under the context of this study will be used to link the research findings provided by this research. Basically the results of this study were pertained strictly from the selected sample. Therefore, the researcher chose to reveal evidence from other studies and sources to show the relevance of the study in the next chapter. In chapter five, the discussion of the results generated from the interviews will be engaged.

CHAPTER FIVE

Discussion of results

5.1 Introduction.

The preceding data analysis chapter dealt in detail with the information gathered using the research interview schedule and the data interpretation presented was only supported by the research findings. The purpose of this chapter is to discuss the research findings and to determine whether the literature under study address the research findings. This will be followed by the hypothesis testing and the theoretical framework of the study being investigated, and finally the conclusion of the chapter.

5.2 Discussion of Results

In chapter 3, the researcher stated that the first four questions⁷ of the interview schedule were used to collect information on the participant's opinion on the problems associated with youth unemployment. The questions included the barriers that impede youth from finding employment in eThekweni municipality and the rest of KwaZulu-Natal Province. The participants were also asked about their personal opinion in finding employment in the Municipality.

The responses from the first four questions highly emphasized that inadequate efforts have been made to create job opportunities for youth and that at the present moment in eThekweni Municipality and the rest of the KZN Province many young people lack tertiary qualification and therefore availability of jobs are scarce for them, while others who have acquired a tertiary qualification are finding it difficult to find a job. The responses of the participant's reveal that many positions require past experience. However, young people are not given the opportunity to engage themselves in the labour market. One of the major problems discovered by a researcher with regards to the above questions was that youth unemployment in South Africa is a

⁷1. What is your opinion on the causes of youth unemployment in South Africa?

2. What do you think are the barriers to youth employment in KwaZulu-Natal Province?

3. As an unemployed youth, what is your perception with regard to youth unemployment in eThekweni Municipality?

4. What do you think are the barriers that impede young people from finding employment in eThekweni Municipality?

multifaceted problem that needs the policymakers to advance innovative decisions to youth unemployment problem and skills development.

Responses also revealed that most young people in the Province feel that they are not receiving appropriate attention from both the private sector and the local municipality. Another major problem that was discovered within the first four questions was that; skills shortage and poor educational system is a contributing factor to youth unemployment. Other responses from the participants revealed that there are a variety of problems that young people face with regards to employment in the Municipality. However, all the responses emphasised that experience and skills development were the key barriers to youth unemployment, while some responses cited corruption and nepotism.

The studies supporting research results from the first four questions mentioned above were outlined in the background of the study in chapter 1. These studies indicated that problems associated with the lack of skills development initiatives and resultant effect on youth unemployment is not only a South African phenomenon. They further corroborate that across the globe youth unemployment cannot be understood in isolation from education; training and skills development (Robberecht, 2010; Hoffman, 2011; Gumede, 2012; United Nations Regional Information Centre for Western Europe, 2013).

Studies have also shown that semi-and unskilled youth in South Africa have remained in excess supply because of the inability of the formal labour to absorb them. In the context of this study, it has been discovered that youth unemployment has emerged as a major developmental challenge facing the ANC-led government in the post-apartheid South Africa (Bhorat 2000:13; Youth Development Network, 2004; Banerjee et al 2007). According to Moller (2010) unemployment in South Africa is mostly experienced by youth and approximately two thirds of all unemployed below the age of 35 do not have education and training (Blanchflower and Freeman, 1999; O'Higgins, 2001; Moleke, 2006; Mlatsheni, 2007; Bell and Blanchflower, 2009). The findings of this study have similar results with the studies that have been done with regards to skills development as a barrier to youth unemployment. However, the findings of this study also

discovered corruption and nepotism on the side of eThekweni Municipality officials as part of the barriers that impede young people from finding employment.

The questions five to seven of the interview schedule (see appendix 1), were used to collect information on the impact of the lack of skills amongst youth in finding employment and the challenges of obtaining such skills and also to find out if young people have undergone any development initiatives to equip themselves to find employment. When the respondents were asked if lack of skills among young people had a significant bearing in them not finding employment, responses were all supporting the research hypothesis in that all participants agreed with the fact that lack of skills amongst youth has a significant bearing in them not finding employment.

