



**Assessing the causes of youth unemployment in Durban Townships: The case of Cato Manor**

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## **Declaration on Plagiarism**

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## Abstract

This study has been conducted to examine the causes and the impact of youth unemployment in Durban townships in South Africa with a specific focus on Cato Manor Township. Through the use qualitative and quantitative research methods, the study aims to find out why youth unemployment persists to pose a challenge, especially in township areas despite the fact that the South African government has implemented a number of programmes, measures and strategies to address it. Data collection techniques such as personal interviews, focus group interviews and observation as well as questionnaires have been used to collect data from three group categories: unemployed young people without matriculation; unemployed young people with matriculation as well as unemployed young people with tertiary qualifications aged 18 to 34 years.

This study has discovered that lack of relevant skills and qualifications; lack of relevant previous work experience; high rate of corruption, nepotism and connections in the labour market are some of the major factors that increase unemployment among the youth especially in townships. This makes it hard for the companies (private companies) and government to create more job opportunities. Findings reveal that youth unemployment is not just a threat on its own; it also has a bearing on other problems such as poverty, crime and drugs abuse. As most young people find it hard to meet their basic needs such as food, shelter and clothes due to unemployment, they end up committing crime in attempt to meet such needs.

This study then calls for skills development on different categories in order to address the issue of youth unemployment in Durban townships. This will help in closing the gaps between the skills needed by the employers and the skills possessed by most young people. The companies (private companies) and the government must also ensure that only the qualified and deserving people are employed into job positions in order to avoid the cases of nepotism, favouritism and cronyism in the recruitment sphere. This can be achieved through ensuring that the employment procedures and processes are being monitored accordingly and transparently.

**Key words:** Youth Unemployment, Government, Durban Townships, Unemployment Reduction Programmes, South Africa.

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## **List of Acronyms and Abbreviations**

ANC-African National Congress

BC-Business Colleges

CDE- Centre for Development Enterprise

CEO-Chief Executive Officer

CV-Curriculum Vitae

DoE-Department of Education

DTI-Department of Trade and Industry

EC-Eastern Cape

EPWP-Expanded Public Works Programme

EU-European Union

FET-Further Education and Training

GDP-Gross Domestic Product

HE-Higher Education

IDC-Industrial Development Corporation

ILO-International Labour Organization

KZN-KwaZulu-Natal

NARYSEC-National Rural Youth Service Corps

NCV-National Certificate and Vocational

NEPA-Ntsika Enterprise Promotion Agency

NEETs-Not in Education, Employment, or Training

NGO-Non-Governmental Organization

NPC-National Planning Commission

NQF-National Qualification Framework

NREGA-National Rural Employment Guarantee Act

NSC-National Senior Certificate

NSFAS-National Student Financial Aid Scheme

NYC-National Youth Commission

NYDA-National Youth Development Agency

NYS-National Youth Service

OECD-Organisation for Economic Co-operation and Development

P4-Public Private People Partnership

Q1-Quarter 1

SAMAF-South African Micro-Finance Apex Fund

SAPS-South African Police Service

SAYC-South Africa Youth Council

SDA-Skills Development Act

SEFA-Small Enterprise Finance Agency

SETA-Sector Education and Training Authority

SPSS-Statistical Package for the Social Sciences

TVET-Technical and Vocational Education and Training

UIF-Unemployment Insurance Fund

UYF-Umsobomvu Youth Fund

US-United States

WWP-Community Workers Programme

## Chapter 1: Introduction

### 1.1. Background of the study

Unemployment is one of the most dreadful socio-economic issues in South Africa, and the country has experienced it even in the post-apartheid era. Up to 1994, the industrial and social policies of apartheid government caused numerous market misrepresentations<sup>1</sup>, and the effects of such misrepresentations are still existing in South Africa today (National Planning Commission, 2011). Most South Africans, particularly young black South Africans were denied access to good paying jobs (National Planning Commission, 2011). As indicated in the literature, “this reality can be traced back to apartheid education policy, which offered inferior education to black South Africans with the intent to reduce them to low- and semi-skilled cogs in the National Party regime’s industrialisation machine” (Hofmeyr, 2014:4). The economic legacies of apartheid have had a huge impact on the rise of unemployment, particularly for black people although it (apartheid) ended in 1994 (National Planning Commission, 2011).

Lack of relevant education and experience are responsible for the increase of youth unemployment in the country. Most of young people in South Africa have low levels of education (Oosthuizen and Cassim, 2014). This is due to the fact that most of them lack numeracy, literacy and communication skills required by employers. According to Oosthuizen and Cassim (2014), most young people also lack relevant experience, and employers are reluctant to employ them due to risky investment associated with unskilled and inexperienced labour. Unemployment undoubtedly in the country is the cause of poverty, and the fact that about 40% of South Africa’s working age population is employed suggests that most individuals in the country are unable to access economic resources. According to Blumenfeld (2014), almost three out of every four 15 to 24 year olds do not participate in the labour market. However, when excluding the discouraged work seekers<sup>2</sup>, the rate of unemployment is currently around 25% of the labour force, and when including all the unemployed, both the discouraged and the active job seekers, unemployment rate amounts to 40% (Blumenfeld, 2014).

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<sup>1</sup> Market misrepresentations refer to providing distorted representation of, usually in order to deceive or be unfair in the market. They are also referred to as serving badly or improperly as a representative in the market.

<sup>2</sup> Discouraged work-seeker is referred to as a person who has spent a long period of time searching for work with no success, then decided to give up searching for it.

Estimations reveal that unemployment for youth aged between 15 and 34 is 35%, and 49% for those aged between 20 and 24 (Blumenfeld, 2014). For those that are under 35 years, unemployment accounts for over 70%. In fact, the youth aged between 15 and 34 constitute a disproportionate share of the unemployed 72% of the total unemployed population. Recent studies conducted on unemployment suggest that South Africa has low rate of employment. More disturbingly is that not only young people are unable to find jobs, but a large portion has given up from looking for jobs. According to Blumenfeld (2014), amongst the provinces that have most discouraged young job seekers in South Africa are KwaZulu-Natal, Northern Cape and Free State. Discouragement among the youth stems from the costs associated with job search and a lack of sufficient experience (SALDRU, 2013). Most young people, particularly the poor rural youth residing in distant areas struggle to search and apply for jobs because of high costs associated with jobs search (Altman *et al*, 2012; Rankin *et al*, 2007 cited in SALDRU, 2013).

According to Forstater (1998), the social and economic problems that are widespread in many societies are attributed to unemployment. Barker (2003) states that lack of jobs forces unemployed people to give up looking for job despite the fact that they need it. As aforementioned, young people give up searching for work because of many barriers associated with job search, such as high transportation costs to travel to employment offices and firm sites. Rural youth are thus more likely to become discouraged in their search for employment (SALDRU, 2013). Persistence of youth unemployment shows a deficiency of effective policy measures. Until now, policy interventions have been focused mostly on supply-side measures intended to deal with structural causes of youth unemployment (Oosthuizen and Cassim, 2014). The focus has been concentrated on formal education system, post-school training, public employment and deployment programmes. Enough job opportunities though, have not been created in order to accommodate the increased supply of skills, and skills that have been developed through various programmes such as learnerships and internships.

## **1.2. Preliminary literature of the study and reason for choosing the topic**

The increase of unemployment, particularly among the youth is the most critical socio-economic problem faced by the South African government especially in township and rural areas. Youth unemployment in most countries across the globe is much higher than that of adults. Nearly 40% of the economically active population in South Africa is unable to find the jobs in the formal sector of the economy (Blumenfeld, 2014). It is revealed that out of 5 working age adults in the country, only two are working and more than 4 million people (24%

of the working age adults) are not in employment (National Treasury, 2011). Unemployment is mostly felt by the youth than the adults. Approximately 40 percent of the youth aged less than 30 years is unemployed compared to only 17 percent of the adults over 30 years (National Treasury, 2001). Likewise, “the latest figures show that about 48% of the south Africans between 15 and 34 were unemployed in the third quarter of 2016” (Graham and Lannoy, 2016:1).

The social and economic impact that is caused by unemployment on a large number of the unemployed people is huge (Blumenfeld, 2014). Because of unemployment, young people end up committing crime as an attempt to meet their basic needs (National Treasury, 2011:9). Unemployment has a huge impact on the increase of poverty. Bhorot *et al* (2017:1) maintain that “high levels of unemployment mean that the probability of gaining a legal income would be low whilst high levels of legal income simultaneously increases the payoff from criminal activity as well as increasing the opportunity cost of criminal activity”. Lack of opportunities for employment in the formal sector forces young people to resort to casual work and illegal livelihood means (Chigunta, 2002). Hence, inequality also influences crime levels by providing a state whereby the benefits of crime are high, compared to those of legitimate activities which are simultaneously low (Bhorat, 2017). According to Chigunta (2002), income that is received from casual and informal employment is not enough for many young people. Furthermore, casual work is not reliable because it is often temporary. This is particularly the case in poor countries that have embarked on economic restructuring programmes. In that case, some young people turn to illegal activities in order to meet their basic needs. Some young people though tend to use the term “unemployment” to justify their criminal activities while their poverty is due to their own idleness (Chigunta, 2002).

According to Graham and De Lannoy (2017), youth unemployment in the country has increased over the past 8 years despite the policies that have been implemented to address it. Recession has hit South Africa for a number of years, and it has contributed to the increase of unemployment since World War II (Cawker and Whiteford, 1993). Recession is responsible for the country’s weak economic growth and high unemployment rate (Cawker and Whiteford, 1993). Amongst the other factors that are responsible for the increase of youth unemployment are changes in the nature of the labour market and disparity between the skills demanded in the labour market and those produced by the system of education (Graham and De Lannoy, 2017). The fact that labour market demands skilled labour means that those who possess tertiary education stand more chances of getting employed compared to those with only matriculation

(Graham and De Lannoy, 2017). Although unemployment has been high throughout the last two decades, it became more apparent following the abolition of influx control legislation in the 1980s. The abolition of influx laws resulted in the increasing migration of black Africans from rural villages to metropolitan areas, sometimes in unsuccessful search for employment in urban areas (Cawker and Whiteford, 1993). However, the influx of people to metropolitan areas in South Africa is not limited only to South Africans. Immigrants from other countries, especially African countries, have increased the number of black Africans entering South African metropolitan areas<sup>3</sup> with the hope of better employment opportunities. According to Mathebula (2014), the country has witnessed a sudden increase of immigrants following its transition to democracy. Immigrants coming from Zimbabwe, Nigeria, Ethiopia, Malawi, Pakistan, and Mozambique have contributed tremendously to the increase of unemployment. Most of these foreign nationals come from worse environmental conditions in their countries, and some of them run from their countries because of political instability and economic crises (The Atlantic Philanthropies, 2010). Therefore, they accept less income from South African employers. In other words, they allow employers to exploit them while working long hours, and earning less. As stated by Budlender (2014:4), “foreign-born migrants are more likely to have poor working conditions and occupy positions that locally-born workers are not ready to accept”.

According to The Atlantic Philanthropies (2010), many South Africans complain that the immigrants agree to work for low wages. Another challenge is that immigrants multiply at the workplace and displace the South African born workers. The evidence indicates that labour immigrants remain the most and rapid growing group across the globe, however, in the case of South Africa, immigrations contributes to the replacement of the native labour with migrant labour (Mathebula, 2014). Most of these foreign nationals migrate to the country without legal papers; hence they are desperate, and willing to work for peanuts<sup>4</sup> (The Atlantic Philanthropies, 2010). Despite the South African government’s executed programmes, policies and strategies such as learnerships, internships, graduates programmes and in-service trainings, unemployment persists to be the challenge among young people, especially in townships areas

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<sup>3</sup> A metropolitan area, also known as a metro area, is a region comprising of a heavily inhabited urban core and its less-populated surrounding territories, sharing industry, infrastructure, and housing. [1] A metro area generally consists of multiple jurisdictions and municipalities: neighbourhoods, townships, boroughs, cities, towns, exurbs, suburbs, counties, and districts. [https://en.wikipedia.org/wiki/Metropolitan\\_area](https://en.wikipedia.org/wiki/Metropolitan_area)

<sup>4</sup> Work for peanuts- The phrase working for peanuts is common (at least in American English) to indicate that someone is compensated very little. <https://english.stackexchange.com/.../what-is-the-derivation-of-peanuts-meaning-of-little...>

such as Cato Manor. Unemployment particularly youth unemployment, is the socio-economic challenge that needs much policy attention because it contributes tremendously to other challenges such as poverty, inequality and crime. It is also one of the major topical issues that call for more research in South Africa, hence the reason for this study

### **1.3. Research Problem**

Most of the researches that have been conducted on youth unemployment, irrespective of the measures applied to determine unemployment, reveal that youth unemployment in South Africa is rife. Despite the implementation of the programmes, strategies and policies by the government to combat unemployment in the country especially for people from disadvantaged areas such as Cato Manor, youth unemployment persists as a challenge. This calls for the evaluation of these programmes and strategies in terms of their implementation and effectiveness in eradicating the challenge of youth unemployment. Youth unemployment is not just a threat on its own; it also has a bearing on other problems such as poverty, crime and drugs abuse. As most young people find it hard to meet their essential needs such as shelter, food and clothes, due to unemployment, they end up committing crime in order to meet such necessities. Even though some of the unemployed young people join informal sector for survival, it is very hard for others to survive on the income from such sources.

Other researches have also identified the high rate of early pregnancy among youth as one of the main results of unemployment. According to Potts (2012), the reception of the government's child social grant and its resultant dependency on the state, in some cases motivate young women to get pregnant in order to receive it (grant). Political campaign, by President Jacob Zuma has raised awareness about the issue of women who abuse the social grant system by getting pregnant intentionally to receive it (Potts, 2012). Some of these women, according to research, leave their children with grandmothers or relatives and use child support grant for alcohol. However, some women use their social grants for shopping food in support of their families. In addition, due to unemployment, some girls date older working men for financial survival. According to Panday *et al* (2009), in situations whereby young women are unable to take care of themselves or to buy material things, they resort to compromising their health over economic sustainability. Some engage in multiple sexual partnerships with older men for economic stability (Panday *et al*, 2009). Finally, unemployment results in shortage of skills and lack of proper education in the country, especially tertiary education as many young people cannot afford college (Hofmeyr, 2014). This study is therefore conducted to establish

why youth unemployment persists to be problematic in South Africa especially in township areas despite the measures that have been taken by government to address it.

#### **1.4. The purpose of the study**

The purpose of the study is to examine the causes, and the impact of youth unemployment in South Africa with a specific focus on the Cato Manor Township in Durban. A township in South Africa is described as an underdeveloped and segregated urban area which was used to keep Africans, Indians and coloureds during the apartheid era. Townships were established in peripheral areas of the cities. Since 1994, a number of interventions have been undertaken by the South African government to address the challenge of youth unemployment in the country. Nevertheless, this challenge is persistent. The study examines why unemployment among the youth continues to be a major challenge despite the measures that have been taken by government to address it. Finally, the study presents recommendations and measures for dealing with youth unemployment successfully in the South African townships such as Cato Manor. Numerous studies have been conducted to determine what causes unemployment in South Africa, but their focus was mostly on unemployment in South Africa in general. Only a few studies have been conducted specifically to determine the causes of youth unemployment in townships. Thus, this study is being conducted in Cato Manor because this area is one of the areas that are close to Durban City Centre, but has faced a challenge of high rate of youth unemployment. This leaves questions and concerns on the effectiveness of the strategies, measures and programmes that have been executed by the government to address youth unemployment. The main concern is whether these strategies, measures and programmes are effective only for youth from certain areas in the country, or their effectiveness is inclusive of even young people from township areas as well.

#### **1.5. Study area**

Cato manor is a township that is located 8 kilometres from the west of Durban city (also known as EThekweni), in KwaZulu-Natal province, South Africa. It is an area of nearly 1800 ha (hectares) which, at the end of the twentieth century, accommodated about 93000 people (CMDA, 2002). According to Odendaal (2003), most people in that area live in shacks which were initially established in 1990s during the abolition of the apartheid regime. This township is known for its rich cultural and political heritage. As Odendaal (2003:281) states, “the history of Cato Manor is one that is intrinsically connected with the history of the Apartheid”. The area symbolizes the image of the challenges and potential of post-apartheid urban policy. The name of this township originated from Durban’s first Mayor, George Christopher Cato. In 1843,

George was compensated with the land for another portion of land that had been used for military purposes, which later was named Cato Manor (South African History Online, 2011). He was rewarded with this land for his years of devotion in community service delivery, and as a recognition for being Durban's first Mayor in 1865.

Cato Manor's settlement developed gradually, particularly during World War II which broke out in 1939 (South African History Online, 2011). According to Smith (2002:78), "Cato Manor was once a site reserved for whites only and has a complex and contested history of land ownership". This resulted from the implementation of the infamous Group Act that designed that township a "white" group area in the 1950s (Odendaal, 2003). Following the Group Areas Board's urgency to officially announce Cato Manor as a White group area, in 1954, and after the implementation of the Group Areas Act, the entire population of the area was removed and placed in townships such as KwaMashu, Umlazi and Chatsworth. As South African History online (2011:14) indicates, "a year later, the African community had been largely relocated to the new townships of KwaMashu, Lamontville and Umlazi and the greater part of the Indian community was resettled in Chatsworth". Although the Act (Group Areas Act) had imposed racial restrictions, these areas (KwaMashu, Umlazi and Chatsworth) remained culturally diverse. When the residents resisted being removed from the area (Cato Manor), tensions escalated. According to Jackson (2006), tensions escalated due to the fact that the residents feared that the rent would be much higher in townships than in Cato Manor, and as a result they would not be able to afford to pay for it. Many residents feared that they would not qualify for residence in a township, hence would be repatriated to their place of birth. It was for those reasons that they resorted to protests.

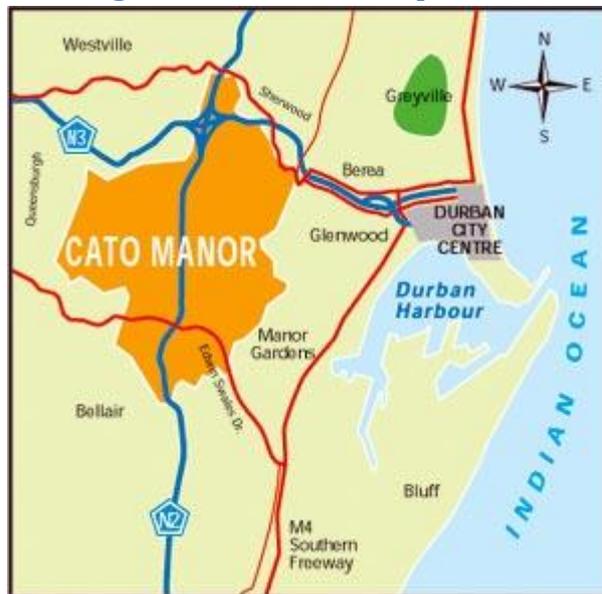
It was during that period (1950s) that the Natal Indian Congress from Cato Manor and Mayville branches decided to assist the Cato Manor residents to resist their removal from the area. This was accomplished through convening mass meetings and other forms of protests (South African History Online, 2011). During the years of war, many people, especially African labourers, moved to Durban and resided in Cato Manor as a result of industrialisation and urbanisation. The eradication of the Group Areas Act in 1986 resulted in the influx of Africans and Coloureds<sup>5</sup> in that area (Smith, 2002). Since 1986, a number of people, particularly the Africans have been pouring into the area to search for employment opportunities to date. Cato

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<sup>5</sup> Coloureds (also referred to Cape Coloureds) in South African context, is the name that is used to identify an ethnic group that is made of a mixed race. [https://en.wikipedia.org/wiki/Cape\\_Coloureds](https://en.wikipedia.org/wiki/Cape_Coloureds)

Manor is one of the largest inner city development projects in South Africa (Smith, 2002:78). Figure 1 below is the map which shows the location of Cato Manor Township in Durban, KwaZulu-Natal, South Africa.

### 1.5.1. Figure 1: Cato Manor Map



### 1.6. Research Objectives

1. To examine the causes of youth unemployment and its extent in Cato Manor in Durban.
2. To determine the impact that unemployment has on the youth residing in Cato Manor.
3. To explore the unemployment reduction policies that the South African government has executed to combat youth unemployment in Cato Manor, and their success & challenges.
4. To provide some recommendations and propositions that can help the government reduce youth unemployment in Cato Manor and in Durban townships in general.

### 1.7. Research Questions

1. What causes youth unemployment in Cato Manor in Durban and what is its extent in that area?
2. What impact does unemployment have on the youth residing in Cato Manor?
3. How has the South African government responded to combat youth unemployment in Cato Manor? Has the government been successful? If not, why?
4. What other measures and programmes can the South African government execute to reduce youth unemployment in Cato Manor and in Durban townships in general?

## **1.8. Significance of study**

It is hoped that the study will help the South African government in combatting youth unemployment in townships. It (the study) accomplished this by looking at the strengths and weaknesses in the unemployment reduction programmes that have been implemented by the government. Based on research findings, recommendations were provided for government as to how unemployment can be addressed, and what programmes should be executed and monitored to ensure that they produce effective results for township youths. The study was conducted in Cato Manor because this area is one of the areas that are close to Durban City Centre, but faced with a challenge of high rate of youth unemployment.

## **1.9. Structure of dissertation**

### **1.9.1. Chapter one**

Chapter one gives the background to the history of youth unemployment in South Africa as a whole. It then puts its focus on Cato Manor where the study was conducted. It then tells the reader what the research is all about and why it is important to conduct a research about youth unemployment in townships. This chapter also explains how the study will help the government in eradicating youth unemployment in Cato Manor. Lastly, it explains why Cato Manor has been selected as the area of study in spite of many townships that are located in Durban.

### **1.9.2. Chapter two**

Chapter two presents the review of literature whereby different theories about the causes of youth unemployment are outlined and discussed; the rationale of the study is then adopted from the selected unemployment theories in order to explain what causes youth unemployment. In this chapter, the discussion is being made to explain what causes youth unemployment in South Africa despite many attempts by the South African government to combat it.

### **1.9.3. Chapter three**

This chapter discusses the extent of youth unemployment in South Africa. It also explains what impact unemployment has on the unemployed people, particularly the youth. Case studies from other countries have been presented and discussed to explain the impact of unemployment and how it can be addressed. Lastly, the chapter explains how the South African government has reacted to fight the challenge of youth unemployment in the country.

### **1.9.4. Chapter four**

Chapter three discusses the methodology that has been adopted to conduct the study. This chapter explains and discusses both qualitative and quantitative research methods used in the study. It also discusses the use of the sources such as primary and secondary data. Finally, the

chapter outlines the data collection techniques used to collect data, and how these techniques have been used to reach conclusions.

#### **1.9.5. Chapter five**

Chapter five consists of the presentation of data and the discussion of findings. It provides an analysis of what causes youth unemployment in Cato Manor and the impact which unemployment has on the youth residing in that area. The chapter also discusses the government's response towards combating youth unemployment in the country: it highlights the effectiveness and challenges of unemployment reduction programmes executed by the South African government to address youth unemployment.

#### **1.9.6. Chapter six**

Chapter six provides recommendations as to how youth unemployment can be reduced in Cato Manor and, by extension, South Africa. It also gives conclusion on how critically the issue of youth unemployment needs to be addressed.

## **Chapter 2: Literature Review**

### **2.1. Introduction**

Youth unemployment is one of the extremely challenging issues that are hard to solve in South Africa. For decades, it has been counted amongst the pressing socio-economic challenges in the country. According to Cassim and Oosthuizen (2014: 1), “cross-country comparisons regularly affirm that South Africa’s unemployment rates are among the highest in the world”. The challenge of unemployment is felt mostly by young South Africans whose skills levels, work experience and formal education are low. This chapter presents a review of literature on unemployment by discussing types of unemployment, the categories of unemployment, its causes and impact. It will also explain the extent to which South Africa endures the challenge of youth unemployment, and the South African government response to it. It will accomplish this by firstly, defining what unemployment is, and who is considered as the unemployed person. However, before discussing all the above-mentioned points, the chapter will outline and discuss several theories of unemployment to explain what causes unemployment.

### **2.2. Defining unemployment**

Every economy comprises of the active and inactive population. The economically active population is regarded as the one which is willing and have capacity to work. This includes the people who are active in the production of goods and services. The inactive population, in contrast, refers to those who are unemployed (Uddin and Osemengbe, 2013). Barker (2003) and Alshammari (2005) define unemployment as a situation whereby those who are ready and looking for a job are unable to find it. According to Bureau of Labour Statistics, the unemployed people refer to those who are not working and have been searching jobs in the past four weeks (Amedeo, 2017). International Labour Organization (ILO) defines the unemployed as those who are economically active but are not in employment but are willing to avail themselves for, and are looking for work; this includes people who have involuntarily or voluntarily left their jobs (World Bank 1998). The disabled, old age persons and the people who are sick are not included in unemployment (Obeid, 1997).

Furthermore, World Indicators Database (WID) defines youth unemployment as the number of working age group from 15 to 34 year olds that is not is unemployed but available and searching for work. The unemployment rate on the other hand is referred to as the number of the entire labour force that is unemployed (Stats SA, 2011). Unemployment rate is obtained by calculating the amount of unemployed persons as a percentage of the total number of people

ready to work (Barker, 2003). Unemployment rate can be calculated by applying four different methods such as employment office statistics, labour force sample, social insurance statistics and official estimates (Farooq, 2011).

Barker (2003) categorises the unemployed into four different groups: discouraged work seeker, under-employed, under-utilised labour and unemployed.

### **2.3. Categories of the unemployed (Barker 2003)**

- Discouraged work-seeker refers to someone who has spent a long period of time searching for work with no success, then decided to give up searching for it.
- Under-employed can be defined as someone who is willing and ready to work more than 40 hours but is only given less than 35 hours per week in their employment.
- Under-utilised labour comprises of numerous groups such as under-employed people, unemployed people as well as discouraged work seekers.
- Unemployed can be defined as those who are willing to work but are not in employment due to a number of reasons such as lack of job opportunities and lack of skills demanded in the labour market

### **2.4. Types of Unemployment**

#### **2.4.1. Casual and Seasonal Unemployment**

This kind of employment results from a number of factors such as challenges of economic and weather conditions in certain periods of time which lead to in-active work (Hussainat *et al*, 2012). Some occupations get affected badly due to constant changes in weather conditions. As a result, the people working in these sectors expect casual unemployment during certain seasons. This type of unemployment is prevalent in sectors such as agriculture, dockyard, hotels, restaurants and construction. Farooq (2011:6) states that “such unemployment is inevitable and tends to be overcome by casual labour”.

#### **2.4.2. Frictional Unemployment**

Frictional unemployment results from changes in the labour market. Economists argue that this kind of unemployment takes place at any time at a rate of 2-3 %, yet it is not harmful to no one (Farooq, 2011). Frictional unemployment takes place for a few months when people move from job to job for better wages or opportunities, and when the vacant positions are not filled (Görlich *et al*, 2012). People remain out of work till they find a job in a new area. Even when jobs are available, people might be reluctant to take up jobs that are away from homes because

of factors such as, family ties, children's education and housing problems other places (Farooq, 2011). These situations tend to be part of the job search processes that are unavoidable.

Additionally, Amadeo (2017) stated that this kind of unemployment is optional. Some people save money so they can leave unsatisfactory jobs. These people have enough time to look for jobs until suitable opportunities are available. The good thing is that this kind of employment is optional and temporary (Amadeo, 2017). Correspondingly, Barker (2003) argues that frictional unemployment is temporary and can be reduced by advertising the available vacancies suitable for work seekers. Some scholars argue that the entrance of new workers in the labour market also causes unemployment. Amongst the people that are affected by this kind of unemployment are new high school, college and university graduates. These graduates struggle to find good jobs because they have to search for jobs that are suitable for their entry level skills and qualifications (Amadeo, 2017; Barker, 2003).

#### **2.4.3. Structural Unemployment**

Structural unemployment takes place when there is disparity between the worker's skills or income requirements and the available jobs (Barker, 2003). Structural unemployment occurs even in a healthy economy (Amadeo, 2017). As the demand for certain products in a given industry changes from time to time, structural unemployment takes place. According to Farooq (2011), structural unemployment takes place even in cases whereby a particular industry closes as a result of particular factors, for example when the nature of the industry changes. In that regard, those who have specific skills, and cannot work in other industries find themselves unemployed.

Structural unemployment is neither intentional nor temporary (Amadeo, 2017). It is also caused by technological advancement and job outsourcing in the labour market. These factors usually lead to long-term unemployment. Advancement in technology takes place when the workers are being replaced by computers and robots (Amadeo, 2017). The advancement of modern technology in a fast manner makes past techniques redundant, and this causes unemployment in old industries. This is caused by changes in the ways goods are being produced, as a result of the introduction of new technology in replacement of the manpower (Hussainat *et al*, 2012). Such replacement forces these workers to get further training in order to be suitable for new jobs in their fields.

Job outsourcing on the other hand results from a company's movement of manufacturing or call centres to another country, to take advantage of cheaper labour costs and lower costs of

living in those countries that they move to. According to Amadeo (2017), that happened in many states following the treaty that was signed for North American Free Trade Agreement (NAFTA) in 1994. Many manufacturers moved their productions to Mexico. This took place also in China and India when the workers in these countries had gained the skills needed by American companies.

#### **2.4.4. Cyclical Unemployment**

This type of unemployment is brought about by factors such as wars, protests, changes of population, political disturbances and business outlook to name the few. Cyclical unemployment was mostly problematic prior the Second World War (Farooq, 2011; Hussainat *et al*, 2012).

Cyclical unemployment also occurs when the demand for jobs is more than the available jobs. According to Amadeo (2017:15), “the technical term is demand-deficient unemployment”. When it occurs during the recession phase of the business cycle, it is regarded as cyclical unemployment. Cyclical unemployment results from low consumer demand. A decline in demand for goods leads to loss of much profit in companies. When sales do not pick up anytime soon, the companies are forced to lay off workers (Amadeo, 2017; Barker, 2003). The increase of unemployment leads to a decline in consumer demands, hence this is cyclical. Such occurrences result in the increase of unemployment. The Great Depression of 1929 and the financial crisis which took place in 2008 are some of the examples (Amadeo, 2017).

### **2.5. Theoretical frameworks**

Three different schools of thought explain unemployment. These are Classical economic theory, Keynesian unemployment and Imperfect labour market

#### **2.5.1. Classical economic theory**

According to classical theory, unemployment indicates that the labour market is not functioning well (Global Development and Environment Institution *et al*, 2006). According to Ullah (2011:2), “classical or real-wage unemployment occurs when real wages for a job are set above the market-clearing price, causing the number of job-seekers to exceed the number of vacancies”. Real wages can be described as the purchasing power as opposed to the received real income. “The market clearing price is then defined by the intersection of the aggregate demand and supply curves” (Bijuna and Rao, 2008:214). Most economists believe that too much government interventions in the economy in an attempt to improve the working conditions for the employed lead to the increase of unemployment (Ullah, 2011). For instance,

when the government sets the minimum wages above the market equilibrium for labourers whose skills levels are very low, people who are willing and available for work at a given rate but cannot because of imposed higher wages, find themselves unemployed. According to Ullah (2011:5), “laws restricting layoffs made businesses less likely to hire in the first place, as hiring becomes more risky, leaving many young people unemployed and unable to find work”. Borat (2009) maintains that the trade unions’ power to set wages as higher as they can, irrespective of the market wages, forces particular industries to lay off some workers in attempt to increase their profit margin, and this leads to the increase of unemployment. This is in fact a disparity between demand for labour and labour supply which results from powerful trade unions and expansionary monetary and fiscal policies (Brunner and Meitzer, 1978).

However, Murray argues that this line of thought ignores other factors and excessively simplifies the relationships between wage rates and unemployment. For Murray, unemployment may also be caused by other factors such as social taboos that can thwart the decrease of wages to the market clearing level. Unemployment can take place even when job market is in equilibrium. According to Mouhammed (2011), equilibrium occurs when there is a balance between the demand for labour and the supply of labour because the increase of real wages (wages adjusted for inflation) leads to full employment.

However, full employment does not imply that unemployment is does not exist. Frictional unemployment still takes place. For instance, in cases whereby the benefits of working are less than its disutility<sup>6</sup>, the choice for workers would be not to work (National treasury, 2011). This results in voluntary unemployment. Frictional unemployment takes place when there is lack of information about the available job opportunities, when there are changes in the nature of labour market, and when the existing plant closes for the opening of new plans (Barker, 2003).

### **2.5.2. Cyclical or Keynesian unemployment**

According to Ullah (2011:7), “cyclical or Keynesian unemployment, also known as deficient demand unemployment occurs when there is not enough aggregate demand in the economy to provide jobs for everyone who wants to work”. Keynes (1936) considered unemployment as an involuntary occurrence. He argued that unemployment is recurring; it results from lack of aggregate demand. Consistent with the teaching of Keynes, Davidson (1998), a representative of Post Keynesian economics, argues that involuntary unemployment is caused by factors such

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<sup>6</sup> Disutility refers to the adverse effects attributed to a particular activity, especially when carried out over a long period.

as lack of effective demand, unsteadiness of change rates, and international mobility of finances which cause insecurity which weakens entrepreneurial confidence to make investments to increase employment opportunities. Daniel *et al* (2013) state that the South African economy is engulfed by structural demand and this causes mass unemployment. Most young people in the country fall under new entrants in the labour market, and more worryingly, they exceed the entry level jobs that are available for new entrants in the labour market (Coenjaerts *et al*, 2009). On the other hand capitalists employ workers and invest in the production of goods and services when they see the probability for high returns from their investments. When they capitalists) receive more revenues, they invest more and employ more workers, hence the employment rise continuously until the balance is reached.

Classical economists disagree with the ideal of cyclical unemployment, but instead argue that unemployment can be addressed through allowing laissez-faire in the labour market. For classical economists, this will address the issue of unemployment and underuse of resources by a decreasing wages, hence increase employment (Ullah, 2011). However, Keynesian economists believe that demand deficiency for job opportunities can be addressed through government intervention. They argue that the government increase expenditure to increase employment (Ullah, 2011). Another favourable intervention would be an expansionary monetary policy that increases the demand of money which should reduce interest rates and increase non-government spending.

### **2.5.3. Imperfect labour market**

Unemployment results from supply-side factors emanating from imperfections in the labour market. These imperfections are caused by lack of relevant skills for available jobs in the labour market. The people that should be filling job vacancies in the labour market lack relevant experience. Disparity of skills, referred to earlier persists to be the cause of high unemployment. This is noticeable because even when there is high growth rate economically, unemployment takes place (Obadic, 2003). When employers seek particular skills and experience from job seekers, and job seekers have irrelevant skills, unemployment takes place because employers are afraid of investing on unskilled and inexperienced employees.

Disparity is likely to take place when the market participants fail to predict and instantaneously adjust to changes in the labour market. Birchenall (2011:1) argues that “workers acquire skills or decide where to reside without knowing the needs of the labour market, and firms design jobs with specific qualifications in mind, not necessarily those required by the local labour

market". In that regard, workers are unable to find jobs because the qualifications that they possess do not match the existing demand for labour. The major proportion of youth unemployment in South Africa can be attributed to structural unemployment as young job seekers generally lack suitable skills profile that is demanded by the economy. According to Birchenall (2011), it is difficult for work seekers to relocate or learn new skills that are in demand. Moreover, it is difficult for employers to open up job opportunities that will absorb the unemployed work seekers with certain characteristics.

After looking at the theories of unemployment, it is clear that unemployment results from many factors. These include the lack of demand for labour, shortage of relevant skills and qualifications, and lack of employment experience among the youth. Theories also suggest that weak economy also contributes to unemployment.

## **2.6. Causes of youth unemployment in South Africa**

### **2.6.1. Lack of demand for labour**

Junankar (1987) believes that the increase of unemployment is caused by aggregate demand deficiency, an increased supply of new entrants (young people) in the labour market, and structural changes in the economy from industry to services. A decline in aggregate demand due to financial crisis, as occurred in 2008-2009 in many countries has been found to have a negative impact on labour demand (Choudhry *et al*, 2012). Such impacts can be mitigated by policymakers and the establishment of better institutional framework. According to Scarpetta *et al* (2010), this kind of crisis (financial and economic crises) exacerbates the structural challenges that affect the movement of the youth from school environment to work fields. The more the Gross Domestic Product (GDP) of the country declines as a result of financial and economic crises, the more the demand for labour decreases, and this tends to be more detrimental for school-leavers who have to compete with experienced jobseekers for fewer available jobs. Those who are already in the labour market are among the first to lose their jobs, mainly due to the fact that they are employed in contract, and they struggle to get another one. (OECD, 2009). Considering the fact that education increases the opportunities of getting employed, the consequences of crisis tend to be more detrimental for low skilled young people who are already in difficult times since the crisis further increases their risk of long-term inactivity and exclusion (Choudhry *et al*, 2012).

Even though the effect of unemployment on young people is determined by labour market conditions, those that are already disadvantaged are affected the most (Bell and Blanchflower,

2009). According to Scarpetta *et al* (2010:21), “the economic downturn is pushing more and more youth, even those who would have performed well in good times, into the group of poorly-integrated new entrants and possibly even into the group of youth left behind”. It is for this reason that Scarpetta *et al* (2010) warn of the danger of having a large generation that is out of employment, and as a result susceptible to other socio-economic challenges. Scarpetta *et al* (2010) calls for the implementation of solid labour market policies that will ensure a successful integration of young people from school to work fields and decrease the number of people that are and have been out of employment for long duration, which damages their future employment prospects. According to Choudhry *et al* (2012), the impact of crisis differs not only from country to country, but also across the various segments in the labour market. The most affected segments in the labour market are old workers, young people and women as a whole (ILO, 2010a, b). A decline in the demand for labour implies fewer job opportunities; so, the most affected segment is young workers. Young people get affected the most because of their susceptibility to work often in temporary contracts (O’Higgins, 2010).

#### **2.6.2. Lack of qualifications and appropriate skills**

It is argued that the probability of finding a job is less among those who possess low human capital in the labour market. This group is likely to remain unemployed in the long run. Even if they do get employed in the near future, there is high prospect for them to be employed in the low quality jobs, and be socially excluded (OECD, 2005). Choudhry *et al* (2012) argue that human capital is measured by the educational level that one possesses. For Choudhry *et al*, most young people do not have the main components of human capital, namely generic and job-specific work experience. Seekings and Thaler (2010:8) state that “unemployment rates are particularly high among young men and women at least in part due to their low levels of qualification”. Most young people do not even have matric (grade 12), and those who managed to pass it passed it with poor results. It is for these reasons that most young people remain unemployed for long periods. Sciulli and Signorelli (2011) did a study on why the youth struggle to move from university to work. They discovered that there is a shortage of the workforce to meet the demands of a labour market that is increasingly becoming knowledge-based. Likewise, O’Higgins (2003) in his survey on youth labour market in developing countries, highlighted that young people struggle to find decent jobs. He found that there is too much disparity between the skills received by young people from higher learning and the knowledge required in the labour market (Choudhry *et al*, 2012). Graham and De Lannoy

(2016) agree that youth unemployment is caused by changes in the nature of the labour market as well as discrepancy within the education system.

The South African labour market requires the workers that possess high skills (Banerjee *et al*, 2007; De Lannoy *et al*, 2015). Thus, those who lack skills and certain qualifications are susceptible to long-term unemployment. Formal education is a prerequisite for a good entry into the labour market. According to National Treasury (2011), lack of quality education among the job searching youth is responsible for their difficulty in finding decent jobs. Between 1990 and 2000 South Africa changed its economic policies towards high productivity and technology-based direction. The intent of such shifts was to stimulate investment in skills development and higher wages. As Graham and De Lannoy (2016:8) said, “this happened at the same time as a shift away from labour-intensive agriculture and a commensurate increase in the number of people looking for work”. This resulted in demand for skilled labour and lack of demand for low skilled people. Most young people do not have the skills profile that is required in the labour market, unless they have attended top quality high schools and higher learning institutions (Van der Berg *et al*, 2011).

The increase of demand for skilled workers means that the higher learning graduates stand a good chance of finding jobs than those whose highest qualification is only matriculation (Van Broekhuizen and Van der berg, 2013). However, even though opportunities for employment of young people with secondary education are slim, those who have matriculation have more advantage in finding employment than those whose qualification is less than matriculation level (Hofmeyr *et al*, 2013). In the Western Cape, the study by Lam *et al* (2008) found that the employment prospects for those whose qualifications are matriculation are higher (with 16 percent increase) compared to those whose qualifications are less than grade 12 (matric). Thus, it becomes a challenge when the rate of secondary school completion in the country remains low.

According to Graham (2016:9), “the uneven quality of South Africa’s public schooling system further entrenches inequality in finding employment”. In this regard, poorer children who come from disadvantaged schools often struggle when it comes to learning. Amongst the factors that contribute to high rates of dropouts from schools at a later stage are repetitions of the same grades and educational backlogs. According to Spaul (2015), only 49% managed to complete matriculation (grade 12) out of one million learners who had enrolled for grade one in 2003.

According to International Labour Office (ILO, n.d.:1), “disadvantaged youth lacking basic education often find it very hard to make up for a failure in their first attempt to break into the labour market, and the experience may have a long lasting impact”. The South African youth struggle to get employed because they do not possess communication and personal presentation skills that are demanded by employers. Furthermore, young people lack basic numeracy and English, and this makes it difficult for them to find jobs (Altman and Morack, 2008). The quality of education that is acquired by young people from formal education is poor, hence this prevents them from getting decent jobs.

### **2.6.3. Legacies of Apartheid policies**

According to Cawker and Whiteford (1993), the discriminatory policies introduced by the apartheid government contributed enormously to the increase of unemployment among the black people. As Budlende (2014:3) argues, “up until 1994, numerous market distortions were caused by the industrial and social policies of the Apartheid government, with the effects of these distortions remaining evident in South Africa today”. These policies were meant to discriminate and exclude all those that were categorised as non-whites, particularly the black people from better job opportunities. This discrimination was not only restricted only on employment opportunities, but also in other services. This led to inadequate skills and low education levels among black people, hence their failure to get employed. According to Cawker and Whiteford (1993), in 1969, government expenditure on the improvement of education was restricted to only white kids. For a number of years, black people were restricted to work only in certain low skilled jobs, earning low wages (Cawker and Whiteford, 1993). Blacks were not allowed to compete with white people for high paying jobs. Trade unions for blacks, through collective systems failed to challenge the dominant positions occupied by white employers over their workers. The apartheid government established an Act called The Group Areas Act of 1950, which was aimed at preventing the blacks from opening their businesses in white reserved areas (Cawker and Whiteford, 1993). This resulted in the reservation of most developed areas for only white people and the reservation of rural outskirts<sup>7</sup> of major metropolises<sup>8</sup> for non-whites (Blacks, Indians and Coloureds). This has prevented black South Africans from growing their capitals as they were restricted to get employed in their townships

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<sup>7</sup> Outskirts refer to the outer parts of a town or city. <https://en.oxforddictionaries.com/definition/outskirts>

<sup>8</sup> Metropole (from the Greek metropolis for "mother city") is the motherland or central territory of a colonial empire. <https://en.wikipedia.org/wiki/Metropole>

and homeland.<sup>9</sup> Even today, the youth find it hard to open their business. Moreover, even today, most of the young people (black people) reside in remote townships and rural villages where they face many struggles when they attempt to search for jobs in the city.

#### **2.6.4. Lack of entrepreneurship**

Black people were discouraged from embarking on entrepreneurship during the apartheid. After 1994, the focus on improving the educational curricula has not been adequate. It is not surprising that even the South African Social Attitudes Survey (2007) found that the majority of youth interviewed prefer being the employees as opposed to being the employers. Their preference lies on the difficulty for young entrepreneurs to access credit as well as challenges associated with risk aversion in entrepreneurship. Moreover, since most of the entrepreneurial opportunities are in the informal sector, hence yielding lower returns, this has a huge influence on their preference for formal employment (Smith, 2011). Morrow *et al* (2005) argue that the conventional labour market does not have the capacity to create the job opportunities that can accommodate all the job seekers. For Smith (2011:6), “the hope is thus that young people will begin to create these opportunities, becoming entrepreneurs who start small businesses and create income for themselves and jobs for their communities through their own efforts”. For this to work out, young people should get enough support of training, funding and accessibility to the market and technology. Altman and Morrow (2008) believe the government must promote entrepreneurial skills and improve access to credit, especially for the youth. This will open up opportunities for young people to be able to create their own businesses and be self-employed. This will benefit young people, including those who have less than a matric qualification. However, Morrow *et al* (2005) disagree with this belief, and argue that the entrepreneurs that are most likely to succeed in entrepreneurship are those people who possess specific work experience and practical knowledge. In addition, Morrow *et al* (2005) believe that the people who have no or less experience, incomplete schooling or the recent graduates, are less likely to succeed in entrepreneurship. In most cases, the people that tend to have low potentials in becoming entrepreneurs are black young people. According to Smith (2011:6),

*“Further research also found that the presence of other self-employed individuals in the household has a large and significant positive impact on the probability that a young person will also choose to enter self-employment while role-models play an important role*

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<sup>9</sup> Under the Homeland System (in the 1950s), Africans were grouped in terms of their languages, for example isiZulu speakers in KwaZulu-Natal. Africans were purportedly holding to their unique sets of norms and common belief systems in each homeland.

*facilitating the understanding of market opportunities, access to networks and know-how of young entrepreneurs”.*

This tends to be disadvantageous for those whose households have no role models with business expertise. In order to be able to encourage the youth, particularly the black youth to establish their own businesses, it is necessary that access to credit is improved, and strong mentoring programmes are put in place as priority. However, it must be taken into consideration that the support should be given to those that are deserving, and will be trained appropriately once selected (Morrow *et al*, 2005). The government has taken some strides to intervene in the drive towards the development of young entrepreneurs using the Umsobomvu Youth Fund (UYF). UYF is a programme that has been established to build upon the work that is undertaken by Non-Governmental Organizations (NGOs) (Youth Development Network, 2004). Smith (2011) presents the other initiatives that have been implemented to encourage and support young entrepreneurs as follows:

- ❖ Youth entrepreneurship micro loans.
- ❖ Venture capital fund provided by the mainstream banks to young entrepreneurs in agreement with UYF.
- ❖ Voucher programmes aimed at assisting young entrepreneurs to access business development services.

“In addition, the Department of Trade and Industry has stimulated entrepreneurship through its Ntsika Enterprise Promotion Agency and their accreditation of local business service centres and the Khula Guarantee Fund” (Smith, 2011:7). The latest developments comprises of the merger of three agencies namely Khula, the South Africa Micro-Finance Apex Fund (SAMFAF) and small business funding of Industrial Development Corporation into a single agency. This was done to provide better service to small, medium and micro enterprises. Other developments include plans reform the legislative procedures that have to be followed when registering a new; strengthening of the competition act as well as expanding the market for new participants (Sunday Times, 2011). Nevertheless, a number of challenges have emerged in these developments. According to Economic Development (2013:44), “problems and challenges arising from the merger were related to payroll issues, the signing of contracts, and company culture”. Moreover, some kept receiving the government services despite their disinterest in serving Small Enterprise Finance Agency (SEFA). It is for these reasons that the Committee (National Assembly Committee) urged the Chief Executive Officer (CEO) to address the challenges that were faced, particularly human resource challenges that include

recruitment and poor communication regarding payroll matters (Economic Development, 2013).

#### **2.6.5. Lack of work experience**

High rates of youth unemployment can be attributed to the deficiency of work experience among the youth compared to adults (Caroleo and Pastore, 2007). According to National Treasury (2011), “an important reason why joblessness is so high among the youth is that young people struggle to gain work experience, which is an important signal of ability to potential employers”. This gives a clear explanation on why most young people in South Africa are out of employment, and why most of them remain unemployed for longer duration after leaving schooling. It is reported that less than 60% of the unemployed, with the majority being young people, have never worked before (Altman and Marock, 2008). It is argued that the people who have never worked before stand more chances (35%) of being unemployed compared to those who have worked previously (Smith, 2011). Racial differences among young people also play a huge part in youth unemployment. According to Lam et al (2008), only 37% of black male respondents (aged 21-22) indicated that they have previous experience as opposed to 91% of the coloured male respondents and 95% of the white males who possess previous work experience. It is further revealed that by the age of 20, the percentage of black females who have previous work experience only stands at 20% as opposed to that of white females and that of coloured females, which stands at 86% each. Lam *et al* (2008) argue that racial disparities occur even during the school period, with significant proportions of white males being visible in the work field during their schooling periods. For instance, the percentage of white boys (aged 17) who work during their schooling periods stands at 45% in contrast with that of the black boys who work while schooling, which is only 5% (Lam *et al*, 2008).