When the participants were asked as to what were the challenges they faced in obtaining skills necessary for employment, most of the respondents revealed that poor educational attainment, skills development programs, financial problems and poverty are the key challenges to unemployment of young people. When the participants were asked about the types of training and skills development initiatives that the youth has in equipping themselves to find employment, the responses indicated that young people have received insufficient training that is not in line with the new technologies available. The findings also highlighted that some of the young people are not highly educated and the findings also revealed that even the young people with qualifications also suffer when it comes to employment.

In comparing the above findings of this study with the findings from the literature studies, it is evident that the lack of skills amongst youth has a significant barrier to youth employment. This is in line with Cebekhulu's (2012:104-117) findings that the rising youth unemployment trends is a result of the South Africa's economy becoming more knowledge orientated. He further states that skills development is currently a significant cog in youth unemployment discourse. Other studies that have been conducted around this discourse highlight that policymakers around the world are also in agreement with labour market economists that promoting skill development amongst young people is the most important driver for creating employment (ILO, 2012; Manpower Group, 2012; United Nations Regional Information Centre for Western Europe,

2013). While other studies suggested that employers are looking to hire young people with specific practical skills that are closely job-related. Furthermore, employers are also looking for young people with work experience (Russell et al 2010). Basically according to Wolf (2011) employers want to be certain, before making a hiring offer, that young people know how to function in the workplace and know how to apply their skills to concrete business tasks. According to findings of the above studies that have been conducted, the results from this study gathered similar findings on the discourse of skills development and youth unemployment.

The research findings by (Betcherman, Godfrey, Puerto, Rother, & Stavreska, 2007; Moreno-Mínguez, 2012; Moreno-Mínguez, López, & Sánchez, 2012) have outlined the skills mismatch perspective as means of understanding youth unemployment. Skills mismatch stresses the supply side of the labour market by focusing on the characteristics and behaviour of the unemployed themselves to the exclusion of a consideration of the demand for labour (Maclean et al, 2012). Specifically, the skills mismatch perspective argues that there is a mismatch between the skills held by the unemployed youth and the skills required by employers. As noted by (Foster et al, 2011), qualifications which are an important component of skills that is often used as a screening mechanism by employers have a strong association with youth unemployment.

The preceding studies have shown that most young people possess the skills that are not required by employers and thus this support the findings of this study in that young people are no longer confident with the educational attainment they have archived due to the fact that latest technologies possessed by the employers need individuals with scarce or special skills. This in turn allow more and more young people to remain outside the labour market system.

According to Wedekind (2013) contemporary South Africa has inherited education and training system skewed by racial inequality. Moreover, while numerical expansion of African education and that of women predates the early 1990s, this was accompanied by poor quality institutions, curricula teaching and infrastructure (Umsobomvu Youth Fund, 2005; Gumede, 2012). According to the Human Science Research Council (2003) and Cebekhulu (2013), the fragmented and gross inequities of the education system in apartheid South Africa required the institution of a series of legislative steps to bring about coherence in, and access to, education.

The preceding findings suggest that the injustices of the past are still affecting the young people that belong to previously disadvantaged communities. The findings from this research also suggest that young people are still suffering the conditions of poor education that was inherited from the past.

Other studies have also shown that in South Africa education remains inefficient for some young people in South Africa and this is due to class repetition and dropouts (Klinck, 2013; Department of Basic Education, 2011; Branson, Hofmeyr and Lam, 2013). Moreover, it is argued that the problem is further compounded by the fact that many young people do not generally perceive school environments as safe or supportive, with the most disadvantaged schools reporting high level of bullying, fighting and vandalism (Marais and Meier, 2010; South African Council of Educators, 2011; Ncontsa and Shumba, 2013).

For the purpose of this study the sampled population belongs to the previously disadvantaged communities, which is why the findings suggested that most young people in these communities do not finish high school and others do not qualify to enter higher education. The injustices of the past also mean that most young people belong to poor families that cannot afford the fees to study further.

According to Van Der Berg and Van BroekHuizen (2012), the quality of teaching has a significant bearing on the quality of graduates produced. Well educated young people are the products of well trained and well qualified teachers. The higher the level of education a young person attains, the more likely he or she is to be employed. In the question of obtaining the skills necessary to get employed, it means that most young people do not receive proper education that prepares them for the working environment.

When the participants were asked about the kind of skills they required to access the labour market; research findings revealed that skills mismatch, school to work transition, finance and improved educational system are the key important elements that prevents or misdirect young people to acquire necessary skills for them so as to be absorbed by the labour market. However, since some of these key elements have been already discussed, more studies have shown that

there have been major changes in the way South African schooling is organised, whereas educational systems are difficult and slow to change. The basic legislation enacted to transform education in South Africa is the South African Schools Act of 1996. This Act deracialised schooling, though in practice, given South African geographical realities, the racial profile of most schools in rural and township areas has not changed substantially (Price, 2014). This act also initiated a system that allowed wealthier parents to increase their state subsidies to schools, keeping the middle class in the system, thus allowing the slow process of transforming the education system from one based on racial caste to one based on social class without distinctions of race. This left out the young people in the poor backgrounds with no option and thus remaining in an inappropriate educational system (scars of Bantu education still exist). However, since other findings pointed to the fact that some of the young people are actually educated but they still cannot find jobs, this revealed that over-education might be a trap for some young people out there. Studies have shown that for young people accepting a job for which one is overeducated strongly retards the skills development and the transition to an adequate job (Baert, Cockx and Verhaest, 2012). Furthermore, this allows more and more over-educated young people to remain at home, thus increasing the level of youth unemployment to the maximum.

When participants were asked; what information centres at eThekweni Municipality should be doing in assisting young people find jobs, the responses revealed that all the participants believed that the information centres at the Municipality are not doing enough in ensuring that young people receive better access to information with regards to finding employment. Most responses revealed that social media and radio stations are better accessed by young people rather than the internet café's. However, other responses concluded that the misuse of Municipality funds is the key factor that produces inappropriate information centres that are unable to provide young people with valuable information.

When the participants were asked to explain whether the training and skills development initiatives implemented by the Municipality were effective in combating youth unemployment; all the responses pointed to the dissatisfaction with the progress made by the Municipality in providing training and skills development initiatives to combat youth unemployment. The

findings reveal that, young people feel that the politics of the country overshadows some young people the chances of receiving support from the Municipality due to the fact that the Municipality is politically oriented. This means that even when there are skills development initiatives that are being developed, the young people that do not engage with the politics of the country are left out. However, another view was that, programs like Umsobomvu (2005) and EPWP are normally received by the privilege few. Moreover, the funds from the program of Umsobomvu to help young people start their own businesses did not benefit the youth from the poor backgrounds.

5.3 Hypothesis testing.

The focus of this section is to explain the relevance of the subject material driving together the empirical evidence and compares the findings drawn by the study on the research hypothesis. The reason for this is to address and examine the evidence provided by the study to the research hypothesis and then establish the basis for conformation or rejection of the research hypothesis. To be able to test the hypothesis, the researcher started by presenting the results gathered from the study and reiterated the objectives of the study so as to stay focus with the aims of the study. After the researcher was certain that the objectives were achieved, the researcher then tested the hypothesis. This was done in order to be sure whether the hypothesis has been supported by the findings of the study or not. The hypothesis of this study is stated and discussed and the results in comparative as were conducted by other researchers. This has been undertaken to assess whether the findings of this study are similar to the findings of other studies.

5.3.1 Research Hypothesis.

The hypothesis advanced in this study states that; there is a significant positive correlation between the lack of skills development initiatives and the growing unemployment levels amongst young people.

In addressing the working hypothesis the researcher developed a research question that was able to unpack the hypothesis of this study. When the participants were asked whether the lack of skills among young people has a significant bearing in them not finding employment, all the participants in this study have confirmed that the lack of skills among young people has a significant positive correlation on the growing unemployment levels. This empirical evidence is

confirmed by all the responses of the participants, when they all responded yes to the research question. The studies outlined earlier also corroborate the findings of this study on the relationship between the lack of skills and growing unemployment amongst youth.