Early labour market experience makes it easy transitioning from school to work field. According to Altman and Marock (2008), early labour market experience assists young people in their choice towards career paths, and equip them with qualities desired by employers in the labour market. Amongst the qualities that those who have worked before have are; reliability, self-confidence, communication skills and punctuality. First employment experience among the graduates thus equips the youth with practical skills and competence needed by employers. Case studies from Germany and United States of America also attest to the fact the high school graduates who worked during their schooling period stand more chances of obtaining quality jobs than those who have never worked while at school or previously (Altman and Marock,

2008). As Smith (2011:10) states, “the limited prior employment experience of black youth is likely to reflect the inadequate labour market opportunities open to black youth and the high costs of job search driven by the spatial legacy of apartheid”.

First time employment plays a significant role in the transition of young people from school to work. It equips the youth with the practical skills required by the employers in the labour market. It also opens up access to networks that connect to further opportunities (Smith, 2011). According to Durant and Powell (2015:1), “new graduates lacking work experience often find themselves trapped in a vicious cycle”. Lack of work experience among the graduates makes it difficult for them to get employed. New inexperienced graduates find themselves searching for work for longer duration than the experienced work seekers. Being unemployed for a long period lead loss of skills and productivity among the unemployed. Furthermore, it decreases the probability of future employment for the unemployed youth.

Younger workers are made to believe by higher learning institutions that they have the appropriate skills to work. Heckers (2012) argues that most of what is being learned by kids in school is not useful. Even though he does believe that it is important to be educated, Heckers argues that business schools need stop feeding the youth that they can be CEOs after graduation. People must be paid according to their level of work experience. According to Bhorat (2014), the employers in the South African labour market are sceptical of the quality of education offered to young people by the higher learning institutions, as a result, they increase requirements for entrance into low-level jobs higher. A till operator may be required to have matric with mathematics and science to secure a job, not because these subjects are essential for his or her productivity, but as a requirement that might assist employers to be able to easily select their preferred candidates from many applicants. Nevertheless, there is no assurance that this practice yields productive results: there is probability for a high school graduate with good maths and science results to get bored working as a till operator and decide to quit the job, leading to increased staff turnover (Graham and De Lannoy, 2016). As Graham and De Lannoy (2016:4) maintain “a matriculant with only a good symbol for maths literacy, or even someone without a matric but with some experience in his or her mother’s spaza shop might be better suited”.

#### **2.6.6. Role of Further Education and Training (FET) and Higher Education (HE) systems**

According to Cosser (2010), the education pathway system is engulfed by a number of major obstacles. A number of skills and training programs have been introduced by the government

through publicly funded Technical and Vocational Education and Training (TVET) institutions. These programmes have been introduced to equip young people with the skills that are required in the labour market. Nevertheless, Further Education and Training colleges (FETs), fail to accommodate most of the learners, and to provide the type of training that is demanded by the economy. According to Cassim and Oosthuizen (2014:5), “TVET institutions primarily provide vocational education programs, but these do not necessarily meet the skills—such as completing a school qualification or training in a particular non-vocational skill—demanded by youth”. The vocational training that is being offered by FET colleges is equivalent to Senior Certificate, also known as National Qualification Framework level 4 (NQF4). As Cosser (2010) indicates, most learners who enrol for programmes offered by Further Education and Training (FET) colleges and nursing training institutions already possess the equivalent qualifications, particularly the National Senior Certificate. Thus the only viable solution for these learners to get credible skills profile is to further their studies at universities or at universities of technology. NQF4 is a National Qualification Framework which represents Grade 12 (Matric) trade certificate. Every qualification in South Africa is rated on this framework, with NQF1 representing Grade 9 and NQF10 representing Doctoral degree. The people who pass without exemption in South Africa can only further their studies in universities of technology or in comprehensive universities. Comprehensive universities consist of the higher learning institutions whose diplomas and degrees are offered in both the theory and vocational training.

Given that the requirement for entry into FET colleges is a NQF1 (Grade 9) qualification, the FET colleges (50) with their 278 branches are expected to accommodate those who dropped out after grade 9, as well as the people who failed matric (Smith, 2011). Cosser (2010) believes that lack of opportunities for early school leavers and the people who receive National Senior Certificate without exemption, to further their studies, is highly problematic. Currently, the FET colleges only accommodate approximately 29% of this group annually (Cosser, 2010). Apparently, 80% of those who meet the requirements to enrol for NQF 5-8 (Higher Certificate to Honours degree) in the higher learning institutions struggle to enrol in these institutions because of many reasons, including lack of funding (Smith, 2011). According to Cassim and Oosthuizen (2014), TVET institutions tend to be less accessible in terms of location or financing since they receive less financial support than universities and universities of technology. “Furthermore, partnerships between TVET institutions (and other educational

institutions) and employers are weak, demonstrated by the falling number of apprenticeships offered in recent years after graduation” (Cassim and Oosthuizen, 2014: para. 5).

Furthermore, as Cosser (2010) argues, the resolution of phasing out the N4 to N6 qualifications, and restrict FET colleges to offer NQF level 2 to 4 through the National Certificate Vocational (NCV) as an equivalent qualification to the National Senior Certificate (NSC) has had a negative impact on the college sector and for skills development at the intermediate level. The Human Science Research Council (HSRC) research indicates that students who possess NCV (National Certificate Vocational) qualification from colleges struggle to find jobs because employers are doubtful of the quality of the qualification that is being offered by colleges through NCV (Lewis, 2013). It is not surprising that most employers in South Africa choose to invest in workers who have previous work experience (Lewis, 2013). The vocational qualification in the South African schools is not being prioritised, hence it has been relegated to Further Education and Training (FET) sector programmes. (Lewis, 2013: 6). This has resulted in the failure of the education to produce workers that possess the skills profile demanded by employers for certain jobs. “The most obvious consequences is the dearth of NQF level 5 programme provision, which exacerbates the university-as-only-option scenario in which universities must perforce offer certificate and diploma programmes in addition to the degree programmes that are arguably their metier”, as Cosser (2010:6) says.

Besides the structural limitations listed above, FET colleges are engulfed by other problems which limit them from offering the opportunities to young people. The inability of the FET colleges to offer programmes that are aligned with what is demanded by the labour market indicates that the public sector struggles to offer a reliable alternative to private sector (Cosser, 2010). This calls for the need to restructure the FET-HE (Higher Education) system (Cloete, 2009; Cosser, 2010). Technical Education and Training system must be built in alignment with what is required in labour market and higher education. A viable solution would be to restructure and reserve FET colleges for students who want to upgrade their subjects so they can be able to have access to universities of their choice.

#### **2.6.7. Lack of support for young people**

It is argued that young people are lazy when it comes to searching for jobs, and they choose to roam around the streets complaining about the shortage of employment opportunities (Graham and De Lannoy, 2016). According to Rankin and Roberts (2011), it is assumed that young people often expect earn high wages and refuse to accept the wages that they believe are lower

than what they deserve. However, qualitative evidence tells a different story. The study that was conducted on young people through focus groups revealed that young people are willing to accept low wages for their labour (Graham and De Lannoy, 2016). Despite the fact that these people have big dreams such as becoming doctors and lawyers, they do accept any job opportunity that will equip them with practical experience and or assist them to cover their fees in universities or colleges (Patel *et al*, 2016).

Young people have and continue put so much efforts to search for jobs. Nonetheless, they encounter a number of challenges and become discouraged when they repeatedly become unsuccessful in their search for employment especially when they do not even receive feedback (Newman and De Lannoy, 2014 cited in Graham and De Lannoy, 2016:19). When they face many disappointments, the youth end up being discouraged and depressed, hence they struggle to search for jobs (Mlatsheni and Ranchhod, 2017).

Nearly 36% of 15 to 24 year olds, with 39% being the black youth are unable to enrol at an educational institution due to lack of funding to do so (Smith, 2011). According to Cloete (2009), the probability of enrolling at universities and colleges for those who get bursaries stand between 200% and 350%. According to Letseka *et al* (2010), students in the South African universities are faced with the challenges of financial exclusions.

Although the problem of attrition is being experienced by the entire globe, it is more severe in South Africa. The Department of Education statistics in 2005 revealed that out of 120 000 students that had registered in 2000, 20% of 60 000 students managed to graduate (with generic bachelor's degree) within a specific period, compared to 36 000 (30%) who dropped out in the first year as well as 24 000 (20%) who also dropped out in second and third years (Letseka, *et al*, 2010). The percentage of the non-completers amongst the black students stands at 86% in overall, of which 91% consists of those in the low supplemental education services (SES) group (Smith, 2011:31). The reason for black and coloured students' inability to complete their studies is lack of financial support and not the academic one, even though such factors (financial and academic factors) also relate.

National Student Financial Aid Scheme (NSFAS) is the only hope for most of the students who come from poor (disadvantaged) families to study at the higher learning institutions. NSFAS is a legal entity whose establishment dates back to 1999 under the Act of 56 of Parliament. It was established for a number of purposes (Smith, 2011):

- Redressing past discrimination and to ensure inclusive access to higher learning opportunities.
- Responding to the needs of the human resources for the nation.
- To come up with an affordable and sustainable financial aid scheme that will support students nationally.

More than R12 billion has been provided by the NSFAS to support almost 695 000 students with financial aid over the past years (Smith, 2011). In spite of its vast contribution towards supporting the students, NSFAS is still unable to provide financial aid to all the qualifying applicants. In 2009, NSFAS had a shortfall of R2 billion, of which higher learning institutions reported a shortfall of R45 million per annum each (NSFAS Review, 2010 cited in Smith, 2011). Besides the shortage of funds from NSFAS, there are other challenges that prevent the youth from accessing higher learning opportunities:

- Most of the bursaries that are given to poor students by universities only cover half of what is required by students, hence a large number of students end up dropping out of the institutions because they are unable to cover the rest of the money needed for accommodation, food, transport and books.
- Another issue is that of the families whose annual income is more than R120 000, but who cannot afford to pay for their children at universities. Many working class and lower middle-class families, for example, public servants such as teachers, nurses, earn more than R120 000 a year and this disqualifies their children from being eligible for NSFAS, hence families from such classes remain excluded from higher education. The failure of NSFAS to fund all the qualifying youth to further their studies in the higher learning institutions has prevented the youth from acquiring the skills needed by the economy; hence, this has increased unemployment among the youth who could not further their studies due to financial constraints.
- Communities and households tend to encounter a number of barriers when seeking employment. The majority of the poor and low-skilled people are still trapped in remote areas from job opportunities due to urban planning that has resulted from colonialism, apartheid and post-apartheid (Graham and De Lannoy, 2016). This makes it difficult for the people from such remote areas to search for work. Although this is not the main problem for young people, it contributes to other barriers that are being encountered by young people seeking employment.

- Spatial disparity is worsened by relatively high costs, particularly transport costs associated with job search (Graham and De Lannoy, 2016). A report from national study of those who are participating in youth employability programme revealed that the costs of transport when searching for jobs amount to R560 a month, and the average per capita household income for the selected groups was R527 a month. The results from 2005 Labour Force Survey indicates that more than 70% of discouraged work seekers (young people) stop looking for the jobs because of being constrained by their location (Mlatsheni and Ranchhold, 2017). According to Blumenfeld (2014), KwaZulu-Natal is one of the provinces that have most discouraged young job seekers. Discouragement among the youth stems from the costs associated with job search and a lack of sufficient experience (SALDRU, 2013). It was for this reason that the Abdul Latif Jameel Poverty Action Lab in 2016 piloted and tested a transport subsidy for work seekers to determine whether their behaviour in searching for job would change or not (Graham and De Lannoy, 2016: 14). This seems to be a plausible solution towards increasing accessibility to labour market for young people.

#### **2.6.8. Corruption and nepotism contribute to unemployment**

The increase of corruption and nepotism in the labour market contributes to unemployment. Corruption involves the extortion of money using unorthodox means for personal benefits (Lenz, 2000). The people involved in corruption use illegal means for employment opportunities, hence those that have a legal right for the job end up being unemployed (Qadar and Muhammad, 2013). According to Agbu (2003), since there is lack of justice in the employment criteria, the deserving or qualified individuals lose their jobs and get laid-off. Furthermore, it is not restricted to one specific nation, continent or ethnic group, but is widespread in every government, although in some countries there is more corruption than in others (Orwell, 1996). According to Qadar and Muhammad (2013:46), “corruption in the government bring by money lovers whether they are government employees or nominated members of the government”. In that regard, the officials abuse their power by appointing their favourite persons into higher posts, breaking the established rules for their own interests. The people that are in high positions give jobs to their relatives and cronies, leaving the ordinary people unemployed. Qadar and Muhammad (2013) argue that the increase of the corruption in the country contributes enormously to the increase of unemployment.

Additionally, cronyism also has a huge impact on the increase of unemployment. Corrupt people have no faiths, religious appellations and political systems; hence they contribute to the

increase unemployment (Qadar and Muhammad, 2013). According to Sen (1999), corrupt people undermine and violate the established rules for their personal benefits and profits in the employment arena. As Qadar and Muhammad (2013) argue, weak regulatory system increases the propensity for people that are responsible for recruitment in the employment sphere to extort money for personal gains from the people who want jobs. Banfield (1958), in his probe, found that unemployment has become prevalent in modern societies as a result of the increase of bribery and nepotism in the employment sphere. More worryingly, most government offices are characterised by lack of meritocracy and misappropriation. Nepotism has become a norm and is widespread in every office of the officials (Qadar and Muhammad, 2013).

#### **2.6.9. Lack of information, guidance and capability for job searching**

According to Graham and De Lannoy (2016), young people struggle to get employed due to lack of social capital and strong networks that can enable them to secure job opportunities, and lack of financial resources that can allow them to go and look for the jobs when there are available job opportunities. Moreover, lack of access to information due to unaffordability of inflated costs of data for mobile phones internet and high fees at Internet Café contribute to inability of young people to find employment. Such constraints prevent the youth from searching for jobs and accessing information about tertiary education details for applications (Graham and De Lannoy, 2016).

According to analysis from 2012 census data, 43 percent of young people aged between 15 and 24 come from the households where there is no one employed (StatsSA, 2011). As a result, these young people lack networks within their immediate environments. “Local-level youth employability programmes, often run through non-governmental organizations, could help young people access information about jobs and support them to more effectively look and apply for jobs” (Graham and De Lannoy, 2016:17). Nevertheless, these programmes are limited and costly (Dieltiens, 2015). Thus, it is necessary that appropriate measures are taken in order to establish suitable and effective programmes.

### **2.7. Conclusion**

This chapter presented the reviewed literature on the issues pertaining the causes of unemployment. In the literature, it has been argued that unemployment is caused by a number of factors namely lack of demand for labour; legacies of apartheid policies; lack of entrepreneurship; lack of work experience; lack of support for young people; corruption and nepotism in the work fields; and lack of information about available job opportunities, lack of guidance and capability for job searching among the youth. The literature also indicates that

Further Education and Training and Higher Education system is engulfed by numerous limitations which prove to be a challenge towards the accessibility of labour market by young people.

## **Chapter 3: The extent of youth unemployment in South Africa**

### **3.1. Introduction**

Youth unemployment in South Africa remains an unsolvable challenge since the country's transition to democracy despite the policies and a range of interventions (by both the public and the private sector) that have been executed to address it. Youth unemployment stands approximately at 25%. This is even higher for new graduates in subjects such as psychology and social work. Unemployment has become worse in South Africa. According to *News24* (11 May 2016), official unemployment in South Africa stood at 26.7% in the first quarter of 2016, having had increased by 2.2% point from the last quarter of 2015.

**Table 1. Unemployment rate by provinces in South Africa**

	Official unemployment rate					Expanded unemployment rate				
	Jan-Mar 2016	Oct-Dec 2016	Jan-Mar 2017	Qtr-to-qtr change	Year-on-year change	Jan-Mar 2016	Oct-Dec 2016	Jan-Mar 2017	Qtr-to-qtr change	Year-on-year change
	Per cent			Percentage points		Per cent			Percentage points	
South Africa	26,7	26,5	27,7	1,2	1,0	36,3	35,6	36,4	0,8	0,1
Western Cape	20,9	20,5	21,5	1,0	0,6	23,0	23,6	24,7	1,1	1,7
Eastern Cape	28,6	28,4	32,2	3,8	3,6	44,6	41,3	43,6	2,3	-1,0
Northern Cape	27,8	32,0	30,7	-1,3	2,9	38,7	43,3	43,9	0,6	5,2
Free State	33,9	34,7	35,5	0,8	1,6	39,4	40,9	41,7	0,8	2,3
KwaZulu-Natal	23,1	23,9	25,8	1,9	2,7	38,8	40,7	41,0	0,3	2,2
North West	28,1	26,5	26,5	0,0	-1,6	43,1	40,9	41,7	0,8	-1,4
Gauteng	30,2	28,6	29,2	0,6	-1,0	33,3	32,1	32,0	-0,1	-1,3
Mpumalanga	29,8	31,0	31,5	0,5	1,7	41,2	42,1	41,2	-0,9	0,0
Limpopo	18,3	19,3	21,6	2,3	3,3	38,5	34,1	38,2	4,1	-0,3

Source: Statistics South Africa (2016)

Table 1 above indicates that the increase of 2.2% in the official unemployment rate occurred in Quarter 1 (Q1) 2016, compared to Quarter 4 (Q4) 2015. All the provinces experienced the increase in the official unemployment rate except Limpopo province. However, this increase differed from province to province, with the North West province having the largest increase of 4.2%. Free State followed with 4.1%, and Mpumalanga having 4.1% respectively. Based on table 1, Limpopo province experienced a decrease of 1.6% in its official unemployment rate. However, in comparison to the same period the previous year, the unemployment rate increased by 0.3% (Statistics South Africa, 2016). During the same period, provinces such as Free State, Gauteng and Mpumalanga experienced an increase in the official unemployment rate, with the Free State having an increase of 3.5%, Gauteng with 1.7%, and Mpumalanga with 1.4% respectively (Statistics South Africa, 2016). Large annual decreases were seen in the Northern Cape (6.3%) as well as in Limpopo (1.9%).

Table 1 also shows that the expanded unemployment rate (the percentage of the unemployed people, including the discouraged work seekers) increased between Quarter 4 (Q4): 2015 and Quarter 1 (Q1): 2016, increasing by 2.5% to 36.3%. Expanded unemployment rate can be defined as a percentage of the unemployed people, including those who are willing to work but have stopped searching for jobs (Statistics South Africa, 2017). Throughout the aforementioned period, seven out of nine provinces witnessed the rise of expanded unemployment rate. Eastern Cape recorded the highest rise in the expanded unemployment rate with 4.2%, while North West recorded 4.1%. Free State recorded 3.1% while Gauteng recorded 3.1% (Statistics South Africa, 2016). Yearly changes indicated a rise of 0.2 in the percentage point of the expanded unemployment rate. Five provinces also experienced a rise in the expanded unemployment rate during this period.

**Table 2. Unemployment rate by metropolitan municipality, Quarter 1 (Q1): 2016**

Province	Municipality	Official unemployment rate	Expanded unemployment rate	Difference
		Per cent		Percentage points
<b>RSA</b>	<b>Both metro and non-metro</b>	<b>26,7</b>	<b>36,3</b>	<b>9,6</b>
Western Cape	City of Cape Town	21,1	21,7	0,6
	Non-metro	20,5	25,1	4,6
Eastern Cape	Buffalo City	24,1	31,8	7,7
	Nelson Mandela Bay	33,2	33,2	0,0
	Non-metro	27,6	50,9	23,3
Free State	Mangaung	28,3	33,5	5,2
	Non-metro	36,2	41,8	5,6
KwaZulu-Natal	EThekweni	18,8	27,2	8,4
	Non-metro	25,8	45,2	19,4
Gauteng	City of Johannesburg	29,8	31,1	1,3
	City of Tshwane	26,0	29,6	3,6
	Ekurhuleni	34,4	37,4	3,0
	Non-metro	30,3	38,5	8,2

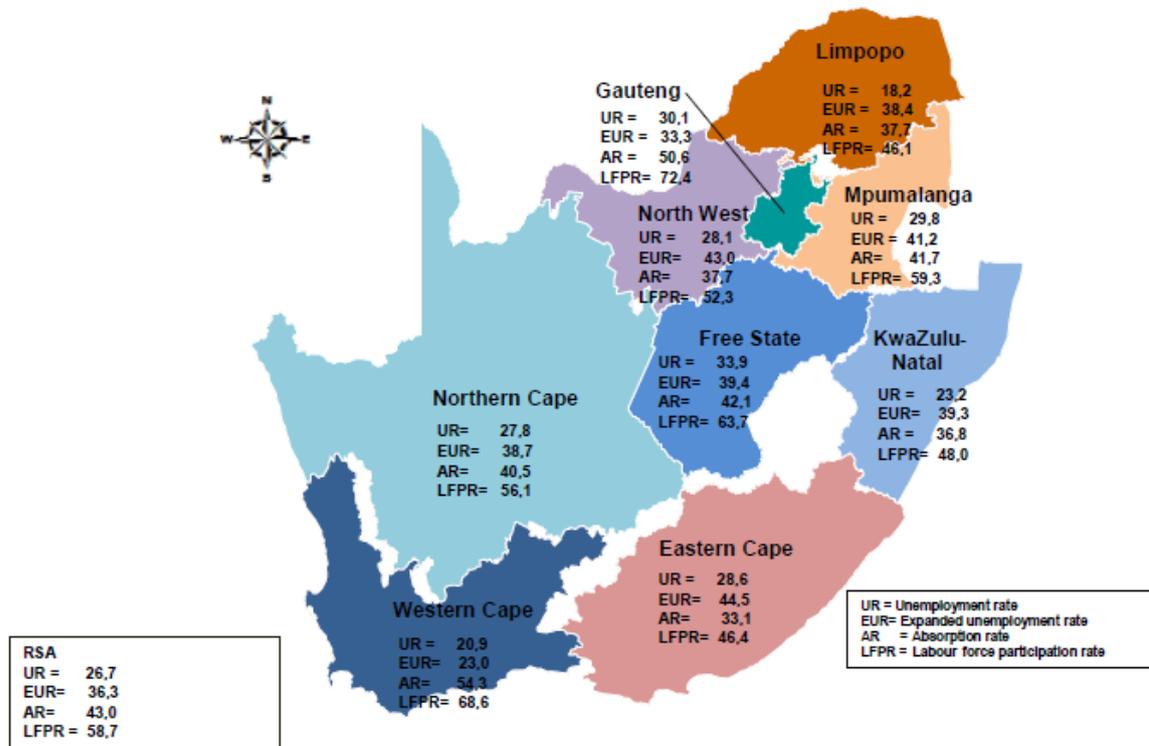
Note: RSA consists of nine provinces, including those that do not have metropolitan municipalities (Northern Cape, North West, Mpumalanga and Limpopo). The 'difference' is measured by subtracting the official unemployment rate from the expanded unemployment rate.

**Source: Statistics South Africa (2016)**

Table 2 indicates that in Quarter 1 (Q1): 2016 the difference between the official and expanded unemployment is 9.6%. According to Stats SA (2017), official unemployment rate refers to the percentage of the labour force that is not in employment. It is the percentage of those who are willing and available for work, and have been searching for jobs within the past four weeks. Expanded unemployment rate, in contrast, refers to the percentage of the unemployed people including those who are willing to work but are not searching for jobs (Stats SA, 2017). All the provinces recorded different rates of unemployment in their non-metropolitan municipalities (metropolitan municipalities are those that do not fall under major city regions). Eastern Cape and KwaZulu- Natal experienced remarkably larger differences in their non-metros; the former recorded 23.3% while the latter recorded 19.4% respectively (Statistics South Africa, 2016).

Higher official unemployment rates were recorded in metropolitans such as the Nelson Mandela Bay, Cape Town and Ekurhuleni than in the non-metropolitan in their provinces. Nelson Mandela Bay recorded 33.2% both in the official and the expanded unemployment rates. Only the Cape Town and Johannesburg witnessed the lowest difference between the official and expanded unemployment rates, with the former having recorded 0.6% while the latter recorded 1.3% respectively. EThekweni and Buffalo City had recorded the largest gap between the official and the expanded unemployment rates. The former had 8.4% while the latter recorded 7.7% respectively (Statistics South Africa, 2016).

**Figure 2: Summary of labour market measures at a glance, Q1: 2016**



**Source: Statistics South Africa (2016)**

Figure 2 above indicates that unemployment rate (UR) in South Africa in 2016 stood at 26.7% while the expanded unemployment rate (EUR) stood at 36.6%. The country recorded 43.0% in the absorption rate (AR), and 58.7% in the labour force participation rate (LFPR). However, unemployment rate differs from province to province. The province that recorded high unemployment rate is Free State (33.9%). The province that recorded the lowest unemployment rate is Limpopo (18.2%). Nevertheless, in terms of the labour force participation rate, Gauteng recorded the highest percentage (72.4%). The lowest labour participation rate amongst the provinces was recorded in Limpopo (46.1%).