5.4 Re-addressing the theoretical framework advanced.

As it already been discussed in the background of this study and in chapter (2) that, the theory adapted in part for this study is the human capital theory which seeks to suggest that skills development improves a person's supply of human capital and thus increases that individual's creative possibilities. The researcher then looked at the concept of human capital which entered the mainstream academic inquiry in the early 1960s through the work of Theodore Schultz and Gary Becker (Becker 1993; Schultz 1963).

The researcher discovered that Schultz (1963) invented the term to reflect the value of our human capacities. He believed human capital was like any other type of capital and it could be invested in through education, training, skills development and enhanced benefits that will lead to an improvement in the quality and level of production. In his work Schultz's (1963) argued that education is one of the many fundamental pillars which human capital theory can be applied, and he presented education as one of many investment alternatives individuals may choose to obtain future benefits. However, the other assumption within human capital theory is that, labor market earnings increase for individuals with more education because schools increase the productive skills of students (Reed and Wolniak, 2005).

5.5 Conclusion.

In the post-apartheid South Africa skills development is the area that needs focus to curb youth unemployment as per findings of this study. The preceding chapter 3 presented the profile of the study sample, the findings of the research were presented in the form of a graph and through the use of descriptive thematic analysis in chapter 4, using software NVIVO. In this chapter the data was interpreted through the use of literature under study and the findings were congruent to the studies that have been done in this context. The next chapter will deal with the conclusion and recommendations of the study.

CHAPTER SIX

Conclusion and Recommendations

6.1 Introduction.

This research study has addressed the impact of skills development to youth unemployment in eThekweni Municipality placing great emphasis on young people from the previously disadvantaged communities. The purpose of this chapter is to conclude the study and offer recommendations based on the conclusions reached. The limitations of the study are also outlined.

6.2 Conclusion.

Before conclusions are drawn and recommendations are offered it is important to reiterate the key objectives and questions of the study so that it may be easier to align the conclusions and recommendations with the objectives and also to identify the key responses to key questions.

6.3 Reiterating the objectives of the study.

The objectives of the study are reiterated to ensure that the researcher stay in focus with the topic under investigation. In the preceding chapters 4 and 5 on data analysis and discussion of the research findings, the researcher has shown the link between literature and the findings of the study under investigation. The results of the study have shown that the researcher was in line with the demands of the research objectives in that the data interpreted seems to answer all the research objectives. The key questions of the study were created to interpret the research objectives, and the research findings have shown that the researcher's aims were discovered.

- To ascertain the levels of skills, experience and competencies of the unemployed young people;
- To understand the barriers that are impeding young people in finding employment in the eThekweni Municipality;
- To investigate the relationship between lack of skills among youth and unemployment levels;
- To establish whether skills in youth possession matches the demand of the jobs available;

- To ascertain whether unemployed young people have undergone any training and skills development initiatives in equipping themselves; and
- To evaluate the effectiveness of strategies implemented by the eThekweni Municipality in assisting unemployed young people towards finding jobs.

6.4 Addressing key questions of the study.

From the findings of the study the key questions emerged as crucial areas of the study and there are:

- What is your opinion on the causes of youth unemployment in South Africa?
- What do you think are the barriers to youth employment in KwaZulu-Natal Province?
- Explain whether the training and skills development initiatives implemented by the Municipality are effective in combating youth unemployment.

As the above questions have already been discussed in this chapter, the researcher felt that there was a need to re-look at the questions that formed the basis of this study. The responses on what are the causes of youth unemployment strongly emphasized that inadequate efforts have been made to create job opportunities for youth and that at the present moment in eThekweni Municipality and the rest of the KZN Province many young people lack tertiary qualification. Therefore, availability of jobs are scarce for them, while others who have acquired a tertiary qualification are finding it difficult to find a job. The responses from the participant's reveal that many positions require past experience. However, young people are not given the opportunity to engage themselves in the labour market.

When the participants were asked about the barriers to youth employment in KwaZulu-Natal Province, their responses showed that skills shortage and poor educational system is a contributing factor to youth unemployment. The majority of responses from the participants also showed that most young people in eThekweni Municipality feel that they are not receiving appropriate attention from both the private sector and the South African government.

Another key question that emerged as crucial for this study was when the participants were asked if the training and skills development initiatives implemented by the Municipality were effective

in combating youth unemployment. This question was very important in that the researcher discovered that even when the participants did not know much about the training and development initiatives developed by the eThekweni Municipality, they still felt that inadequate efforts have been made by the Municipality to develop young unemployed and disadvantaged youth. The responses from all 35 participants conclude that the young people in and around the greater Durban area of eThekweni Municipality do not have better access to the programs provided by the Municipality. There is a need for policy makers to oversee the problem amongst the implementation of training and development programs, and to be made better accessible to young people in disadvantaged communities.

The overall findings of the study led the researcher to conclude that skills development is a solution to youth unemployment and it is necessary for policy makers to improve the current education system especially in the previously disadvantaged communities of South Africa. The findings are supportive of the ideas of the theoretical framework that the study was based upon; that skills development improves a person's supply of human capital and thus increases that individual's creative possibilities. The results of the study showed a positive correlation between the lack of Skills Development and youth unemployment in the area under investigation. The development of human capital is a process that extends beyond the classroom is required. Policy makers, local government and the private sector should place more emphasis on young people of the country, thus skills development initiatives need to correctly follow the necessary steps for a successful youth training program. In this regard, it is clear that skills development in post-apartheid South Africa is undoubtedly a panacea to youth unemployment. However, there is still a long way to go, when it comes to follow through the implementation and evaluation of programs that deal with youth development.

6.5 Recommendations.

6.5.1 Aligning youth skills to work place opportunities.

Programs that intervene on the supply or skills side of the equation education, training, apprenticeships, school-to-work and other assisted job placement initiatives are essential in eThekweni Municipality. This will ensure that young people are prepared for the actual job opportunities that are created by economic growth. Policy makers and the education system

ought to retain a central role in positive programs that are designed to assist young people access and succeed in the labour market. The problem between job creation and the skills supply is illustrated by a paradox of the current South African economy. Persistent high unemployment exists alongside severe skills shortages and unfilled positions in many formal and informal sectors of South African economy (see Carnevale, Smith, and Strohl, 2010).

The education and training system continues to turn out graduates whose skills are not always a match for available opportunities. In South Africa university graduates have difficulty finding employment upon graduation. However, many employers are responding to the skills shortage with the wrong approach, instead of creating more flexible job descriptions and relying more on in-house training, employers are multiplying their skills requirements for open positions, and seeking individuals who combine the skills for multiple potential jobs. This practice limits rather than widens the range of qualified individuals, making it more difficult for even experienced individuals to take advantage of existing jobs. It also creates significant barriers that shut out young people with little or no work experience (see Manpower group, 2012).

The bottom line in eThekweni Municipality is that many potential opportunities for young people are not resulting in the hiring of individuals who want to work, and many individuals seeking work find themselves without skills for available jobs. Policy makers, government, educators, and the private sector need to work together to provide young people with a stronger foundation of work relevant skills. They also need to improve the marketplace for job-specific skills training that can help align individuals with rapidly evolving business demand. Solving this problem calls for different stakeholders to work together in designing strategies for skills development of our young people.

6.5.2 Providing Career options with solutions: (Practical skills).

The eThekweni Municipality and the private sector must put emphasis on career information programs at all levels of education and training, especially in high school and at key career decision points for youth. Career choice should not be made on the grounds of the current state of the economy, young people must have the opportunity, in school, to discover what they enjoy doing, and identify their abilities for different kinds of careers. However, young people need help

in developing strategies to measure the skills they possess, and the economic value, of acquiring specific education and training credentials. In other words, young job seekers need a foundation of basic skills and possibly an intermediate level of relevant vocational or professional skills, while practical skills can provide the finishing touches to prepare them for specific available jobs. As noted in the review of the literature, the vast majority of young job seekers are employed in the private sector; this is particularly the case for low and semi-skilled workers (see National Treasury, 2011; Altman 2010; Schöer and Leibbrandt, 2007).