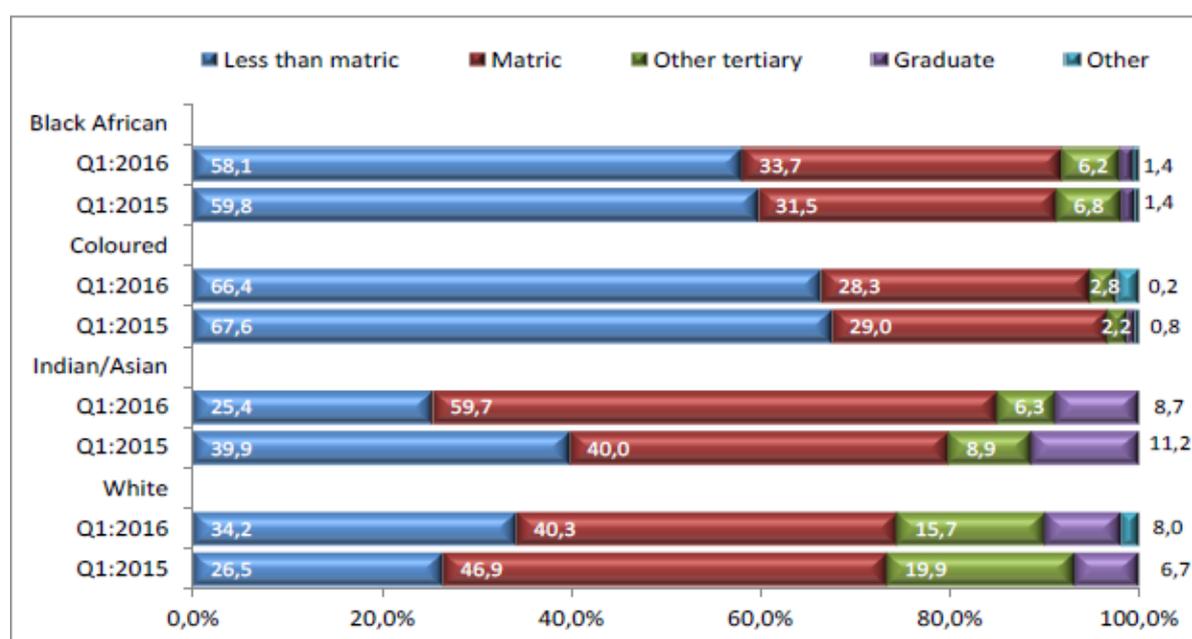
**Table 3. Unemployment rate by level of education 2008–2015 in South Africa**

	2008	2009	2010	2011	2012	2013	2014	2015
	<b>Youth aged 15–34 years (Per cent)</b>							
Below secondary	37,7	38,6	41,6	40,9	40,7	41,3	41,3	41,9
Secondary complete	31,5	33,4	34,5	36,7	36,5	37,1	35,8	36,6
Tertiary	15,5	15,0	17,9	17,2	17,0	17,0	20,3	21,2
<b>Total</b>	<b>32,7</b>	<b>33,7</b>	<b>35,7</b>	<b>36,1</b>	<b>35,8</b>	<b>36,2</b>	<b>36,1</b>	<b>36,9</b>
	<b>Adults aged 35–64 years (Per cent)</b>							
Below secondary	17,2	16,1	18,6	18,8	19,7	19,4	20,0	21,7
Secondary complete	10,3	10,1	14,6	13,8	13,6	13,3	14,3	15,0
Tertiary	3,5	2,9	3,9	3,3	4,5	4,9	5,6	7,2
<b>Total</b>	<b>13,4</b>	<b>12,4</b>	<b>14,9</b>	<b>14,4</b>	<b>15,1</b>	<b>15,0</b>	<b>15,6</b>	<b>17,0</b>
	<b>All ages (15–64 years)</b>							
Below secondary	26,7	26,4	29,0	28,8	29,1	29,0	29,3	30,8
Secondary complete	24,0	24,9	26,5	27,5	26,9	27,1	26,4	27,0
Tertiary	8,6	7,9	9,6	8,4	9,4	9,6	11,4	12,9
<b>Total</b>	<b>23,2</b>	<b>23,0</b>	<b>25,1</b>	<b>24,8</b>	<b>25,0</b>	<b>25,0</b>	<b>25,2</b>	<b>26,4</b>

Source: Statistics South Africa (2015)

The above Table 3 represents unemployment in the country. The unemployment rates by levels of education (in Table 3) shows that in all the years from 2008 to 2015, unemployment rate has been significantly lower for young people with post-secondary education compared with that of those who possess lower level of education, and this is visible in all the age groups (Statistics South Africa, 2015).

**Figure 3. Share of unemployed persons by education and population group, Quarter 1 (Q1): 2015 and Q1: 2016**



Note: 'Graduates comprise of those who have diploma, bachelor's degree, post-graduate diploma, honours degree as well as higher degree.

Source: Statistics South Africa (2016)

According to Statistics South Africa (2016), as presented in Figure 3, the share of the unemployed graduates was minimal among the black African and Coloured population (people of mixed-race) groups. Even though a large number of these groups had no matric in both Quarter 1 (Q1): 2015 and Quarter Q1: 2016, the proportion of the unemployed remained steady among them in all educational categories between these periods. Figure 3 shows that there have been some changes among Indians/Asians and the white populations (Statistics South Africa, 2016). The share of the unemployed Indians/Asians with matric was higher than the share of the unemployed Indians /Asians in other educational categories. In the case of white population, the share of the unemployed increased among the graduates and those whose educational level is less than matric. However, the decrease in the share of the unemployed took place among those whose educational level is matric and other tertiary education. According to Seekings and Thaler (2010:8), “unemployment rates are particularly high among young men and women, at least in part due to their low levels of qualification”. The South African employers do not trust the skills possessed by young people from higher education institutions; hence, they set the requirements for entry level jobs much higher. By setting the educational requirements for entry-level jobs higher, employers leave out a large number of potentially good young employees (Graham and De Lannoy, 2017).

Youth unemployment in South Africa is pandemic. Studies show that the country’s 50% employment rate for working age youth is lower than that of other emerging market economies which stands at 80% (Smith, 2011). The racial disparities exacerbate the situation, and the legacy of apartheid has left the rate of the unemployed young blacks (53.4%) three times worse than that of their white counterparts which is 14.5% (Cawker and Whiteford, 1993). According to Altman and Marock (2008), the longer the person remains unemployed or underemployed, the harder it becomes for that person to find employment or to become ready for employment. Before the end of 2010, the official unemployment rate stood at 25.3% (Smith, 2011). The number of people who are not active economically increased by more than 1 million between 2009 and 2010. Approximately 58% of this group consisted of discouraged work seekers (Smith, 2011). The 2005 Labour Force Survey indicated that 40% of the unemployed persons had experienced unemployment for three years, while 59% had never worked before (Lam *et al*, 2008).

StatsSA Quarterly Labour Force Survey 2016 indicates that more than 37% of the youth aged 15 to 34 years were still jobless in the second quarter of 2016. This rate had soared from 32% in the second quarter of 2008 (StatsSA, 2015). This is because only fewer young jobseekers



was men, decreasing from 23.3% to 22.00% (1.3% difference). Unemployment rate among women on the other hand only decreased from 27.2% to 26.3%; a difference of 0.9% which is less than that of men.

In Q1: 2011, unemployment rate continued to increase from 26.3% to 27.9% among women while that of men only increased from 22.0% in Q4: 2010 to 22.4% in Q1: 2011. It seems that although unemployment rate increased among men and women from 2010 to 2016, women experienced unemployment the most having recorded 27.2% in Q1: 2010 and 29.3% in Q1: 2016. Unemployment rate among men showed slight increase from 23.3% in Q1: 2010 to 24.6% in Q1:2016, a difference of 1.3%.

Figures above demonstrate the alarming increase of youth unemployment and more worryingly, this proves to be detrimental towards the country's political stability. Recent events in some North African and European countries show how important it is for the governments to create and provide job opportunities for the youth in order to achieve inclusive economic growth in the country (Ntshingila, 2014). Looking at the challenges and inequalities that exist, it seems that the policy intervention that has been executed by the democratic government since 1994 has not effectively and adequately improved the situation for young people. The government needs to attend to these challenges in order to prevent frustration and impatience from young people. The National Development Plan alerts that new measures must be developed in the country in order to combat rife levels of youth unemployment and open up broader opportunities for young people. Failure to deal with these challenges will cause have detrimental impact on the democratic gains (National Planning Commission, 2012). Therefore, youth unemployment in South Africa emanates from various elements. These include labour market, education system, and community, household and individual level issues that should be tackled. To address and understand the problem of youth unemployment requires attention to be paid to these abovementioned challenges. A thorough research on the aforementioned issue may shed some light with regards to what policy interventions must be implemented to address them.

The problem of youth unemployment in the country has forced the South African government to consider this issue as a priority in policy discussion. It is for this reason that youth wage subsidy and employment tax incentive were proposed by the government as the interventions that will address youth unemployment. This has led to an intense debate about youth unemployment problem and the ways in which it can be addressed (Ntshingila, 2014). It has

become apparent that South Africa needs to eliminate the inherited structural problems that hinder successful implementation of permanent and sustainable solutions towards youth unemployment if it is to succeed in creating jobs for young people. According to Ntshingila (2014), South Africa can learn a lot from international experience if it is to successfully fight the challenge of youth unemployment.

### **3.2 Global youth unemployment**

Unemployment is relatively higher among the active youth than the adult active population throughout the globe. Most countries are engulfed by high levels of youth unemployment irrespective of whether they are developed or are still developing. The world saw the unemployment rate increasing by more than 1% (1.1%) between 2011 and 2013. Global unemployment stood at 12.6% in 2013 (Ntshingila, 2014). According to Ntshingila (2014), global unemployment is expected to continuously increase to 12.8% by 2018, and this increase is likely to increase more among young people than adults. United States and Europe experienced a huge increase of youth unemployment following the outbreak of the global financial crisis which took place in 2008. It was reported that by the end of 2012 European Union (EU) was characterised by 23.3%. According to Eurostat (2018), in Europe, the percentage of youth unemployment for the age group of 15 is measured through youth unemployment rate. The same standard definition is being used as the unemployment rate for working age population. For a certain age group, the number of the unemployed is divided by the total of those that are employed (Eurostat, 2018). Eurostat (2018) indicates that “in the EU-28<sup>10</sup> in 2012 there were 57.5 million persons aged 15-24, of whom 5.6 million were unemployed”. Youth unemployment rate stands at 9.7% (Eurostat, 2018).

According to Sorrentino (2000), the unemployed persons that are excluded in the Eurostat are as follows:

- Inactive work seekers.
- Those who were not willing to work in the week of reference
- Millennials aged 15 years.

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<sup>10</sup> The EU-28, as referred to as European Union (EU) comprises of 28 countries including Belgium, Bulgaria, Czech Republic, Denmark, Germany, Estonia, Ireland, Greece, Spain, France, Croatia, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Hungary, Malta, Netherlands, Austria, Poland, Portugal, Romania, Slovenia, Slovakia, Finland, Sweden, and United Kingdom, which operate as an economic and political block. (IGI Global) <https://www.igi-global.com>

- Persons that are in the process of commencing work, and are not looking for another one

### **3.3. International youth unemployment rates**

Even though youth unemployment was rife even in the European Union countries (EU), it was low in other European Union countries. Whilst it was high in Greece, Spain and France, unemployment was low in Germany; Germany managed to escape youth unemployment challenge. Their experiences can be a valuable lesson for South Africa. Section 3.4 below explains how Germany dealt with high youth unemployment.

### **3.4. The Case of Germany**

#### **3.4.1. Germany's strategies to solve their youth unemployment problems**

The role played by institutional settings and public policies in Germany impacted significantly towards the transition of young people from school to work. The above-mentioned mechanisms (institutional settings and public policies) played a remarkable role in the creation of adequate job opportunities for the youth. According to Cahuc *et al* (2013), the labour market institutions and labour policies which Germany implemented against youth unemployment are as follows:

- Vocational education and training.
- Minimum wages and employment protection.
- Activation measures and labour policies.

##### **3.4.1.1. Vocational education and training dual apprenticeship program**

Under German apprentices young people are given a contract of three to four years to get a certain training in a firm. Such school and firm based training helps in the transition of young people from school to work. More than 50% of the companies with at least one employee are entitled to provide training (Cahuc *et al*, 2013). All sectors of the economy are provided with apprenticeships. Cahuc *et al* (2013:9) state that “firms bear the costs of work-place training facilities and pay apprentices a standardized salary”. This type of training scheme has benefitted many companies, enabling them to employ new workers while retaining those that have good performances. This also enabled firms to show their commitment towards societies. According to Ntshingila (2014:15), “the returns to completing dual apprenticeship training are significant in Germany because 66% of those who successfully complete training subsequently enter employment”. This means that those who participate in the dual apprenticeship programs stand more chances of getting employed after serving in these programs. Therefore, as Zimmermann *et al* (2013:20) state, “education and training are considered as core factors in determining the chance of a successful transition into work”.

#### **3.4.1.2. Minimum wages and employment protection**

A minimum wage is aimed at rescuing the working poor from poverty. This is accomplished by implementing statutory national minimum wages. Germany chose a different direction on its minimum wage and employment policy. According to Cahuc (2013:10), “there is no national statutory minimum wage, but minimum wages are negotiated by industry and occupation among the social partners”. Even though there is a special protection that is restricted on protecting certain employees from dismissal, the general protection protects all those who fall under the scope of the Act on the Protection against Dismissal employees from being unfairly dismissed (Schmeilzl, 2012).

#### **3.4.1.3. Activation measures and labour policies**

Active labour market programs work as compensation to those who are exposed to unemployment or excluded from labour market, particularly because of their shortage of basic skills required for accessing work or vocational training (Zimmermann et al, 2013). According to Cahuc *et al* (2013:13), “many countries have compulsory and specific systems requiring the public employment service to encourage low-qualified young job seekers to resume their studies, apprenticeships or training courses”.

Through the abovementioned interventions (vocational education and training, minimum wages and employment protection and activation measures and labour policies), Germany has managed to reduce youth unemployment. For example, vocational education and training has benefitted many companies; it has enabled a number of companies to employ new workers while retaining those that have good performances. Thus, when applied appropriately these policies can be useful in South Africa in addressing the challenges of youth unemployment. However, their implementation must be adapted according to each individual country’s needs and economic status.

### **3.5. The impact of unemployment**

Unemployment is one of the serious problems that can be detrimental to the country’s wellbeing. Most of the social diseases that threaten political stability are caused by unemployment. Unemployment means that there is no income, and lack of income means there is lack of job opportunities in the labour market. Unemployment is a symbol of a non-functional labour market (Rotheim, 2007). The impact of unemployment, and the way in which it is being dealt with differs from country to country or communities to communities. For example, although New Zealand and Finland are small countries, they are developed countries with government that support re-distributive welfare policies (Patrick, 2016). When these countries

were hit by economic recessions in the late 1980s and early 1990s, each country dealt with the situation differently. Although New Zealand decided to cut its welfare expenditure which resulted in high income inequalities, Finland addressed the issue differently. In Finland, the government introduced a programme called Finnish youth guarantee. This programme consists of Public-Private-People-Partnership (P4) model which allows young adults to operate it (Ministry of Education and Culture, 2012). According to the Ministry of Education and Culture (2012: 3), “youth guarantee is a primary goal of the Government Programme and will be implemented throughout the government’s term of office”. As the Ministry of Education and Culture (2012) states, this programme is responsible for promoting the inclusion of young people through the following approaches:

- Supporting young people to get into education, training or employment.
- Promote social inclusion through developing youth services.
- Creating a platform for young people to give their feedback on how the implemented services benefit them, how the adopted measures help them, and how these measures can be improved.

Unemployment undermines the person’s value as a source economic growth. For Junankar (1987:7), youth unemployment also leads to the loss of real output. Rotheim (2007:2) argues that, “an individual unemployed is both unproductive and a drain on society’s resources”. Unemployment symbolizes that the economy is not running efficiently. More worryingly, it exposes the politicians to the loss of elections. Lack of jobs affects the economy negatively. “In addition, there is some evidence of state dependence: unemployment in the current period depending on past unemployment”, says Junankar (1987:7). The absence of jobs means that the unemployed become the burden on the national economy because they receive no income. With more and more people becoming educated, the competition for available jobs has increased among the youth and, as a result, education is no longer a guarantee for youth to secure jobs (Patrick, 2016). Although this has prompted the youth to continue to further their studies with higher education levels, it also has led others to drop out of schools with the intention of establishing their businesses, hoping to become their own bosses and, hence, become millionaires and billionaires in their respective societies. Opening businesses might be a good move for these individuals, but the many will agree that dropping out of school might not be a good choice.

Because of high levels of unemployment, young people are no longer looking for any job, but a good paying job that will make them afford to take care of themselves and their families. “If

jobs will not provide the means required to getting married and building a home, then many men are not very interested in either seeking or keeping such jobs” (White cited in City Press, 06/01/ 2013: 7). In contrast, unemployment has also forced some young people to end up accepting short term jobs as a stepping stone to better and permanent jobs (Patrick, 2016). According to International Labour Office (n.d.:1), “with little financial security, young workers cannot wait out a downturn, and so frequently take whatever job is available, even if it pays less than a job that matches their skill level”. Similarly, Durant and Powell (2015) maintain that due to being unable to find permanent jobs, young people end up being forced to take temporary positions. Unfortunately, employers do not always consider these types of positions as real work experience; thus, writing these kinds of experience on a Curriculum Vitae (CV) will not make it easy for one to find work. Furthermore, there is no job security in temporary jobs; they often pay less. Furthermore, people who participate in such jobs are not trained and receive no social benefits. Consequently, “unemployed young people face the worst possible career opportunities” (Durant and Powell, 2015:3).

The impact of high youth unemployment on economic growth and productivity is significantly damaging and cannot be ignored. Due to being unable to find a job that will enable them apply their skills in the production of goods and services and increase the economic, the great amount of university graduates finds themselves being exposed to the risk of losing their talents and skills. According to Durant and Powell (2015), the more a large proportion of young people is unemployed the more government needs to intervene towards providing those who are unemployed with social grants. Even though government intervention is vital in the rescue of the people, particularly the youth from poverty, such intervention increases the economic costs for the country because the money that is generated through taxes is spent on the provision of social grants. It is argued that the more the youth remain unemployed, the more the productivity and gross domestic product declines.

### **3.5.1. Damage on young people for life**

Some young people endure the impacts of unemployment in the long run in their future pay and income. Junankar (1987:7) argues that “the consequences of unemployment on the unemployed youths are primarily a fall in current living standards and a fall in the future earnings profile”. In this regard, young people are likely to remain earning low income as they contend with short term, low paying jobs. ACEVO (2012) maintains that the damage caused by unemployment to those who are unemployed often tends to be permanent. Unemployment at an early age has a negative impact the future earning potential. Experiencing unemployment

at a young age increases the probability of the unemployed to depend on welfare later in life. According to Layte *et al* (2000), despite the lower future occupational status associated with unemployment at an early age, those who are unemployed are likely to remain in low paying jobs in their entire lives. This may result in young people resorting to unorthodox means, trying to get wealthy.

A study by the Centre for Development and Enterprise (CDE) in 2012, on determining how the South African youth survive cope with unemployment discovered that due to scarcity of jobs, many young South Africans are forced into unorthodox means of living (City Press, 6 January 2013). Findings revealed that most of the youth choose not to work rather than doing menial jobs (City Press, 6 January 2013). Another research by Dr Hilton White from the Department of Social Anthropology at Wits University indicated that the youth do not consider the menial jobs as a source of living. A recent report indicated that some of the young people in the east African region end up joining terrorist groups for economic benefits (Patrick, 2016). Some young people thus resort to illegal means for economic survival due to unemployment. The most affected segments of the unemployed youth are those who come from disadvantaged backgrounds, those who have lower skills levels, and those whose parents have never been employed (City Press, 6 January 2013). According to ACEVO (2012), young people from such backgrounds and those living with disability and/or other learning difficulties are likely to remain unemployed and uneducated in their entire lives.

### **3.5.2. Unemployment's contribution to the youth's mental and physical health**

Unemployment exposes individuals to many psychological and social problems. They suffer from psychological disorder in their characters and end up depressed or disorientated. Patrick's study (2016) highlights some of the health problems, and general unhappiness among young adults due to unemployment. Hussainat *et al* (2012) also underscore the following psychological disorders among the unemployed persons:

- Depression: the unemployed are likely to be exposed to depression which makes them isolate themselves from others and end up resorting to alternative means trying to take away their painful life. The unemployed end up consuming drugs and taking their lives
- Loss of self-esteem: As Junankar (1987: 7) states, "more worryingly, unemployment leads to loss of self-respect". Individuals end up lacking confidence and respect in themselves. Al Dabu's empirical study (1989) among graduate students from technical schools and business colleges (BC) also indicates that the single ones experience

psychological and social problems the most compared to the married ones, as a result of unemployment (in Hussainat *et al*, 2012:157). Such problems lead to anxiety, nervousness, frustration, isolation and depression.

### **3.5.3. Unemployment and anti-social activities**

In 2015, Lee *et al* (2015) investigated the link between unemployment and the use of substance, including heavy drinking among young adults. Their research results revealed that unemployment is responsible for heavy drinking, and the excessive use of cigarettes among the youth. According to Junankar (1987:7), “youth unemployment has been said to be responsible for an increase in crime and civil disorder”. Likewise, Ngcaweni and Moleke (2007) concede that unemployment responsible for the increase of crime, drug and alcohol abuse, poor health and the loss of confidence and self-esteem among the youth. The unemployed are excluded from the economy. Government should assist this segment to deal with the challenges emanating from unemployment challenges.

### **3.6. The South African government policy responses to youth unemployment**

The government has tried to intervene in a number of places to create more job opportunities for the unemployed youth to gain work experience so they can be employable. According to Ntshingila (2014), since 1994, the South African government has executed numerous programmes in an effort to combat youth unemployment in the country. However, Ntshingila (2014:4) argues that “these policies and strategies have failed to create enough jobs for young people and to dramatically reduce youth unemployment”. Instead, the country has seen the increase of youth unemployment. Ntshingila (2014) further indicates that youth unemployment increased by 2% between January 2008 and September 2013. Among the large-scale government interventions are as follows:

- The Department of Public Works implemented the expanded public works programme (EPWP) with the aim of increasing employability and create 4.5 million job opportunities for a short-term solution.
- Team members from organizations such as National Youth Commission (NYC), Umsobomvu Youth Fund (UYF), the South African Youth Council, the National Department of Labour and the National Department of Education administer the National Youth Service (NYS) with a specific focus on young people. Young people are being provided with the opportunity of training in technical skills, and then given a platform to use what they have learned to provide community services. National youth

service also offers skills development training to young people. Such training is aimed at assisting the youth towards developing their careers (Youth Development Network, 2004).

- Also, “the Skills Development Act, aimed at developing the overall skills base in the country, guides the implementation of the Learnerships Programme, and targets young people as a key beneficiary” (Smith, 2011:10). As structured programmes, learnerships are aimed at assisting the youth towards integrating their theoretical learning with workplace experience. Theoretical training is offered by the accredited training service providers to the youth in an identified area. Young people receive training in a structured workplace where they obtain relevant work experience. (Youth Development Network, 2004).

### **3.6.1. Supply Side Policies Targeting Unemployed Young People**

As previously mentioned, the education system in South Africa is responsible for the increase of youth unemployment in the country. Apparently, school leavers lack requisite skills required by the labour market when they exit the system. This has prompted the government to introduce a number of funding and policy interventions with the aim of improving the quality of education and to increase the employability of the youth. According to Oosthuizen and Cassim (2014:3), “in the National Treasury’s budget for the 2013/2014 fiscal year, education spending increased to R232.5 billion (\$21.8 billion), targeting infrastructure, services and backlog in numeracy and literacy skills”. However, weaknesses in the education system have already had a huge impact on many young people. It is for this reason that Oosthuizen and Cassim, (2014) argue for tailored interventions specifically catered for early school-leavers and high school-diploma holders to enable them to successfully participate in the economy.

A number of skills training programmes have been introduced by the South Africa government through publicly funded technical and vocational education and training (TVET) institutions. Such programs have been introduced to enable the youth to enter the labour market. Nevertheless, TVET institutions have failed to provide the training demanded by the economy. According to Oosthuizen and Cassim (2014), the vocational education programs that are being provided by TVET institutions do not provide the skills needed by the youth. Accessibility and financing also are some of the challenges in these TVET institutions. The financial support that is allocated to tertiary education is not adequate. Moreover, there is no cooperation between TVET institutions and the employers, and as a result the number of apprenticeships offered to the youth after graduation has declined drastically in recent years.