Many employers are still more focused on candidates' degree credentials than on their actual knowledge, but hopes that changes in employer attitudes or possibly new skills credentialing systems could help make this sort of information more directly valuable in the employment marketplace.

6.5.3 Accessible Information Technology Solutions.

In eThekweni Municipality new information technology can help not only in assembling relevant labor market information, but in making actionable data more readily available to young people and to the programs serving them. Telecommunications technology is also supporting the development of new, youth-friendly labor market information sources, such as mobile phone and text-based job listing and matching services. This technology is cheap enough to become widely used even among disadvantaged youth or youth in the rural areas where most information facilities are few. It is therefore potentially a tremendous resource in overcoming information and social-connection deficits among disadvantaged young people in eThekweni Municipality. The participants of this study gave a variety of innovative responses with regards to better accessing of information in the Municipality. The responses revealed that Radio stations, social media are better suited to reach people than the internet cafés and newspapers. Participant 26 interviewed on the 15th of August 2014 suggested that “the Municipality should provide information that will teach young people how to start their own businesses as well as information about the agricultural sector which in many instances has managed to provide employment and reduce poverty by teaching people to start their small gardens mostly in the rural areas”.

6.5.4 Robust response to Employability Programs.

The Municipality must design and diverse employability programs for youth that will provide direct assistance to youth. Generally that will help to address specific gaps or deficits in the areas that young people bring to the working environment. Programs that are designed to focus on providing young people with information, social networks, counseling, skills development, job connection, mentoring, and other forms of support. The multiple, complex, and diverse needs of youth mean that the most effective employability programs will provide highly skilled young people to perform diverse services. Such programs must be able to assess the particular skills needs and circumstances of individual young people and then draw on relevant skills support services from a comprehensive range of options.

The different skills young people have will also take different forms based on the diverse economic environments in which young people find themselves around the country. In Disadvantaged Township or suburb in South Africa, programs may focus on helping young people become self-employed. While on the other hand in well-developed communities, programs might focus on helping unemployed young people connect with available training resources to be well prepared for the working world. Varying levels of local economic development will also affect, for example, the content of programs aimed at helping university students make the right preparations for available professional careers. Many of the best and most promising practices for increasing youth employability have been developed in relatively small, community based projects and are tailored to distinct groups of young people or to locally specific economic circumstances. However, the problem is that, directing young people in numbers to the education system that has failed them is the existing global challenge, policy makers need to find ways to scale up these interventions to effectively identify best programs for the whole range of challenges facing young people, and to integrate support from multiple partners and stakeholders, within robust national youth policies. This is evident in this study as participant 11 interviewed on the 15th of July 2014 highlighted that, “Even the Extended Public Works Program designed to curb unemployment has failed because it is not sustainable and it has failed to cater for all unemployed individuals with or without skills. Some young people argue that they have received training on skills development, but it seems that the training organisations are the ones who do not know what to provide young people with, because most of young people possess the certificates that

are not recognised by the job market. A course that takes place for three days to a week does not convince the employers to hire such a person”.

6.5.5 The Municipality Policies should confront and address the skills mismatch of young people.

The Municipality should not be surprised when shrinking unemployment makes it harder for employers to fill job vacancies. When fewer young people are trying to find work, fewer job seekers will show up for interviews and a smaller percentage will come with the skills employers need. Moreover in some cases, the inability to fill job vacancies will determine how low or how fast the South African economy can grow. The Municipality available vacancies relative to unemployment suggests that the Municipality have become less efficient in filling vacancies or are facing more difficulties uncovering applicants with the skills they need. Its hiring methods may need to be renovated. Alternatively, young job seekers do not have the mix of skills needed by the South Africa’s expanding Municipalities and cities. However, it is easy to find qualified young people since they are in access supply but the Municipality fails to transform it requirements to better fit the skills possessed by youth. For the case of this study participant 3 interviewed on the 5th of July 2014 was quoted stating that, “This is a very tricky one because there are young people who are complaining with the fact that they possess the right qualifications but they still cannot find employment, while others say that they do not have enough money to pursue their studies. So there must be another factor other than qualifications that blocks young people from finding employment this could include nepotism and corruption on the part of employers and Municipality officials. I do not know if the youth in eThekweni Municipality is well equipped to pursue the work place, but many young people need skills development and better education that is in line with the latest technology in the business industry”.