Seeing that the South African economy requires skilled labour, leaving the unskilled labour stranded, has enforced the government to introduced programmes catered specifically for unskilled labour. These programmes also are funded through public funds (Oosthuizen and Cassim, 2014). These programs offer employment by providing the vulnerable South Africans with crucial basic services. Young people are placed in training programmes that will improve their future employability. More importantly, young people receive a portion of income while they are still in the training (Oosthuizen and Cassim, 2014).

Oosthuizen and Cassim (2014:7) report that “the Community Works Program (CWP) was rolled out in 2008 and is designed as an employment safety net whereby a person’s existing livelihood is supplemented by offering a basic level of income through work”. This program was adopted from India’s Mahatma Gandhi National Rural Employment Guarantee Act program (Oosthuizen and Cassim, 2014). Most of the poorest countries use such a program in addition to the grant system. The good thing about this program is that it allows the communities to decide on the activities that they believe would benefit them. This program was expanded to the Extended Public Works Program (EPWP). Although it was not designed directly to address youth unemployment, the report from EPWP indicated the people who benefit from this program the most are young people. As Department of Cooperative Governance (2011) indicates, nearly 57% of the people who participated in CWP in 2011 were young people with less than 35 years of age. Nevertheless, young people tend to be less attracted to these programs because they are not tailored for their aspirations (Oosthuizen and Cassim, 2014). Oosthuizen and Cassim (2014) argue that the type of experience that is being offered in these programs does not increase the employability of those that participate in them, especially in urban areas

Public deployment programs also were introduced by the South African government to provide the unemployed and unskilled youth with relevant training. National Youth Development Agency (NYDA) is responsible for facilitating them. However, it is argued that these programs have been implemented to a limited extent. The NYDA offers young people a 12-month program where they receive training on fields such as construction and enterprise development. Young people receive qualification credits after the completing the training (Oosthuizen and Cassim, 2014:7). Even though the evidence that was presented in the NYDA annual report indicated that these programs produced good results in the 2012/13 financial year, the targets that had been set was very low. According to Oosthuizen and Cassim (2014), only about 800 job placements was set as targets of that year

The government introduced National Rural Youth Service Corps (NRYSC) in September 2010 in an effort to provide rural youth with opportunities. This program provides the youth with a two year skills training, after which they are required to provide services in community development projects while receiving some income from the government (Oosthuizen and Cassim, 2014). Young people receive training in numeracy, literacy, entrepreneurship and constructions, the skills that are requisite for community development. This program was aimed at boosting the rural economy. However, as Oosthuizen and Cassim (2014:9) argue, “while this project was seen to be somewhat successful, there was an oversight on the part of the program coordinators who underestimated the amount of training required for youth to actually take on the community projects”. It has been indicated that the second phase of the project will take place in the near future.

Youth entrepreneurship program also is among the programs that have received priority in policy discussion. This program is being funded and facilitated by the NYDA. Through its funding, the NYDA facilitates and offers young people with training and support in entrepreneurship. However, the challenge is that very few individuals are able to access the services offered. The challenge with these interventions is that they are not pitched at the right level. Moreover, they are offered to communities where there is no demand for the offered skills (Oosthuizen and Cassim, 2014).

Besides specific programs that are created to develop the youth, there are other general programs that are beneficial to the youth. Amongst these other general programs is the sector education and training (SETA) system which plays a significant role in the development of skills in South Africa. The most relevant program to young people amongst the available ones is the learnership program which is aimed at providing the youth with structured learning and work experience simultaneously. After completing this program, young people receive a nationally recognized qualification. (Oosthuizen and Cassim, 2014). In learnerships, individuals, both the students and the unemployed are placed in workplaces to gain work experience. Through its small business support programs, the Department of Trade and Industry play a significant role in the development of young people.

The Department of Labour is also concerned about establishing the environment for creating jobs through regulation. This has led to the enactment of the Employment Services Act which took place April 2014 (Oosthuizen and Cassim, 2014). This legislation is aimed at promoting the employment of young people and improve the employability of those who are searching

for jobs through job matching programs. According to Oosthuizen and Cassim (2014:12), “in terms of youth, it aims to provide specialized services to access work with government requiring registration of job seekers as well as job vacancies and other placement opportunities and acting as an intermediary”. As the South African market is characterised by very high cellular telephone penetration rate, it would be vital to identify the alternative technologies that can facilitate the accessibility and the evaluation of other services.

### **3.6.2. Demand-Side Policies Targeting Employers**

Insufficient demand within the labour market was considered as the cause of high rate of youth unemployment by the National Treasury in 2011. Because of this challenge, the labour market is unable to absorb the increasing number of new entrants in the labour market each year (Oosthuizen and Cassim, 2014). This has prompted the government to propose a youth employment subsidy. Employment subsidies seem to be appealing given that their target is to create job opportunities. Employment subsidies are beneficial to the employers as they reduce the costs associated with the training of new workers. Employment subsidies are preferred by the treasury for their ability to operate through the tax system as well as their ability to absorb a larger number of the youth into the labour market compared to other programs. In the proposal, it had been indicated that the employers who manage to accommodate young people for two years would be provided with a huge amount of subsidy for wages in the first year of employment (Oosthuizen and Cassim, 2014).

The results from a pilot study of this initiative were favourable. According to Oosthuizen and Cassim (2014:14), “commissioned by National Treasury, the African Microeconomic Research Umbrella at the University of the Witwatersrand ran a pilot study with 4000 participants from three provinces (Gauteng, KwaZulu-Natal and Limpopo)”. In this experiment, a substantial number of individuals were offered vouchers up to 50% of their wages for 6 months. According to the findings, the job seekers that had been offered vouchers indicated that they were inclined to remain in their jobs, even after 2 years of the experiment. These vouchers showed a positive impact on the job seekers, even after they had lapsed.

However, differences in terms of demography, location and education affect the unemployed youth differently; hence, the subsidy may not be able to accommodate the targeted youth (Yu, 2011). According to Oosthuizen and Cassim (2014), young people consist of two groups; the first group comprises of those who are well off, possess work experience and are in search of employment. The second group, on the other hand consists of the youth with lower levels of

education, those who reside in remote areas and come from disadvantaged backgrounds. This is the group that possesses little or no experience. It consists of discouraged job seekers. The concern then is if the subsidy will be able to incentivize this group to actively look for work or not, and/or if the employers will be interested in employing them (Oosthuizen and Cassim, 2014).

### **3.6.3. The role of Umsobomvu Youth Fund (UYF) and National Youth Development Agency (NYDA) in the Improvement of Economic Participation**

In an effort to address youth unemployment in the country, the South African government led by the African National Congress (ANC) introduced a program called Umsobomvu Youth Fund in 2001. This program was introduced under Demutualisation Levy Act of 1998. It was established as a national youth development programme to facilitate the creation of employment opportunities for young South Africans. It was also introduced to rescue the youth from poverty and enable them to access land, housing and related infrastructure. This program (UYF) was also established for improving entrepreneurship among the young people so they can have sustainable livelihoods. The role played by these programmes (UYF and NYDA) towards assisting the youth to participate in the economy of the country is remarkable.

However, UYF failed to yield optimal results, and a number of significant issues remained unresolved. According to Cebekhulu (2013), amongst the issues that remained unresolved are as follows:

- Contact, information and counselling
- Development and transfer of skills
- Youth entrepreneurship

Despite the huge expenditure by the UYF and NYDA to help the unemployed youth, their levels of success have not been realized (Cebekhulu, 2013). These programmes have failed because of a number of factors. Firstly, the employment provided by these programs are restricted to Expanded Public Works Programme. Moreover, they are labour intensive and not sustainable. Secondly, the UYF and NYDA fail to enable the youth to access information about the available job opportunities and business development opportunities (Cebekhulu, 2013). Lastly, in order for the programmes of entrepreneurship to be successful, there should be extra support in order monitor, evaluate and make a follow-up on the programmes of beneficiaries. This will help to provide solutions where in cases whereby challenges arise (Kaufman, 2003 cited in Cebekhulu, 2013).

In South Africa, young people are faced with the challenge of being unable to access information about careers, economic development, and job and business development opportunities. Thus, the NYDA needs to address these challenges. Nevertheless, it must be taken into consideration that any programme that is implemented for developing the youth as citizens, so they can be more effective in their society, needs a suitable environment to be successful (Cebekhulu, 2013). Thus young people need collateral from commercial financial institutions (banks) to be able to have access to credit. According to Borat and Cassim (2004), lack of information prevents small enterprises from accessing the available finances. More worryingly, this leads to the escalation of economic costs. Cebekhulu (2013) argues that, because of lack of information, the borrowers are unable to apply for loans.

### **3.7. Conclusion**

Chapter 3 explained the extent to which South Africa endures unemployment, particularly youth unemployment. The chapter also explained what impact unemployment has on the youth. More importantly, the chapter revealed that the impact of unemployment is detrimental in different ways towards the people who are unemployed. Lastly, the chapter provided an explanation on the South African government's response towards combating youth unemployment.

## Chapter 4: Research methodology

### 4.1. Introduction

The purpose of this chapter is to give details on the methodology that has been adopted to conduct the study. The study used both qualitative and quantitative research methods, and sourced its data from primary and secondary data. The chapter outlines the data collection techniques used to collect data, and how research findings through these methods have been organised and used to reach conclusions.

Methodology is defined as the manner in which data is collected, arranged and analysed. It determines the way in which the researcher acquires the answers to research questions. It sheds some light on the potentialities and limitations that might be encountered by the researcher in particular research techniques (Grix, 2004).

### 4.2. Research approach/ methods

As already stated above, this study adopted both qualitative and quantitative research methods to answer critical questions on the theme under study. Qualitative method is predominantly exploratory. It is used to obtain an understanding concerning the reasons, opinions and motivation behind a certain phenomenon (ACAPS, 2012; Rajasekar *et al*, 2013).). According to Patton and Cochran (2002), the purpose of qualitative methods is to get a better understanding concerning the experiences and attitudes of people in a certain phenomenon. According to Rajasekar *et al* (2013), qualitative method deals with qualitative phenomenon that involves quality. It consists of characteristics that include the followings: it uses words and applies reasoning and it is descriptive (and not uses numbers and graphs), to describe the meaning in detail (ACAPS, 2012). It gives deeper details about the underlying issue and gives directions for potential quantitative research (Patton and Cochran, 2002). Using semi structured techniques and unstructured techniques, this method (qualitative method) varies (Hox and Boeige, 2005). Patton and Cochran (2002:12) argue that “semi-structured interviews are conducted on the basis of a loose structure made up of open-ended questions defining the area to be explored” Unstructured interviews, on the other hand, may cover only one or two issues; firstly, they are used for exploring in-depth the perceptions of the respondents (Patton and Cochran, 2002). Secondly, they are used on topics whereby little is known and where obtaining an in-depth understanding is important.

“Quantitative research using statistical methods often begins with the collection of data based on a theory or hypothesis or experiment followed by the application of descriptive or inferential

statistical methods” (Rajasekar *et al*, 2013:9). The researchers adopt this approach to quantify their data concerning the opinions, behaviours and attitudes, and generalize the results from a larger sample of the population (ACAPS, 2012). Researchers formulate facts using measurable data through quantitative research. The methods of collecting data in quantitative research are more structured than those of qualitative methods (ACAPS, 2012).

In this study, the researcher adopted qualitative approach in collecting data in an effort to determine the nature and the impact of unemployment on the youth living in Cato Manor. This was accomplished through interaction with individuals (young people) in order to get their opinions about what they think causes unemployment and what is its impact on their lives. Quantitative research approaches were also used in collecting data to establish the number of young unemployed people in Cato Manor. Quantitative data was analysed and presented through graphs and tables to indicate the number of the youth that is affected by unemployment in the area of study (Cato Manor), in terms of percentage. This was undertaken to determine which age groups and categories of the unemployed are affected by unemployment the most in the area from the selected population. These graphs drew their contents from research findings, and they represent an analysis of sampled population.

Questionnaires, as structured techniques, were used to estimate the quantity of the unemployed young people from the three categories that were targeted. These were unemployed young people without matriculation; young people with matriculation as well as young people with tertiary qualifications (diplomas, degrees and so on) aged 18 to 34 years. Previous surveys research findings were consulted to establish the magnitude of unemployment in South Africa before the current study. Quantitative research for this study was appropriate to collect data because of its ability to focus on the narrow hypothesis of the unemployed youth with suitable characteristics. The number of unemployed youth was generalized from larger sample of population of young people.

### **4.3. Sources of data**

The researcher collected data from primary and secondary sources. Primary data in this study refers to a collection of original primary data that has been collected by the researcher using different techniques such questionnaires, personal interviews, focus groups and observation in a selected study area which is Cato Manor in this case. It is also referred data that is collected from printed and online primary data sources such as newspapers and government or NGOs records. According to Hox and Boeige (2005), the researchers collect primary data to answer

specific questions about the problems at hand using the procedures that are suitable. This can be accomplished through various methods, as mentioned above, such as questionnaires, interviews in market research, or experiments and direct observations amongst others. Primary data was collected from Cato Manor young people with relevant characteristics, and the researcher used it to determine the underlying factors concerning the persistence of youth unemployment in townships despite the implementation of numerous programmes, policies and strategies by the South African government to reduce it.

Secondary data on the other hand is described as the data that has been sourced and presented previously (Hox and Boeige, 2005). Secondary data comprises data from statistics, employment brokers, government reports and data that has been collected by other researchers and published through various channels (Hox and Boeige, 2005). It consists of books, journal articles, company records, census data and government sources. Secondary data is useful in cases whereby collecting primary data might be time consuming. For this study, secondary data was used for complementing primary data. Secondary data is appropriate for its ability to provide data that is useful for answering the research questions of the study (Hox and Boeige, 2005).

Secondary data reviewed contemporary literature by other scholars on the subject of youth unemployment to compare and contrast existing literature, and fill the gap in areas that require research attention. Part of this study assesses what measures have been taken to combat youth unemployment, and it seeks to establish out why this problem continues to affect the youth despite the programs that have been executed by the government to address it.

#### **4.4. Data collection techniques**

The sources of variables/questions introduced in the questionnaire, personal interviews, and focus groups come from previous studies. This was intended to increase the validity and reliability of the study.

##### **4.4.1. Personal interviews**

Personal interview technique was used in this study, and was conducted through formal and informal interaction with the selected participants (young people). This technique helped in cases whereby particular individuals did not feel free or comfortable to say what they felt in focus group interviews. Hence, face to face interaction with various individuals from Cato Manor Township was conducted. Since Cato Manor is a diverse area, the researcher selected the participants from various sections to ensure representation. One of the objectives was to

find out if the youth from Cato Manor involve themselves in such programmes as learnerships and internships, if not why. Questions such as how individuals survive unemployment challenges and what impact unemployment has on their everyday lives were addressed during interviews. Before the commencement of the interviews, the researcher explained that this is an academic exercise, and that there is no negative impact that might arise from the individuals' participation in the study. The researcher informed all the participants that their interviews were to be recorded, and their prior permission to be recorded was obtained. Their right to refuse to be recorded was explained to them. Some of the participants indicated that they were not comfortable with being recorded; hence, the researcher wrote down what the participants were saying instead of recording the interview. Their identity was kept confidential, and they were free to withdraw from interviews anytime during interviews. The researcher selected 30 participants that met the requirements of the study, particularly the youth from age 18 to 34, and the participants were obtained from areas such as sports grounds, car washes, taverns, shops and homes. The participants, as mentioned previously consisted of 3 categories (without matric, with matric, with tertiary qualifications). Every category was represented by ten participants, with a balanced gender of 5 females and 5 males. 30 personal interviews were conducted between September and December 2017). Each interview took about 10 to 30 minutes.

#### **4.4.2. Questionnaires**

In this data collection technique, the researcher handed out questionnaire sheets whereby the participants were required to fill in their responses to questions. This helped in quantifying data about the estimations of the number of young people unemployed in the area of Cato Manor. The researcher distributed questionnaires personally to participants at different places such as shops (including taverns), car wash, and sports fields and in some homes. The respondents were given enough time to respond to the questionnaires. In ensuring that all or most of the questionnaires were returned, the researcher collected them personally from the respondents. The distribution of questionnaires took 5 days. The researcher administers the questionnaires personally, and the participants were given 3 days to fill in their details in the questionnaires. The researcher managed to collect the 60 questionnaires in 2 days out of 70 questionnaires that had been distributed to respondents.

#### **4.4.3. Focus group interviews**

Focus groups interviews also were used to collect data for this study, and this was achieved through conducting unstructured and semi structured interviews. This was aimed at allowing

the interviewees to talk freely about the issues regarding youth unemployment. Informal discussions around issues of unemployment experiences of the respondents, and how such experiences affect the behaviour and the lives of the participants were conducted. During conversations and discussions, the author wrote down key points which participants raised. The author organised three focus groups for the study, with each focus group comprising 10 young people who were asked to share their concerns, perceptions and experiences about youth unemployment at Cato Manor. As stated earlier, the selection of these young people was based on specific characteristics: young people without matriculation, those with matriculation and finally those with tertiary education. Focus groups interviews were conducted for about 3 days. To ensure free and comfortable participation, the researcher grouped each participant with the group members of their same category (the same level of education). For example, those who had no matriculation were grouped together.

#### **4.4.5. Observation**

According to Kawulich (2005), observational research refers to a social research technique that deals with direct observation of a phenomenon in a selected area. Through observation, the researcher learns about the activities of the people under study (Kawulich, 2005). Observation methods assist the researchers in numerous ways: they assist researchers to understand nonverbal expression feelings of the people under study. Furthermore, enable the researchers to observe how the people under study interacts, with whom and how much time they spend on their activities (Schmuck, 1997 cited in Kawulich, 2005). Using this technique, the behaviour of selected unemployed young people was observed during the day. The author visited Cato Manor to observe the activities and behaviour of the unemployed young people, and spent 2 weeks, 3 hours a day, observing how the selected young people live under the challenges of unemployment. Factors such as what the selected young people do while unemployed, how they behave among each other, and how they survive, were observed during the study. The researcher also observed the following activities: what time the selected young people wake up in the morning; what they do when they wake up; and what activities they engage in while unemployed. Among other activities that were observed were whether the participants are trying enough to look for employment, and what channels they use to look for jobs.

#### **4.5. Sampling design**

The sampling design that was used in this study is nonprobability sampling. When using the nonprobability sampling, the population of interest is selected none randomly (Battaglia, 2011).

This sampling uses subjective methods to decide the elements that should be included in the sample. Most importantly, nonprobability sampling was adopted for its ability to select a sample quickly and accurately compared to probability sampling (Battaglia, 2011). Nonprobability sampling consists of three primary categories, referred to as quota sampling, purposive sampling and convenience sampling. This study used purposive sampling as one of the categories of nonprobability sampling to conduct research.

#### **4.5.1. Purposive sampling**

Purposive sampling is aimed at producing a sample that will ensure representativeness of the population (Battaglia, 2011). According to Lavrakas (2008:645), “this is often accomplished by applying expert knowledge of the population to select in a non-random manner a sample of elements that represents a cross-section of the population”. For instance, a sample of unemployed South African youth which represents all the races (black Africans, Indians, Whites, Asian, and Coloureds) in the country might be selected. With the in depth knowledge of the population, the researcher decided which attributes should be considered for representativeness from the sampled participants. Once this was accomplished, the researcher identified the targeted sample which meets the attributes that are considered to be significant for the study. Thus purposive sampling technique was suitable for Cato Manor as it was used for only selected population with required characteristics. Cato Manor has a diverse population; therefore, using a probability other than nonprobability would result in under- representation of the whole population.

Like any other sampling method, purposive method does have its limitations. Amongst its limitations is that some researchers may consider a different sample when identifying significant attributes and when looking for the suitable elements to be included in the sample (Battaglia, 2011). For example, other researchers may consider youth as people aged from 15 to 24, while others may view youth as people aged from 15 to 34. In this case, particular population is viewed by different researchers in different ways, and so the sample. Nevertheless, purposive sampling is often considered as one the most appropriate sampling methods for the selection of small samples usually from a restricted geographical area where inference to the population is not importance (Battaglia, 2011). The reason for using such sampling (purposive sampling), is that only the selected population with required and relevant characteristics was taken as a sample. Most importantly, this sampling produces accurate results compared to other sampling such as probability sampling (Battaglia, 2011).

#### 4.5.2. Sample size

This study comprises of the sample of 30 respondents (participants) from Cato manor which were selected for personal interviews. The sample was taken in a selective manner, as mentioned previously, informed by three specific characteristics of the participants (without matric, with matric, with tertiary qualifications). The reason for selecting this sample was to get enough representatives for each group category. Every category was represented by ten participants with a balanced gender of 5 females and 5 males.

#### 4.5.3. Availability of respondents

The researcher found it a bit difficult to identify participants, especially the youth with tertiary qualifications, and those whose level of education is less than matric (Grade 12). To overcome this challenge, the author asked the participants to refer him to potential participants (with relevant characteristics). Those who do not have matric were reluctant to avail themselves for participating in the study in fear of exposure. Most of the youth in that area have matric; hence, it was easy to identify the participants who have matric. All the participants were told about the details and the need of the study before the schedule of the interview dates. Times of the interviews were not consistent because the researcher conducted the interviews based on the availability of each participant at that time. Even though most participants felt free to respond to most of the questions, especially personal ones, some participants were reluctant to respond. Another challenge was that a large number of participants were not willing to be recorded during the interviews; hence I had to take the notes of what they were saying through writing. The researcher requested the participants to be slow when responding to the questions. The table below presents the basic information of the participants who participated in my study. Nevertheless, the participants' names have been substituted by case numbers.

**4.5.4. Table1: Basic Participants' information**

Participant Number	Gender	Age	Level of education
1	Female	18-23	Grade 11
2	Male	18-23	Grade 9
3	Male	29-34	Grade 11
4	Female	18-23	Grade 11
5	Male	23-29	Grade 11
6	Male	29-34	Grade 10
7	Female	23-29	Grade 11
8	Male	23-29	Grade 10
9	Female	23-29	Grade 10
10	Female	23-29	Grade 11
11	Male	23-29	Grade 12 (Matric)
12	Male	23-29	Grade 12 (Matric)
13	Female	23-29	Grade 12 (Matric)

14	Female	23-29	Grade 12 (Matric)
15	Male	29-34	Grade 12 (Matric)
16	Male	23-29	Gared12 (Matric)
17	Male	18-23	Grade 12 (Matric)
18	Female	39-34	Grade 12 (Matric)
19	Female	23-29	Grade 12 (Matric)
20	Female	23-29	Grade 12 (Matric)
21	Female	23-29	Honours' Degree
22	Male	29-34	Bachelor's Degree
23	Male	23-29	Honour's Degree
24	Male	23-29	Bachelor's Degree
25	Female	18-23	Honours' Degree
26	Female	23-29	Diploma
27	Female	23-29	Honours' Degree
28	Male	18-23	Bachelors' Degree
29	Female	23-29	Honours' Degree
30	Male	23-29	Bachelors' Degree

#### 4.6. The effect of language

Language tends to have a huge influence on the condition of the interview and may influence how the interview is conducted. Since English is not their mother tongue language, most of the participants opted to be interviewed in their home language, which is isiZulu. This did not present any challenge since the researcher had prepared two versions of interview questions (English and Zulu version). Home language makes it easy for the participants to express themselves about their personal unemployment experiences.

#### 4.7. Data analysis

Data analysis refers to the process of arranging, interpreting and making sense of the data that has been collected by the researcher (Marshall and Rossman, 1999). Since the study adopted a mixed approach (both qualitative and quantitative methods), the researcher analysed the collected data through thematic analysis and Statistical Package for the Social Sciences (SPSS). Thematic analysis is appropriate and used for its ability to offer a flexible research tool that is able to provide in-depth yet complex account of data. Landau and Everitt (2004:1) define SPSS as “the package of programs for manipulating, analysing, and presenting data: the package is widely used in the social and behavioural sciences”. Statistics helps to turn quantitative data into understandable and useful information. In that regard, qualitative data collected from personal interviews, focus groups interviews and observation was analysed using thematic analysis, while quantitative data from questionnaires was verified and analysed through SPSS (Ersanilli *et al*, 2011). The study used frequency tables, pie charts and bar graph to describe

data collected from questionnaires. More importantly, data was analysed and interpreted in a way that will make it easy for the reader to comprehend.