6.5.6 Municipalities should provide business support for young people.

Local Municipalities in the urban and rural areas of Southern Africa should provide support to business, including new firms, in the form of suitable land, financial assistance as well as public works programs and training schemes for the young people of South Africa. In low and middle income communities, municipal authorities should secure financial and technical support from central government for spending on the infrastructure and services. The latter is a prerequisite to gain economic momentum and also create employment for young people. Participant 7 highlighted that, “The first thing that young people require is literacy skills, and an opportunity to study to further their education because most young people after finishing high school do not have sufficient funds to continue with their studies.

6.5.7 Access to Higher Education and improved skills for youth to boost Municipal productivity.

The intellectual resources which are, human intelligence, knowledge and skills are increasingly becoming important determinants of prosperity as they raise productivity and nurture innovation for young people. The emphasis on high caliber human capital also reflects greater mobility against a background of rising incomes, improved communications of various business functions. Any Municipality that intends to sustain economic prosperity will follow suit to higher level functions if it is to safeguard its specific comparative advantage. Moreover, Municipalities must invest in advanced skill-sets that correspond to local industry’s needs to allow more young people access better positions. For the purpose of this study participant 12 was quoted saying that, “Eh... the youth in eThekweni Municipality, in or around the greater Durban area have a large number of individuals who do not participate in the labour market at all... and that is due to them not having an access to good education as well as enough training facilities which will enable them to have skills required by the employers”.

6.5.8 Strategies designed to help low skilled youth.

Financial constraints on education and training mean that considerable skills, physical resilience and use of personal networks are desperate measures that are often required to gain access to urban labour markets. More evidence from disadvantaged communities suggests that young people are disproportionately represented in informal settlements because of the widespread poverty resulting from mass unemployment. For this reason, government funding will be

required for both formal education, lifelong-learning and vocational training for these vulnerable youths, since equal opportunity is should be driven by access to education for all young people in South Africa. The misconception that young people are lazy should be rephrased since this study asserts that most young people do not accept their position of being unemployed and skill-less. Most young people with few or no skills at all were engaging in numerous activities to receive some income (for example) car guards, street vendors, grass cutters and car washes are amongst the few things that the disadvantaged unemployed youth engage on in their daily lives.

6.6 The key Recommendations

- The Municipality should facilitate the creation of comprehensive; real-time labor market information systems that can help market participants and market makers balance the supply and demand for skills.
- Local Municipalities must and should convene employers and educators to create a shared, pragmatic language of skills specifications that is job-relevant and that can help coordinate training resources; create a more extensive credentialing system that recognises job relevant skills acquired from both formal and informal channels.
- Improve career guidance resources for young people at all stages of the education process, and at key decision points in and out of school.
- Improved young people's access to training that is clearly related to employment outcomes can help young people evaluate the economic returns on degree and certificate programs. The Municipality must ensure appropriate support systems to help young people complete their programs.
- Finally, the Municipality should support new, youth-friendly technology platforms, such as mobile phones and texting, for the delivery of information and services to youth.

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Appendix 1



University of KwaZulu-Natal

Research Interview Schedule

Is Skills Development a panacea to youth unemployment in the post-apartheid South Africa? A Case Study of eThekweni 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.