#### **4.8. Trustworthiness of the research**

Trustworthiness of the study has been ensured through the selection of the sample with particular characteristics which, when applied in other sample of the same nature, would give the same results. It has also been ensured through the use of various data collection techniques such as personal interviews, observation, questionnaires as well as focus groups. More importantly, the participants were allowed to use their home language, and this made it easy for them to express themselves without being hindered by language barriers. The author also used verbatim quotations to keep the results original, and in this case, direct quotations were drawn from the original collected data as an attempt to portray to the reader how the participants responded.

#### **4.9. Ethical considerations**

For both personal and focus group interviews, participants were informed that the conversation would be noted down on a secured papers and, or recorded, and the researcher requested their permission before the commencement of the interviews. Moreover, the researcher explained to the participants that he will keep their identity and details confidential, and that there is no harmful effects that would result during and after participation in the study. Participants were given informed consent forms whereby they filled in their details and stated that they agreed freely to participate in the study. All terms and conditions were clearly explained to them before the start of the interview. For questionnaires, the respondents were informed that their responses would not cause any harm in their lives in future, and they could remain anonymous when responding to the questionnaires.

#### **4.10. Conclusion**

This chapter presented and explained the methods and techniques adopted to conduct this study. Research methods play a significant role during the course of the study as they enable the researcher to collect and provide the information that is relevant to the study.

## **Chapter 5: Findings, Analysis and Discussion**

### **5.1. Introduction**

This chapter presents the findings of the study. Qualitative data collected through personal interviews, focus groups interviews and observation was analysed using thematic analysis, while quantitative data from questionnaires was verified and analysed through SPSS (Statistical Package for the Social Sciences). Statistical Package for the Social Sciences (SPSS) data analysis has been used to estimate the magnitude of youth unemployment at Cato Manor through generalizing from the results of the data collected through questionnaires. In terms of quantitative data, the study used frequency tables, pie charts and bar graphs to describe data collected from questionnaires. This was intended to determine the extent of youth unemployment in the area (Cato Manor). In terms of qualitative data, amongst the themes that are being discussed in this chapter are what causes youth unemployment and what impact unemployment has on young people. The last section of the chapter presents and discusses the manner in which the government has responded to fight youth unemployment in the country. The section elucidates the effectiveness and challenges arising from the unemployment reduction programmes that the South African government has executed to address youth unemployment.

### **5.2. Causes of youth unemployment in Cato Manor**

Youth unemployment in South African townships appears to be an unsolvable problem since the country's transition into democracy despite a number of the interventions and the measures that have been executed by the government and the private sector to address it. It is caused by several factors such as the shortage of employment opportunities, lack of relevant experience as well as weak economic growth to mention the few. The study has discovered that there is not much difference between the problems of youth unemployment that are experienced in Cato Manor Township and those that are experienced in South Africa in general. This section gives detailed explanation of the causes of youth unemployment in Durban townships, particularly at Cato Manor.

#### **5.2.1. Lack of job opportunities**

The shortage of employment opportunities has been cited as the cause of youth unemployment. One participant indicated that jobs are scarce and he has been unemployed for about two years (Participant 16, November 2017). Participant 28 (December 2017) also stated that "the reason for me to be unemployed is because job opportunities are scarce". Likewise, when asked why she is unemployed, participant 19 (November 2017) indicated that "there are no job

opportunities, especially when you do not have experience or tertiary qualifications, and I have been unemployed for 5 years, I do get piece jobs sometimes working as a domestic worker”. Similarly, participant 20 (November 2017) responded as follows: “there are less job opportunities for me to get a job”. Findings from the study also indicate that due to deficiency of employment opportunities, most young people remain being unemployed for longer periods. It is for this reason that young people, particularly university graduates end up taking low skilled jobs, and the jobs they did not study for as participant 25 stated:

I have not been unemployed for a long time, but I know a lot of young people who are unemployed. Even right now, I am afraid that there are no chances for me to get a job. I even look for jobs in retailers although it is not what I have studied for, but even the retailers have no jobs (Participant 25, December 2017).

Literature also confirms that unemployment forces young people to end up accepting temporary jobs as a stepping stone to decent and permanent jobs (Patrick, 2016). As International Labour Office (n.d.:1) states, “with little financial security, young workers cannot wait out a downturn, and so frequently take whatever job is available, even if it pays less than a job that matches their skill level”. This is also supported by Durant and Powell (2015) who argued that due to being unable to find permanent jobs, young people end up being forced to take temporary positions. However, it is unfortunate that employers do not always consider these types of positions as real work experience; thus, writing these kinds of experiences on a Curriculum Vitae (CV) does not make it easy for young people to find work. Findings from observation also alluded to the fact that some young people rely on hustling daily for their basic needs. For example, some of the unemployed young men work as waiters in catering companies on weekends, and that is how they take care of themselves. Others do part-time jobs such as plumbing and plastering to take care of themselves and their families.

The study also reveals that weak economy contributes to the increase of youth unemployment in townships. When the economy is not doing well, job opportunities cannot be created. As participant 29 indicated that youth unemployment is caused by “ukuntengantenga kwe dollar (weakness in dollar): when the country is not doing well financially, it automatically affects the creation of jobs” (Participant 29, December 2017). This concurs with the teachings of Keynes which posit that involuntary unemployment results from the deficiency of aggregate demand, lack of international financial mobility as well as unstable exchange rates. Because of these factors, entrepreneurs become sceptical when it comes investing their capitals, and as a result, unemployment increases (Davidson, 1998). Most of the participants from focus groups,

irrespective of their level of qualifications, also cited weak economy the reason for their unemployment.

### **5.2.2. Lack of qualifications**

The study shows that young people differ according to their levels of highest qualification when it comes to reasons for their unemployment. Unemployment is mostly high among the youth with low levels of qualifications. As participant 18 responded, “I think I am unemployed because I do not have tertiary qualifications, even when I apply for jobs, I am restricted to opportunities that require matric” (Participant 18, November 2017). Studies by Seekings and Thaler (2010:8) also found that “unemployment rates are particularly high among young men and women, at least in part due to their low levels of qualifications”. Factors such as low human capital and low skills levels amongst the youth contribute to the youth’s susceptibility to end up being in low quality jobs, long term employment, and more worryingly being socially excluded (OECD, 2005). The South African labour market requires the workers that possess high skills (Banerjee *et al*, 2007; De Lannoy *et al*, 2015). Thus, those who lack skills and certain qualifications are susceptible to long-term unemployment.

Participant 9 also emphasized that chances of finding a job are scarce when you possess no qualifications. As she put it, “chances for me to get a job are scarce since I do not have certain qualifications, remember, most of the jobs today require you to have a certain qualification” (Participant 9, October 2017). Similarly, participant 3 also stated that the reason for him to be unemployed is that many jobs nowadays require the qualifications that they do not have (Participant 3, September 2017). When asked about the causes of unemployment, he stated “mmm, what I can say, firstly, is that I do not have something that can make me succeed in getting the job in many places where there are opportunities; actually, I do not have required qualifications that can make me be employable (Participant 3, September 2017)”. Correspondingly, participant 14 indicated that “I have never applied for positions that require tertiary qualifications because I do not have qualifications; I restrict myself to opportunities that require matric” (Participant 14, October 2017). For participant 14, the qualifications and the required experience tend to pose a challenge in finding the jobs. The National Treasury (2011) also indicates that lack of quality education among the youth is responsible for their difficulty in finding decent jobs.

Findings from the study indicate that those who possess post-secondary education stand more chances in finding a job compared those who have matric. As participant 16 puts it, “when I

compare myself with someone who possess higher education qualifications, chances for me to get employed are slim; since I do not have certain skills or qualifications, chances for me to get a job are slim” (Participant 16, November 2017). This relates to what the literature outlined in chapter two about the importance of post-secondary education in finding a job. The increase of the demand for skilled workers means that those who possess tertiary education stand a good chance of finding jobs than those whose highest qualification is only matriculation (Van Broekhuizen and Van der berg, 2013).

Between 1990 and 2000 South Africa changed its economic policies towards high productivity and technology-based direction. The intent of such shift was improve its skills base and wage levels. This resulted in the increase of the employment of skilled workers and the decrease of the demand for unskilled labourers. Most of the youth fall in the category of the people whose skills and work experience is minimal unless they have attended top-quality schools and higher learning institutions (Van der Berg *et al*, 2011). The study shows that obtaining tertiary qualifications increases the chances of finding a job. As participant 30 alluded, “there are many chances for me to find a job since I have qualifications now” (Participant 30, December 2017).

However, even though opportunities for employment of young people with secondary education are slim, those who have matriculation have more advantage in finding employment than those whose qualification is less than matriculation (Hofmeyr *et al*, 2013). Findings from the focus group without matric reveal that those who do not have matric (Grade 12) are much more vulnerable to unemployment compared to those who have matric. Similarly, the literature indicates that in the western cape study, it was found that the prospects of getting employed for those whose qualifications are matriculation are higher (with 16% increase) compared to those whose qualification are less than grade 10 (Lam *et al*, 2008). Therefore, education (qualification) is important in finding employment.

### **5.2.3. Role of work experience**

Findings reveal that lack of work experience among the youth residing at Cato Manor contributes to unemployment. People who have never worked before stand more chances of being unemployed. As Smith (2011:10) argues, “the limited prior employment experience of black youth is likely to reflect the inadequate labour market opportunities open to black youth and the high costs of job search driven by the spatial legacy of apartheid”. According to Altman and Marock (2008), early labour market experience assists young people in their choice towards career paths, and equip them with qualities desired by employers in the labour market.

Amongst the qualities that those who have worked before have are; reliability, self-confidence, communication skills and punctuality. First employment experience among the graduates thus equips the youth with practical skills and competence needed by employers. One participant indicated that most places are looking forward to employing someone with experience and it is very hard to have experience when no one trusts you enough to give you an opportunity when you are from university (Participant 29, December 2017). Therefore, lack of work experience, and skills required by employers remains one of the challenges. As participant 25 (December 2017) also stated:

Employers need experience, so someone who has just completed their studies last year like me has no chances of finding a job. Moreover, the employers say they need skills, which we do not have as we were taught theory; we do not get enough practical work experience. We do not even know where we will get those skills if the government does not support us in getting those skills (Participant 25, December 2017).

Scholars highlight lack of experiences and suitable skills (qualifications) as serious challenges faced by graduates entering the labour market (Amadeo, 2017; Barker, 2003). As Durant and Powell (2015:1) put it, “new graduates lacking work experience often find themselves trapped in a vicious cycle”. New inexperienced graduates find themselves searching for work for a longer period compared to the experienced workers. Employers are reluctant to employ someone who does not have experience

Therefore, as participants 14 (October 2017) and 19 (November 2017) contend that there are no job opportunities especially when graduates do not have previous work experience or tertiary qualifications; these remain the reasons for their unemployment. Employers do not want to hire people who do not have experience; they believe that training new workers with no experience is costly. These are some of the challenges that most young people face on a daily basis in Cato Manor, particularly those who have never worked previously. Even those who have previous work experience possess the experience that is irrelevant to the current labour market demands. Most of them have worked as unskilled labourers, and for a short period doing jobs that do not add up to the experience required by the labour industry. It is for this reason that most young people in the area are not in employment and have been out of employment for a long duration since they left school.

#### **5.2.4. Disparity between available qualifications and the skills demand**

Findings reveal that even when some young people have attended higher education and received their qualifications, the qualifications they possess are not suitable for available job opportunities in the labour market. The disparity between the available qualifications and the

skills demanded by the labour market contributes to high rate of unemployment among the youth. In Cato Manor, this means that there are fewer opportunities for what young people have studied for. When asked why he is not employed, participant 23 stated that “I believe, maybe I chose a wrong field with few opportunities, or I am just unlucky for now” (Participant 23, November 2017).

Choudhry *et al* (2012) confirm that unemployment is caused by disparity between the skills attained by the youth from formal education institutions and those needed by the economy. Findings also indicate that most young people have the same qualifications; hence competition tends to be high for them to get a job. Birchenall (2011:1) on the other hand argues that “workers acquire skills or decide where to reside without knowing the needs of the labour market, and firms design jobs with specific qualifications in mind, not necessarily those required by the local labour market”. In that regard, workers find themselves being unable to find the jobs because the qualifications that they possess do not match the existing demand for labour. Those who possess tertiary qualifications in Cato Manor indicated that most employers consider certain qualifications as restricted to certain field. Hence, young people who have structured qualifications such as social work, nursing and teaching end up being restricted only to certain field of careers, and this makes it hard for them to get employed. As participant 27 put it:

Most employers think social work is all about doing counselling and helping the disadvantaged people only. They forget that having qualifications on its own and learning different theories broaden your perception, and it advances your computer and presentation skills: with that, you can do other jobs, but as social workers we are not hired, hence we tend to struggle when it comes to getting employed. Therefore, the reason for me to be unemployed is that the qualifications that I possess do not match with the available job opportunities. Even the opportunities that come up are only limited and cannot accommodate all of us in the field of social work because we are too many (Participant 27, December 2017).

Obadic (2003) states that due to disparity between the available workers and the available jobs in the labour market, even when there is high economic growth rate, unemployment persists. Unfortunately, the major proportion of youth unemployment in South Africa is caused by structural unemployment which results from deficiency of relevant skills among the work seekers in the labour market. Most young people lack the skills profile that are that is demanded by the economy.

### **5.2.5. Connections, corruption and nepotism contribute to youth unemployment**

The study reveals that it is hard to get employed nowadays without connections with people in higher positions in the workplaces. The government does provide job opportunities for the youth, but the problem is that the people who hold management and recruitment positions practice what is called nepotism. They (managers and recruiters) give jobs to their relatives and cronies at the loss of ordinary people. As participant 14 put it:

The government does provide job opportunities for young people, I cannot lie, but the problem is with the people who hold management and recruitment positions; they practice nepotism when they employ people into positions. They give jobs to their cronies, or their families, then the ordinary people end up not getting the employment opportunities. That is why most people do not get employment opportunities (Participant 14, October 2017).

Similarly, participant 29 concurred that:

In our modern days, it is easy to get employed when you know someone in the particular company or department. Sometimes we do not know the people in positions which I personally think sometimes deprive us the opportunities. The people who are well connected find jobs easily (Participant 29, December 2017).

Despite nepotism that was highlighted by many other participants, jobs are politically motivated in most cases. People who are not in politics and those who do not have African National Congress (ANC) membership cards do not get jobs.

Findings also show that corruption contributes to difficulty in finding a job for young people residing in Cato manor. Corruption involves the extortion of money using unorthodox means for personal benefits (Lenz, 2000). The people involved in corruption use illegal means for employment of which those that have a legal right for the job end up being unemployed (Qadar and Muhammad, 2013). As participant 29 (December 2017) put it, “what I have realised after completing the degree is that our law in South Africa in terms of employment is perfect in papers, but it is not perfectly implemented. In her response, participant 29 expressed the following:

Corruption is not easily notified because posters are advertised as stated in the law and everyone applies as in we are given equal opportunities, but the people who will fill the employment are already known. Sometimes you send a number of applications with everything required for the certain job and you do not even get a single reply from employers and you begin to wonder how because you have everything required but no one can explain as most of the applications normally mention that “consider your application unsuccessful if you have not heard from us within two months” (Participant 29, December 2017).

To reinforce the point of corruption and nepotism, participant 26 (December 2017) maintained that “in order for you to get employed, you need to know someone, or pay a bribe”. Nye (1967) argues that there is a strong link between unemployment and corruption. For Nye, unemployment prompts the people that are in higher position in the employment sphere to deviate from doing their duties. The people that are involved in corruption, particularly the employers abuse their power for personal benefits. People abuse power and financial means to get employed while those who have no money remain unemployed. Banfield (1961) in his probe also found that unemployment has become prevalent in modern societies because of factors such as bribery, nepotism, lack of meritocracy and misappropriation. As stated by participant 15:

The reason for me to be unemployed, eh, it is corruption. I have been called for interviews for many times now, like I was called at South African Police Services (SAPS), and at the Department of Correctional Services, like they promise in such a way that you end up having hope that you will start working, only to find out that they employ other people, their cronies. Connections play a huge role in this, you see (Participant 15, October 2017).

The issue of corruption raises many questions on the credibility of the regulatory system in the employment in South Africa. The section below reflects on the magnitude of unemployment among the youth residing at Cato Manor. The section presents the participants’ demographic information (age group, gender, race, marital status, information about parents, level of education and household members), socio economic information (causes of youth unemployment among the respondents, length of unemployment, and the impact that unemployment has on the youth residing in Cato Manor).

**Table 5. Unemployment by age group**

	<b>No of respondents</b>	<b>Percentage of respondents</b>
<b>18-22</b>	<b>10</b>	<b>16.7</b>
<b>22-26</b>	<b>17</b>	<b>28.3</b>
<b>26-30</b>	<b>18</b>	<b>30.0</b>
<b>30-34</b>	<b>15</b>	<b>25</b>
<b>Total</b>	<b>60</b>	<b>100</b>

Table 5 shows that unemployment rate is high (30%) amongst the age group 26-30 compared to other age groups. Unemployment rate is lower (16.7%) for those who are aged 18-22 years

old. For other age groups such as 22-26 and 30-34, the difference in terms of unemployment rate is not statistically significant.

**Figure 5. Gender**

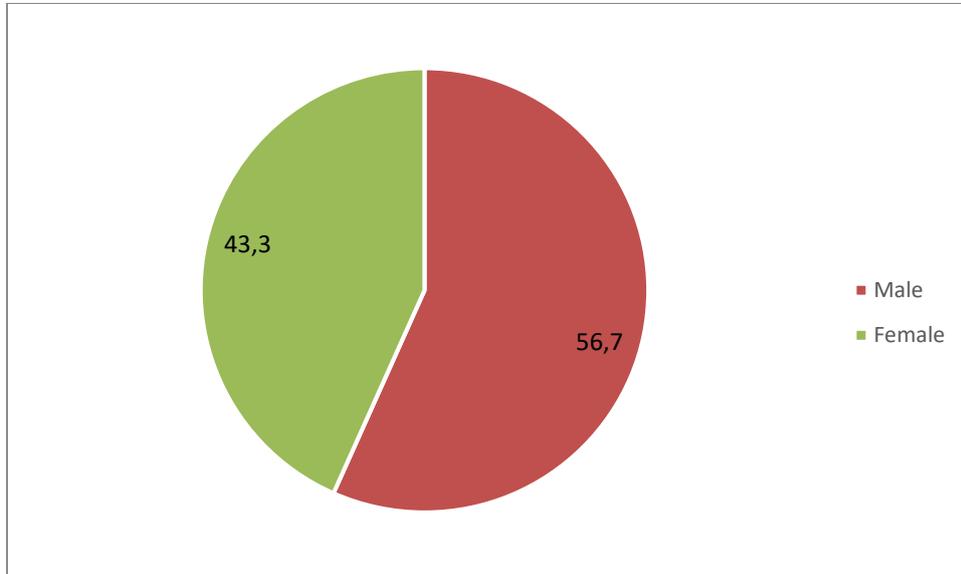


Figure 5 indicates that unemployment among the youth differs from gender to gender. Unemployment rate amongst males is higher than that of females. Unemployment rate for males stands at 56.7%, while that of women stands at 43.3%, indicating a difference of 13.4%.

**Table 6. Unemployment by Race**

Race	Gender			Total
		Male	Female	
African		34	26	60
Total		34	26	60

In table 6, only one race, African (blacks), has been included in the survey. Therefore, all the 60 participants, males (34) and women (26) in the table represent the African race.

**Figure 6. Marital Status of the youth**

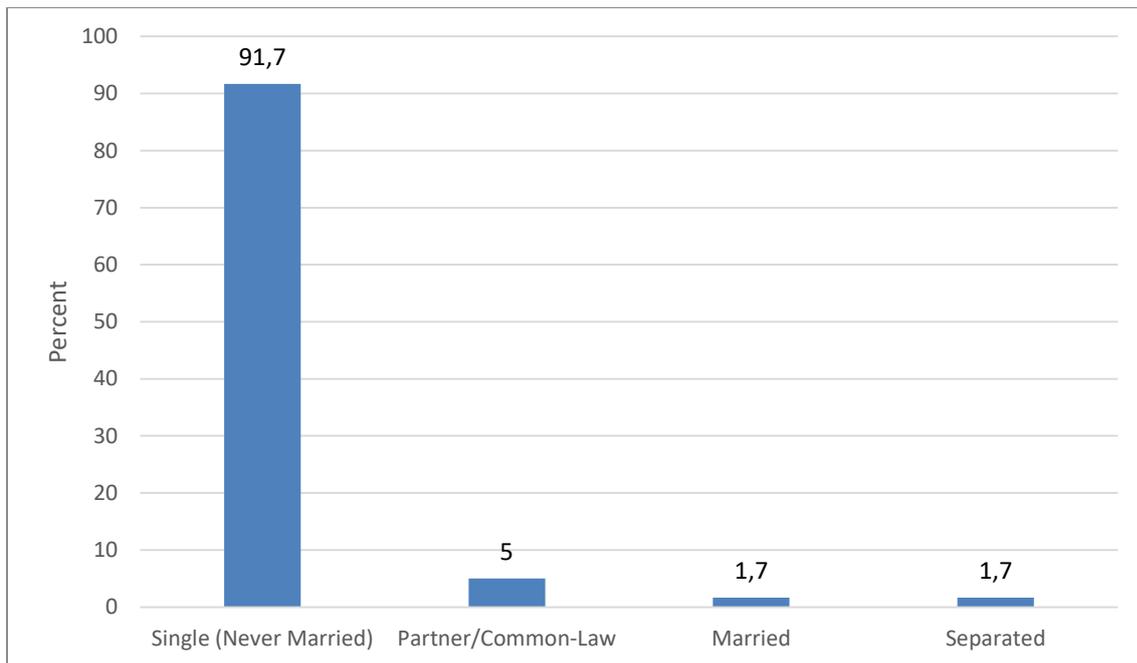


Figure 6 shows that most of the young people (91.7%) are single (not married). Only 1.7% of them are married. Again, 1.7% of young people are separated from their partners. Some young people (5%) have partners. In figure 6, it appears that unemployment rate is immensely higher amongst those who are single (91.7%) than the married (1.7%) and separated ones (1.7). This has been influenced by the selected study sample, that is most of the study participants are single.

**Figure 7. Information about participants' parents**

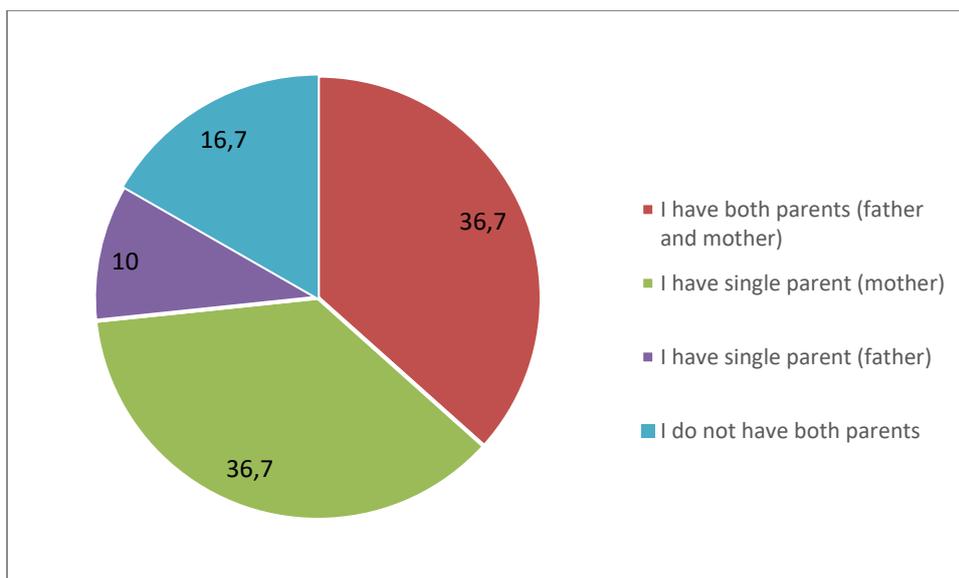


Figure 7 shows that unemployment rate records are higher for those who have both parents (36.7%) and those who do not have both parents (36.7%). This indicates that the availability of parents does not determine whether young people become unemployed or employed. However, unemployment rate differs from those who have single parents, with those having only mother standing at 16.7% higher than those whose single parent is a father, which is 10%.

**Table 7. Unemployment by level of education**

	<b>No of respondents</b>	<b>Percentage of respondents</b>
Less than high school	14	23.3
High school graduate	34	56.7
Some college or technical training beyond high school	6	10.0
University graduate	6	10.0
Total	60	100

Unemployment by level of education in Table 7 indicates that unemployment rate is substantially higher (56.7%) for high school graduates. The levels of unemployment are similar between the college students and the university students as each group's percentage stands at 10%. This is substantially lower compared to 23.3% of those who do not have matric (grade 12) and the high school graduates. These results concur with the literature which posits that unemployment rates tend to be high for young men and women due to their low levels of qualifications (Seekings and Thaler, 2010).

**Figure 8. Participants' activities in the past 6 months**

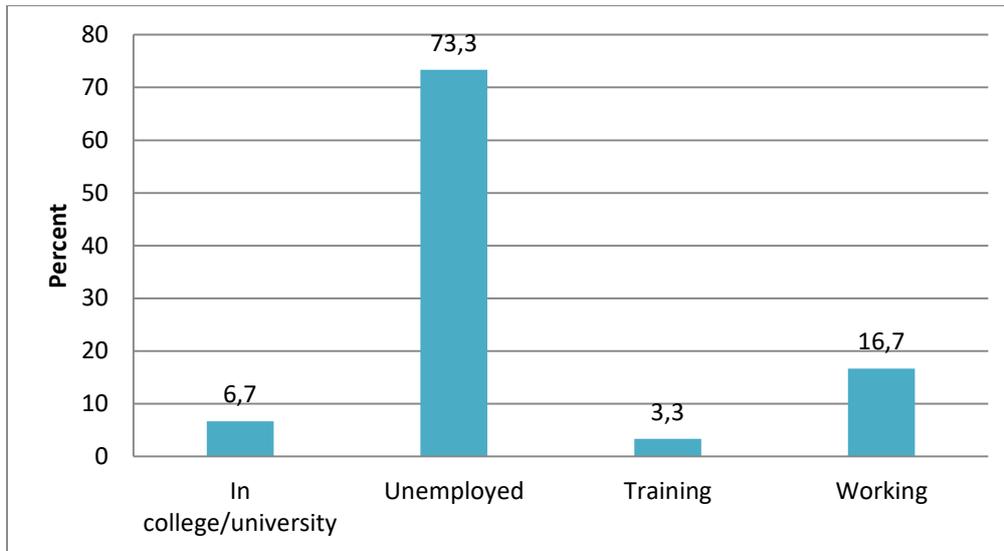


Figure 8 reveals that most of the young people (73.3%) have been unemployed in the past 6 months. Only a few (3.3%) of them have been in training. The percentage of those who were working stands at 16.7%, a substantially low percentage compared to those who have been not working. Figure 8 also shows that only 6.7% of the young people have been in university or colleges in the aforementioned period (in the past 6 months). This really shows that most young people in that area are out of employment, and have been out of employment for a long duration.

**Table 8. The youth's current status**

		College student	University student	Unemployed/Job hunting	Total
<b>Age group</b>	18-22	2	0	8	10
	22-26	0	0	17	17
	26-30	0	1	17	18
	30-34	0	0	15	15
<b>Total</b>		2	1	57	60

Table 8 indicates that most of the young people are currently unemployed irrespective of their age groups. However, unemployment rates are higher for age group 22-26 and age group 26-30 with each age group having recorded 17 respondents who are unemployed, followed by age group 30-34 with 15 respondents who are unemployed. Out of 4 age groups that represent the youth, only one age group (18-22) with merely 2 young people was recorded as having the youth that is in college. The other 8 young people fall under those who are unemployed. In other age groups such as age group 22-26, 26-30 and 30-34, no data was recorded to represent those who are college students, and only 1 young person was recorded under those who are university students. This shows that most of the youth falls under NEETS (Not in Education, Employment, or Training)

**Figure 9. Type of unemployment**

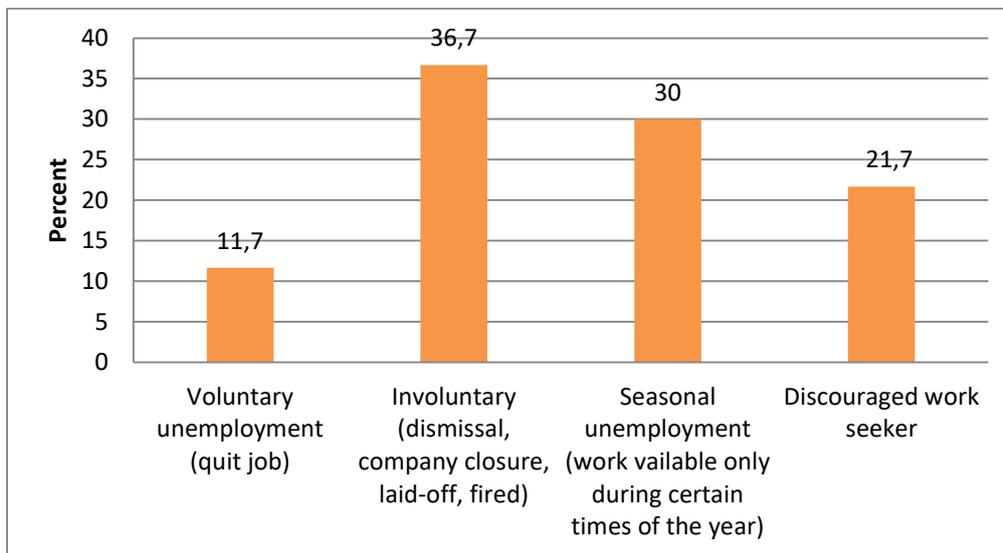


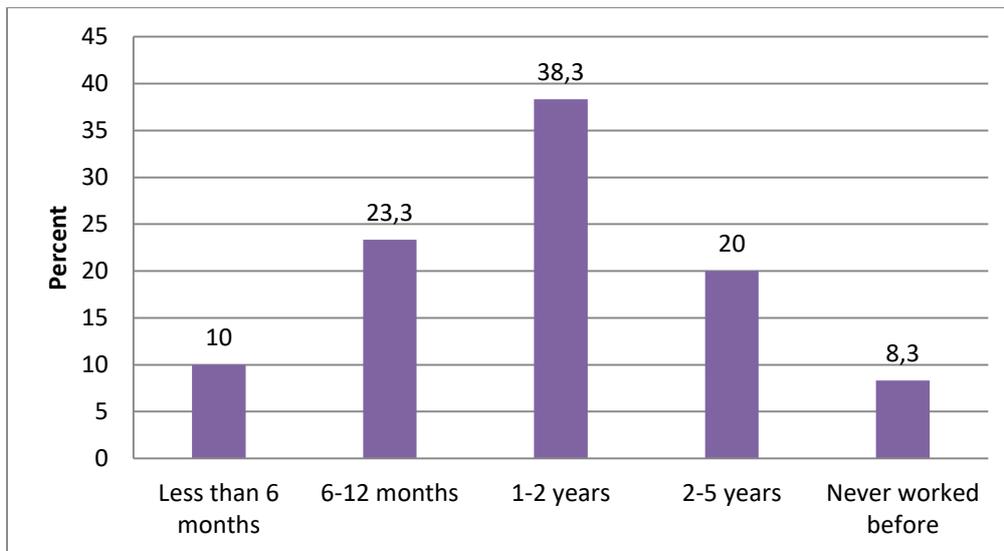
Figure 9 shows that most of the youth (36.7%) are involuntarily unemployed, followed by those who are seasonally unemployed (30%). Only 11.7% is voluntarily unemployed. Figure 9 also shows that the unemployment rate for discouraged work seekers is a bit high (21.7%) compared to that of those who are voluntarily unemployed (11.7%), recording a difference of 10%. In that regard, as figure 9 indicates, only a few young people are voluntarily unemployed compared to others such as those who are involuntarily unemployed, seasonally unemployed and the discouraged work seekers.

**Table 9. Causes of youth unemployment**

	<b>No of Respondents</b>	<b>Percentage of total respondents</b>
Lack of employment opportunities	41	68.3
Lack of experience	37	61.7
Weak economic growth	15	25
Lack of education	17	28.3
Shortage of skills	14	23.3
Corruption in employment fields	34	56.7

Table 9 shows that out of 60 respondents (young people), 41 respondents (68.3%) believe that they are unemployed because of deficiency of employment opportunities. Lack of experience was also recorded as being the second cause of unemployment among the youth having recorded 37 (61.7%) of the respondents out of 60 respondents. This is followed by 34 (56.7%) respondents out of 60 respondents who responded that corruption is also one of the most prevalent causes of unemployment. Table 9 indicate that 17 (28.3%) respondents out 60 respondents believe that unemployment results from lack of education amongst the youth. The percentage of those who blame weak economic growth for the increase of unemployment stands at 25%, while that of those who blame the shortage of skills stands at 23.3%. Table 9 indicates that even though youth unemployment is caused by numerous factors, lack of job opportunities remains the major cause of youth unemployment at Cato Manor.

**Figure 10. Length of unemployment**

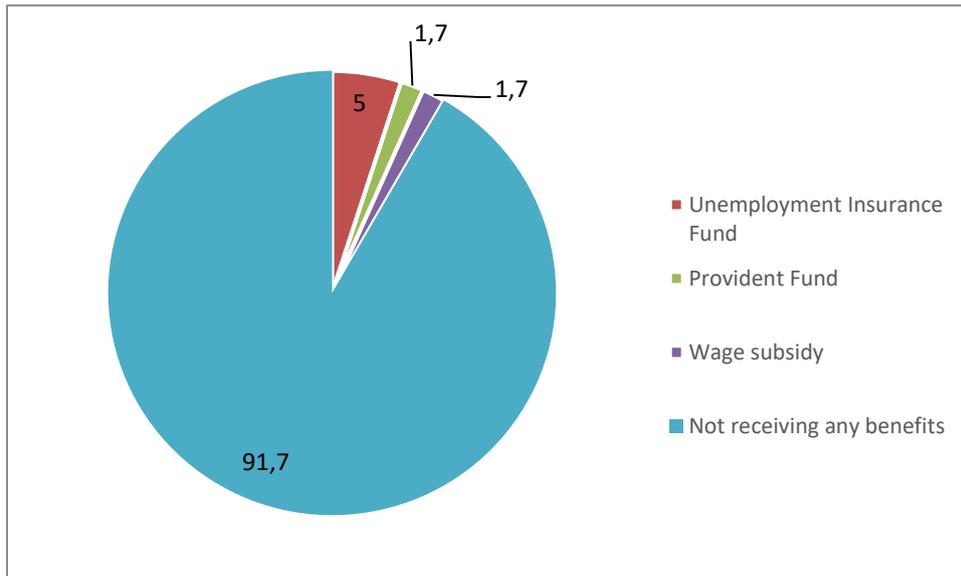


In figure 10, most of the respondents (38.3%) indicated that they have been unemployed for up to 2 years, followed by 23.3% of those who indicated that they have experienced unemployment for more than 6 months (6-12 months). The percentage of those who have been unemployed for more than 2 years (2-5 years) stands at 20%. Only 10% of the respondents have indicated that they have been unemployed for less than 6 months, and 8.3% recorded as having never worked before. Thus, considering the large number (38.3%) of the respondents who indicated that they have experienced unemployment for more than a year, it means the challenge of youth unemployment in the area is serious.

#### **Previous employment (occupation) before being unemployed**

The respondents were reluctant to respond to this question. However, amongst the few that responded are those that have previously worked as security guards, cashiers, sales assistants and cleaners.

**Figure 11. Number of young people currently receiving unemployment benefits**



Most of the respondents (91.7%) were recorded as not currently receiving any benefits because of being unemployed. Only 1.7% of them responded to be currently receiving some benefits, particularly provident fund because of being unemployed. Likewise, the percentage of those who responded as currently receiving wage subsidy stands at 1.7%. Approximately 5% of the respondents revealed that they are receiving unemployment insurance fund currently.

**Figure 12. Household members**

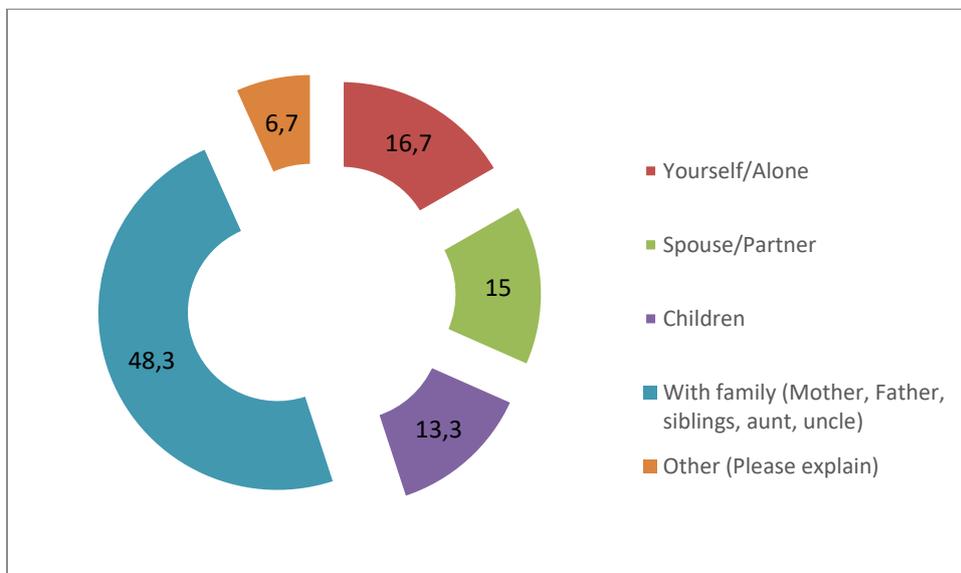
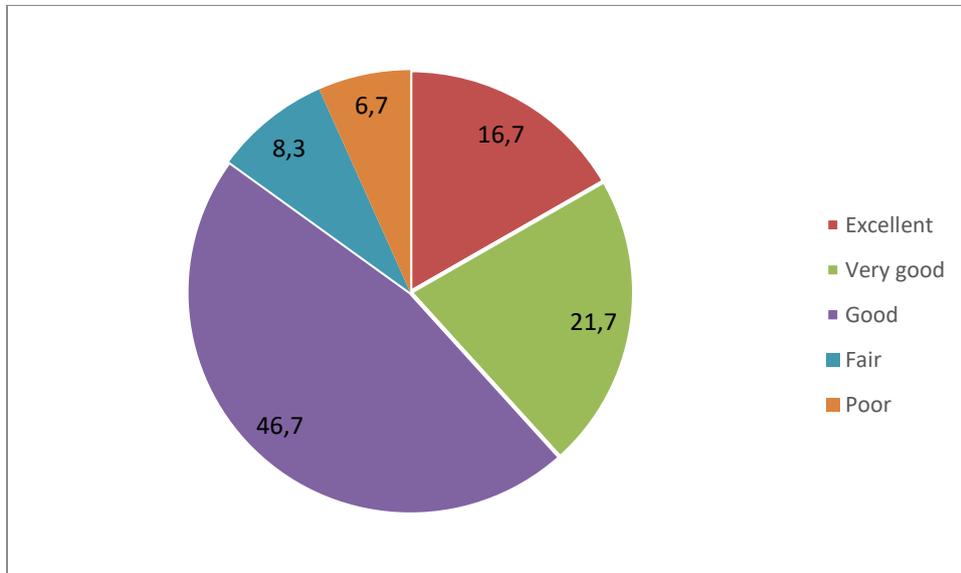


Figure 12 highlights that 48.3% of the respondents live with their family. Only 6.7% of them live with other people. 16.7% of the respondents revealed that they live alone, followed by 15%

who live with their spouses or partners. The percentage of those who indicated that they live with their children stands at 13.3%.

**Figure 13. Overall health status among the youth**



Most of the respondents in figure 13 indicated that their health status is in a good condition. The figure also shows that 47.7% of them indicated that their health is good, followed by 21.7% who claimed that their health is very good. The percentage of those who indicated that their health status is excellent stood at 16.7%. Figure 13 reveals that some of the respondents (8.3%) indicated that their health status is fair. Only 6.7% of them indicated that their health is poor. This shows that most of the young people are in good health in terms of health to get employed.

**Figure 14. Number of children possessed**

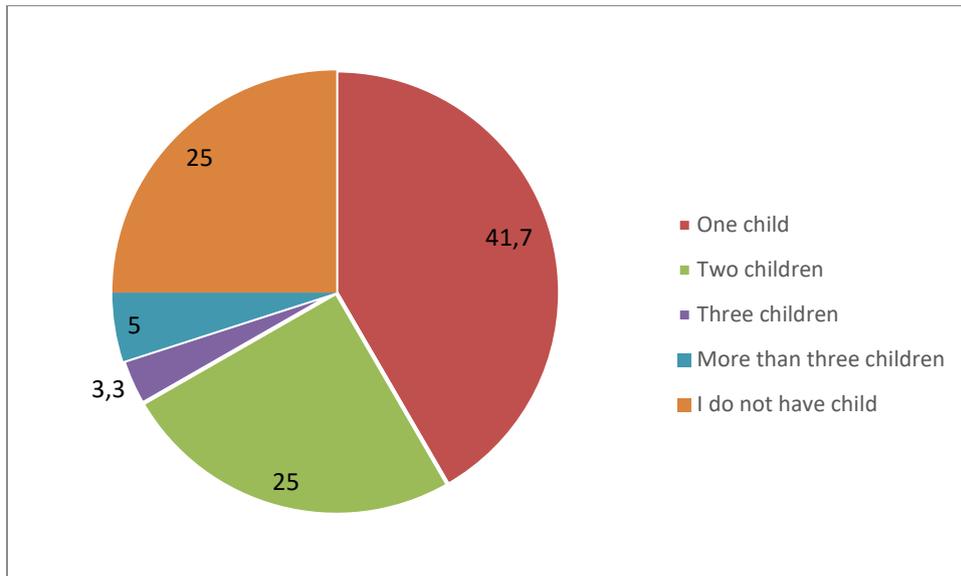


Figure 14 indicates that a large number of the respondents have children with 41.7% of them having been recorded as having one child. In addition, 25% of respondents revealed that they have two children. An additional 25% of respondents indicated that they do not have children whereas 5% claimed that they have more than three children. Only 3.3% of the respondents were recorded as having three children. Thus, looking at the results from figure 14, it is clear that a large number of young people have children.

**Figure 15. Activities that young people exercise or participate in**

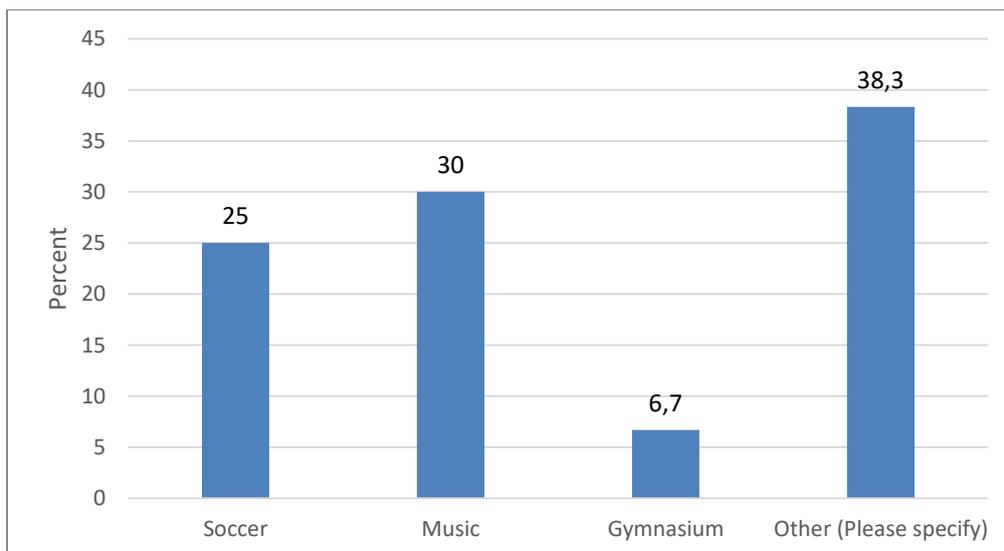
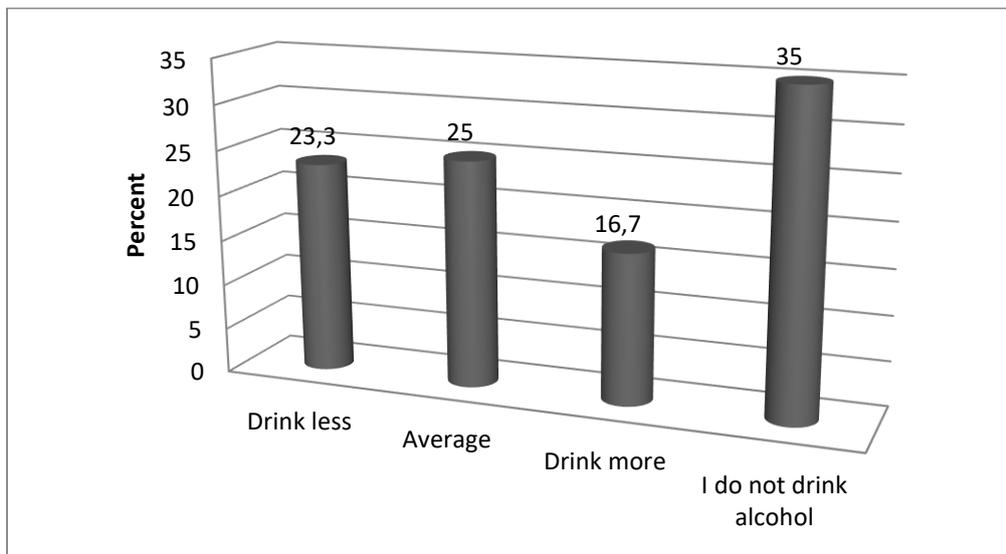


Figure 15 indicates that most of the respondents spend their time participating in various activities such as soccer, music and gymnasium. The figure shows that 38.3% of them include

those who participate in other activities that have not been mentioned, and those who do not participate in anything at all. The percentage of those who participate in music stands at 30%, followed by the 25% who indicated that they participate in soccer. Only 6.7% showed that they are involved in gymnasium.

**Figure 16. Amount of Alcohol consumed by the youth**



Even though a large proportion of respondents (35%) showed that they do not drink alcohol, a large number of them still consume alcohol. In this regard, 25% of the respondent indicated that their consumption of alcohol is average, followed by 23.3% who claimed that they drink less alcohol. Approximately 16.7% of the respondents claimed that their level of drinking is high (they drink more alcohol). This shows that a large number of people consume alcohol as a result of being unemployed, even though their level of drinking differs. Evidence from interviews also indicated that most young people consume alcohol as a result of stress of being unemployed. Similarly, in 2015, Lee *et al* (2015) discovered unemployment contributes to heavy drinking among the young adults.