Date:	Race:
Name:	Surname:
Gender:	Age:
Township/Suburb (other):	School Grade:
Marital status:	Tertiary Qualification:

Research Questions

1. What is your opinion on the causes of youth unemployment in South Africa?

2. What do you think are the barriers to youth employment in KwaZulu-Natal Province?

3. As an unemployed youth, what is your perception with regard to youth unemployment in eThekweni Municipality?

4. What do you think are the barriers that impede young people from finding employment in eThekweni Municipality?

5. In your perception, do you think that the lack of skills among young people has a significant bearing in them not finding employment?

6. What kind of challenges do young people face in obtaining skills necessary for employment?

7. What types of training and skills development initiatives undergone by the unemployed youth in equipping themselves to find employment?

8. What kind of skills do young people require to access the labour market?

9. What do you think information centres at the eThekwin Municipality should be doing in assisting young people to find jobs?

10. Explain whether the training and skills development initiatives implemented by the Municipality are effective in combating youth unemployment?

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 improve the lives of our young people and not in any case to expose them.

Investigator's Name:Nhlanhla Simile Dlamini

Appendix 2



University of KwaZulu-Natal

Social Sciences, College of Humanities,
University of KwaZulu-Natal,
Howard College Campus,

Dear Participant

INFORMED CONSENT LETTER

My name is I am a Masters candidate in Sociology studying at the University of KwaZulu-Natal, Howard College campus, South Africa.

I am interested in learning as to whether skills development is a panacea to youth unemployment in the post-apartheid South Africa. The eThekweni Municipality will be used as the case study for the research project. 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 challenges of your community relating to resource scarcity, peoples' movement, and effects on peace.
- 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
Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at:

Email: 9706408@stu.ukzn.ac.za
Cell: 0799062115

My supervisor is Dr. Elias Cebekhulu who is located at the School of Social Sciences, Howard College Campus of the University of KwaZulu-Natal.
Contact details: email: cebekhulue@ukzn.ac.za Phone number: 031 260 748

You may also contact the Research Office through:

P. Mohun
HSSREC Research Office,
Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Declaration

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to 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 3

Interview Dates of the research participants

Participant 1 date interviewed (05 July 2014)

Participant 2 date interviewed (05 July 2014)

Participant 3 date interviewed (05 July 2014)

Participant 4 date interviewed (07 July 2014)

Participant 5 date interviewed (07 July 2014)

Participant 6 date interviewed (07 July 2014)

Participant 7 date interviewed (10 July 2014)

Participant 8 date interviewed (10 July 2014)

Participant 9 date interviewed (10 July 2014)

Participant 10 date interviewed (15 July 2014)

Participant 11 date interviewed (15 July 2014)

Participant 12 date interviewed (15 July 2014)

Participant 13 date interviewed (20 July 2014)

Participant 14 date interviewed (20 July 2014)

Participant 15 date interviewed (20 July 2014)

Participant 16 date interviewed (25 July 2014)

Participant 17 date interviewed (25 July 2014)

Participant 18 date interviewed (25 July 2014)

Participant 19 date interviewed (30 July 2014)

Participant 20 date interviewed (30 July 2014)

Participant 21 date interviewed (11 August 2014)

Participant 22 date interviewed (11 August 2014)

Participant 23 date interviewed (13 August 2014)

Participant 24 date interviewed (13 August 2014)

Participant 25 date interviewed (13 August 2014)

Participant 26 date interviewed (15 August 2014)

Participant 27 date interviewed (15 August 2014)

Participant 28 date interviewed (18 August 2014)

Participant 29 date interviewed (18 August 2014)

Participant 30 date interviewed (20 August 2014)

Participant 31 date interviewed (20 August 2014)

Participant 32 date interviewed (20 August 2014)

Participant 33 date interviewed (21 August 2014)

Participant 34 date interviewed (21 August 2014)

Participant 35 date interviewed (21 August 2014)

Appendix 4



Young unemployed youth survival means is through car wash businesses.



Polishing the car wheels and tyres is rife amongst the unemployed youth.

Appendix 5



Street vending is seen as an alternative for the unemployed youth



Young men engaged in odd jobs for a livelihood

Appendix 6



Car guarding is a way of earning a living for the unemployed youth.



Voice recorder, digital camera, and head phones used by the researcher