**Figure 17. Drugs that are being used/smoked by young people**

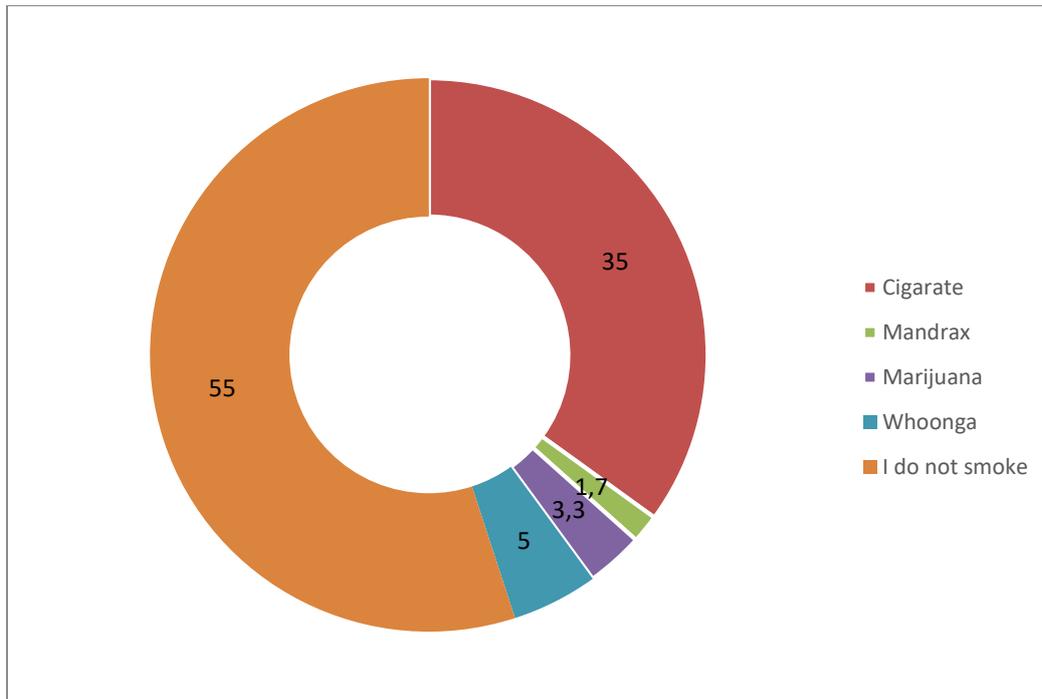
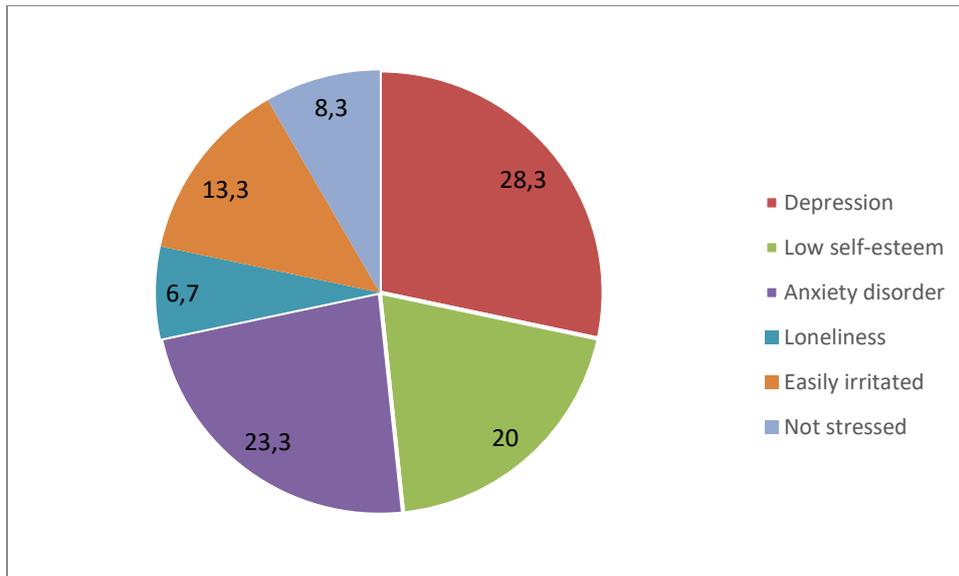


Figure 17 indicates a large number of respondents (55%) do not consume drugs (smoke). The figure shows 35% of respondents who smoke cigarette. Only a few respondents were recorded as consuming illegal drugs. Amongst those respondents, only 5% indicated that they use Whoonga<sup>11</sup> followed by 3.3% who indicated that they consume marijuana. Only 1.7% indicated that they use Mandrax. This supports the evidence discovered from personal interviews that some young people end up consuming drugs in an attempt to mitigate the stress of being unemployed. Likewise, Lee *et al* (2015), in their investigation on the relationship between unemployment and substance use among young indicated that unemployment contributes to the use of cigarettes among the youth.

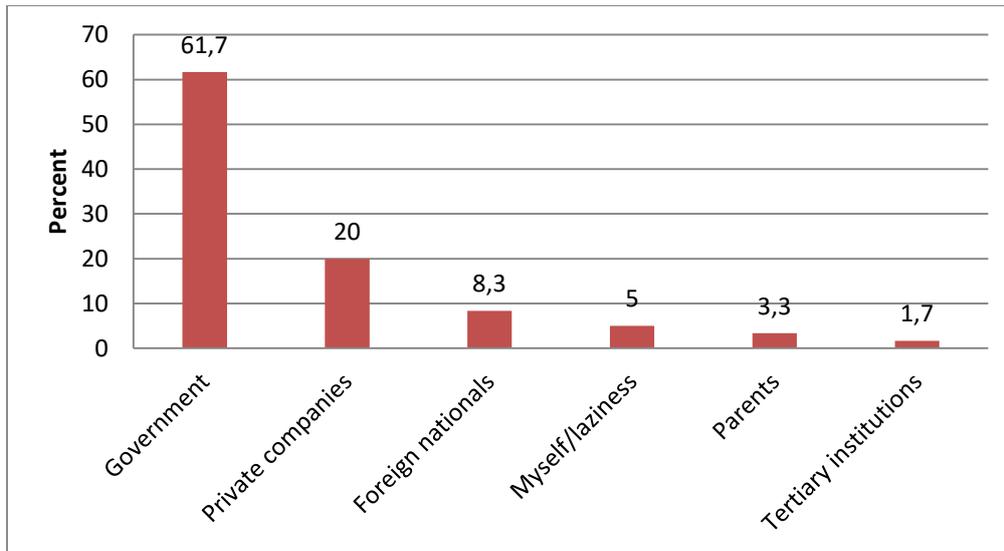
<sup>11</sup> Whoonga (also referred to as nyaope) is a drug that has become used and widespread in the South African townships, especially in the impoverished Durban townships since 2010. However, it is claimed that this kind of drug is also found in other areas in South Africa. <https://en.m.wikipedia.org>

**Figure 18. Financial stress caused by unemployment**



Most of the respondents in figure 18 indicated that unemployment causes stress in their everyday lives. The figure shows that 28.3% of respondents were recorded as having experienced depression as a result of being unemployed followed by 23.3% who indicated that unemployment causes anxiety disorder in their lives. The percentage of those who experience low self-esteem as a result of unemployment stands at 20%. In addition, 13.3% of the respondents indicated that unemployment experience makes them get easily irritated. Also, 6.7% of respondents were recorded as having experienced loneliness as a result of being unemployed. Only 8.3% of the respondents suggested that they have experienced no stress due to unemployment. Based on these findings, it undeniable that unemployment affects most young people in Cato Manor. These findings correspond with those in the literature which posit that when young people are unemployed, they feel socially excluded; hence, they end up worried and stressed (Patrick, 2016). According to Hussainat *et al* (2012), the unemployed are likely to be exposed to depression which makes them isolate themselves from others and end up resorting to alternative means trying to take away their painful life. Unemployment leads to low self-esteem.

**Figure 19. Stakeholders responsible for increasing youth unemployment**



The results in figure 19 reveal that most of the youth (61.7%) blame the government for increasing youth unemployment. On the other hand, 20% of the respondents blame the private companies while 8.3% of the respondents claim that foreign nationals are to blame. The figure also shows that 5% of the respondents attribute their unemployment to their own laziness. The percentage of those who blame their parents for their unemployment status stands at 3.3%. Only 1.7% of the respondents indicated that they blame tertiary institutions for the increase of youth unemployment.

**Figure 20. Criminal offenses related to unemployment ever committed**

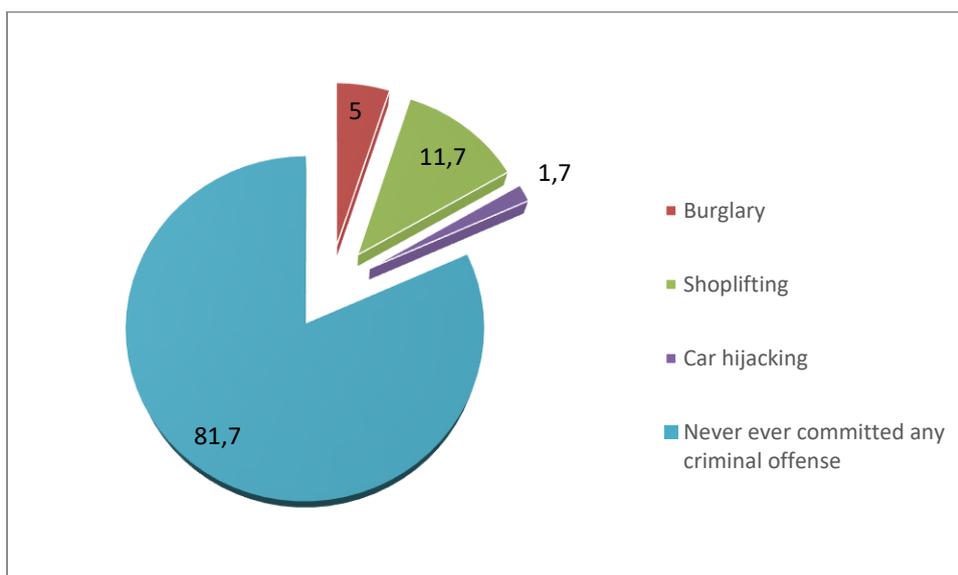


Figure 20 shows that the percentage of the youth that have never committed any criminal offenses as a result of unemployment is substantially high, standing at 81.7%. However, only 11.7% of them were recorded as having committed crime particularly shoplifting as a result of unemployment. Another 5% of respondents admitted to having committed crime (burglary) previously as a result of unemployment followed by 1.7% who indicated that they had committed car hijacking crime before. This shows that unemployment somehow contributes to the emergence of crime. As Junankar (1987:7) put it, “youth unemployment has been said to be responsible for an increase in crime and civil disorder”.

**Table 10. Effectiveness of unemployment reduction programmes**

	<b>No of Respondents</b>	<b>Percentage of total respondents %</b>
Agree	13	21.7
Neutral	30	50.0
Disagree	16	26.7
Strongly disagree	1	1.7
<b>Total</b>	<b>60</b>	<b>100</b>

Table 10 indicates that out of 60 respondents, 30 (50.0%) neither agree nor disagree with the idea that unemployment reduction programmes are effective enough in combating youth unemployment, but remained neutral. Only 1 respondent (1.7%) out of 60 respondents strongly disagreed that unemployment reduction programmes are effective enough. The percentage of those who agreed that unemployment reduction programmes are effective enough stands at 21.7% while 26.7% disagreed. It is thus clear from table 10 that only a few (13 respondents) young people believe that unemployment reduction programmes are effective enough to combat youth unemployment, representing 21.7%.

**Table 11. Unemployment reduction programme that is more effective in addressing the problem of youth unemployment at Cato Manor**

		Unemployment reduction programme					Total
		Learnerships	In-service Training	Graduate program	Internships	Other	
<b>Highest level of education</b>	Less than high school	71,4%	7,1%	7,1%	14,3%		100,0%
	High school graduate	52,9%	26,5%	2,9%	14,7%	2,9%	100,0%
	Some college or technical training beyond high school	66,7%	33,3%				100,0%
	University graduate	66,7%			33,3%		100,0%

Table 11 shows that learnerships tend to be more effective in addressing youth unemployment challenges compared to other programmes. This is evident in the percentages of all the respondents who responded that learnerships are more effective irrespective of their level of education. The effectiveness of learnerships lies in learnerships' ability to accommodate all the young people irrespective of whether they have tertiary education, matric or college training or less than matric. Literature also indicates that the most relevant program to young people, amongst the available ones, is the learnership program which is aimed at integrating the young people into the labour market through a combination of structured learning and practical work experience, and as a result award them with a nationally recognized qualification (Oosthuizen and Cassim, 2014). As it appears in table 2, most of the young people (71.4%) who believe that

learnerships are more effective have education level that is less than matric. This is followed by 66.7% of those who have some college or technical training beyond high school. Likewise, 66.7% of those who fall under university graduates believe that learnerships are more effective.

**Table 12. Effectiveness of each unemployment reduction programme in terms of percentage**

	<b>From a Scale of 1, where 1 means very poor and 5 means very effective, how can you range each unemployment reduction programme?</b>				
	<b>Very Poor</b>	<b>Poor</b>	<b>Neither poor nor effective</b>	<b>Effective</b>	<b>Very effective</b>
Learnerships	11.7	15.0	33.3	28.3	11.7
In-service Training	16.7	36.7	28.3	16.7	1.7
Graduate experience programme	25.0	46.7	26.7	1.7	
Internships	20.0	31.7	26.7	18.3	3.3

Table 12 shows that learnerships tend to be more effective in addressing the problem of unemployment among the youth compared to other programmes in terms of scale ranging from 1, where 1 means very poor and 5 means very effective. Table 12 indicates that most of the young people (28.3%) believe that learnerships are more effective than other programmes. Only a few (11.7%) respondents indicated that learnerships are very poor in terms of scales compared to those from in-service training (16.7%), graduate experience programme (25.0%) and internships (20.0%). Again, 11.7% of the respondents believe that learnerships are very effective compared to internships (3.3%) and in-service training (1.7%). The evidence indicates that there is no body among the youth who believe that graduate experience is very effective in addressing the problem of youth unemployment.

**Table 13: Prospective solutions to combat youth unemployment**

	No of respondents	Percentage of respondents
More skills development and training centres should be established	34	56.7
Include young people in the implementation of unemployment reduction programmes	8	13.3
Monitor the operations of youth unemployment programmes	35	58.3
Government and private companies must create more job opportunities	48	80

Table 13 shows that most young people, 48 (80%) out of 60 respondents believe that the prospective solutions towards combating youth unemployment would be that both the government and private companies must create more job opportunities for young people. This is followed by 58.3% of those who believe that the operations of unemployment reduction programmes must be monitored regularly. Out of 60 respondents, 34 (56.7%) indicated that the prospective solution for combating youth unemployment is to establish more skills development and training centres for young people. Only 8 respondents (13.3%) out of 60 respondents believe that the prospective solution is to include young people in the implementation of unemployment reduction programmes.

Results from quantitative data in the form of tables and graph indicated that unemployment levels are high among the youth whose level of qualifications is less than matric. It has been discovered that the highest level of most young people in Cato Manor is matric (Grade 12).

### 5.3. Impact of unemployment on young people in Cato Manor

#### 5.3.1. Unemployment makes it hard for young people to take care of their families

Unemployment prevents people from taking care of themselves. In the current study, participant 1 (September 2017) indicated that being unemployed has a bad impact on her life because she cannot buy what she likes as a grown woman. More worryingly is the fact that due to unemployment, young people struggle to take care of their families. This is evident in participant 5's statement that unemployment prevents him from supporting his family. In his remarks, he stated that "being unemployed has a huge impact on my life brother coz I am not able to support my children and my family; the money that I get from selling cut boards or cans is not enough to satisfy all my family needs" (Participant 5, September 2017). Similarly, participant 3 responded as follows:

Ey you see my brother, being unemployed is really problematic, coz there, when you want to, you wish to be able to buy things for your child, you see, and do the things that will make you happy, and even in your house you see, being unemployed really has an impact indeed, being unemployed makes you be unable to afford things because there is no money coming in (Participant 5, September 2017).

Another corresponding response came from participant 4 (September 2017), in her response she stated that:

It is really hard my brother, because there is nothing, I can't do what I like, because there is no money, coz if I was working, I would be able to cover myself there and there, so this thing of asking for money is not right (Participant 4, September 2017).

Participant 6 also expressed his concern due to unemployment, in his response, he stated:

Eh being unemployed has many impacts, because I have two children who are unable to get even a bread from me as their father; the money that I get from collecting the things like cans and scrap yard iron is too little, so I am not able to support my children properly (Participant 6, September 2017).

Literature also confirms that unemployment undermines the individual's value as a resource in the country's economy. As Junankar (1987) has stated that, as a result of youth unemployment, the real output is lost. This is consistent with the statement by participant 7 that being unemployed has a huge impact because her life is not going the way it should be; there are many things that she wants which she cannot achieve because of being unemployed like completing her studies. Participant 9 (October 2017) maintains that due to being unemployed, there is no progress in her life; she cannot take care of her child and herself. She further indicated that even the social grant that she gets for her child is not enough. She always relies

on the father of her child for living, but still it is difficult because he is not earning much to support all of them. Likewise, participant 13 responded as follows:

Ay I cannot lie, being unemployed really has a huge impact, I can say, for me only, but since I have a child, I have to think about her; I have to make sure that she eats, I have to make sure that she has clothes to wear, she must get nappies. And when you are not working, that is very hard, because even the social grant is not enough; it does not even go that far. Maybe it only buys a packet of nappies, and that's all. But eh, you see, for me, it is really hard because I am a person who likes being independent, I do not like to depend mostly on someone else, so it tends to be hard, I find it hard to ask for help when I see that I have a problem. It is hard to go out and ask for help from someone else because I am used to being independent. So, if you are a person who is used to, taught yourself to be independent, it becomes really hard (Participant 13, October 2017).

Findings from observation attest to the fact that most women rely mostly on their children's monthly social grant (from the government) to cover their needs. The researcher also observed that some of these women rely on their boyfriends to cover for financial survival. They expect their boyfriends to give them a certain amount of money every time they get their salaries (they call such money girlfriend allowance). As also expressed by participant 12 when asked:

Being unemployed has a huge negative impact on my life because, sometimes we end up not being able to provide for our families. As black people, we believe mostly in the black tax, so if you are unable to provide for your family in the right way, you tend to see yourself as a person who does not exist in this earth. In that way, you end up taking decisions of wanting fast money, which is crime and also end up taking drugs, something that we don't need in the communities that we live in (Participant 12, October 2017).

Therefore, the impact of unemployment among the youth is not restricted on individuals, but also impacts negatively on their families and communities at large. As a result of unemployment, the community of the unemployed also suffers. According to Rotheim (2007:2), "an individual unemployed is both unproductive and a drain on society's resources".

Such unemployment experiences lead to stress and depression as the unemployed develop a sense of worthlessness and helplessness. As participant 19 said:

Ey being unemployed brings stress in my life. Eish! There is no progress in my life. I always ask myself, what did I do to deserve such hardships? Even the money that I get for my children's social grant is not enough, I only manage to buy pampers, and then it is finished. Sometimes I end up using the money to buy food, and this is not right because this money is meant for the child (Participant 19, November 2017).

Some of the respondents said they are embarrassed that they cannot take care of their parents financially because of unemployment. As participant 8 state:

You see my brother, it feels so good to see your parents having something, and it feels good to be able to take care of your parents, even buying or building her a house. But at least, even a minor thing that you are able to do for your parents makes you feel good (Participant 8, October 2017).

Findings reveal that some young people come from families in which all the household members are not working. Hence, this becomes a struggle for entire household; the feeling is even worse for those individuals with qualifications. According to Participant 25 (December 2017), being unemployed has a huge impact on her life because, she stated, “at home, they think once you are educated, you will be of use to them, only to find that you find yourself still needs to be taken care of by them, so it is really hard”. These unemployed young men are still being taken care of by their parents daily. They also revealed that some young people have become discouraged work seekers due the fact that they have tried many times to look for the jobs with no success. For participant 29, unemployment sort of gives young generation reasons not to study because, normally, they will say “there is so and so who have completed their studies but they are no different from us, they are not working as us, so what is the use of studying (Participant 29, December 2017).

Some unemployed young people, especially those that have qualifications end up going go back to school in an effort to increase their employment prospects. Participant 30 (December 2017) is one of those who indicated that, due to being unemployed, he finds himself being encouraged to go back to university and further his studies so as to increase his employability.

### **5.3.2. Stress, depression and consumption of drugs**

Unemployment contributes to psychological and social problems among the youth. Unemployed young people feel socially excluded and end up stressed or depressed. As participant 2 indicated:

Ey, unemployment has a huge impact on my life, coz seating, doing nothing turns you into a different person, and you do not become a person you want to be. Maybe just like being right, being able to support yourself you see. Well, sometimes you tend to have stress, and end up drinking alcohol, something like that, trying to distract your mind (Participant 2, September 2017).

Similarly, participant 3 responded as follows:

Yea, being unemployed, it happens that you wake up overthinking, having a stress, you see something like that. Ay maybe at the end of the day you end up smoking cigarettes, you see that, because you end up having head ache because you are unemployed, you see, you are trying to release that stress. You see, only to find that at the end of the day, you are giving yourself a problem. You end up drinking while you do not have money,

but being provided by your friends, but at the end of the day, you are trying to distress (Participant 3, September 2017).

Another participant said:

Eh it is just that in life, another thing that is giving me a problem the most is the issue of using drugs because I smoke, and I use drugs because I am stressed because I am unemployed. So smoking is also another impact that I am stressed, so I am not able to support my family, my children, the little money that I get, I use it to buy drugs, but it is not like I like to do that, but it is because I am forced to do that because I am addicted, if I did not smoke, I become sick, if I was able to quit, I would quit smoking drugs (Participant 6, September 2017).

Studies by Hussainat *et al* (2012:157) reveal that the unemployed are likely to be exposed to depression which makes them isolate themselves from others and end up resorting to alternative means trying to take away their painful life.

This is consistent with participant 16's statement that, "you find yourself being more into negative things such as drinking, even though one cannot say drinking is wrong or what, but you end up drinking too much, trying to distress" (Participant 16, November 2017). Lee *et al* (2015), in their investigation, found a link between unemployment and heavy drinking among the youth. Findings reveal that unemployment impacts negatively even on the relationships of the couple among the youth as it brings stress. As participant 16 put it:

Yea yea, being unemployed and having no income does contribute to stress, and not just stress, and not just to me personally, but even in my relationship with my partner. Yea, you see, I am not even able to support her properly, and if you are a man and you are not able to support, you can imagine how that thing affects you. Even just confidence, your self-esteem tends to be low (Participant 16, September 2017).

Hussainat *et al* (2012) concur that unemployment leads to low self-esteem. More worryingly, unemployment leads to loss of self-respect (Junankar, 1987). Individuals end up lacking confidence and respect in themselves.

Findings from observation confirm that young men who are unemployed, and who have been unemployed for a long duration end up using drugs. Based on the results from observation of young people residing in Cato Manor, a lot of issues have been discovered about the youth. Amongst the issues that have been discovered are the issues of the use of drugs among the youth, especially the unemployed young men. Similarly, Ngcaweni and Moleke (2007) concur that unemployment contributes to social problems such as crime, drug and alcohol abuse, poor health and the loss of confidence and self-esteem among the youth.

Being unemployed brings stress even in their families. Findings reveal that the youth feel worthless in their families when they are not able to get employed even after graduating. This means that it is difficult for the unemployed young people to participate successfully in the country's economy, and for this reason, they require support to deal with the challenges that they face in finding jobs. As indicated in the literature, lack of jobs affects the economy negatively (Junankar, 1987). The absence of jobs means that the unemployed become the burden on the national economy because they receive no income.

#### **5.4. Government's response towards combating youth unemployment: strengths and weaknesses**

##### **5.4.1. Unemployment reduction programmes accommodate only the few**

Findings reveal that even though the programmes that have been introduced by the South African government to combat youth unemployment are useful, such programmes tend to accommodate only a few young people, especially those that are educated. The study indicates that lack of requirements prevents the youth from participating in the implemented unemployment reduction programmes. Evidence shows that unemployment reduction programmes are mostly useful and effective only to people who have tertiary qualifications. Those who do not possess such qualifications and not even matric struggle to get opportunities in these programmes because they do not meet requirements. Another participant indicated that unemployment reduction programmes are useful, but it is just that they do not accommodate everyone. Similarly, participant 2 said:

Well, the government does a very good job; it is quite good, coz it also provides bursaries, NSFAS and so on. However, as people who are uneducated, I do not believe we have enough opportunities. The government must create general job opportunities so that even the people who could not get educated can be able to get opportunities (Participant 2, September 2017).

When asked if these unemployment reduction programmes are effective or not, participant 9 said:

Mmm what can I say? I think the programmes that have been implemented by the government to address youth unemployment are not effective for people who have no qualifications; I think it is better for people who have tertiary qualifications. It would have been better if I had matric at least. Another thing is that it is really hard even to access the programmes that are being catered for people with grade 9 at least (Participant 9, October 2017).

According to participant 10 (October 2017), even though the government has tried its best to rescue youth from unemployment with unemployment reduction programmes, it seems like

these programmes are not effective enough because they are not accessible to most young people. Moreover, they are very complicated to be attained by the ordinary citizen and they do not address the needs of everyone in townships or rural areas (Participant 21, November 2017). It is for this reason that Cebekhulu (2013) argues that the NYDA needs to address these challenges. However, it must be taken into consideration that any programme or plan that is aimed at improving the productive capacity of young people as citizens so they can be more effective in their society needs a suitable environment to be successful (Cebekhulu, 2013).

Similarly, Oosthuizen and Cassim (2014) argue that for primary school leavers, high school graduates and higher education dropouts to be able to successfully participate in the economy, they need tailored interventions. Participant 8 (October 2017) maintains that these programmes are effective; however, he believes that young people must be active, and not just wait for these programmes. In responding to the question of the effectiveness of unemployment reduction programmes, this is how participant 8 replied:

Yea I can say they are effective, it is just that sometimes, in order for something to be more effective, it needs you to be active, you see, and not relax. You do not have to rely on the government to do everything for you, you need to be active. You need to encourage yourself. So, I can say some of these programmes are useful and effective, especially service training coz you are able to get that experience so that even when you get a job, you do have enough knowledge about the job (Participant 8, October 2017).

On the other hand, participant 11 said:

Yea I think they do try their best to meet us halfway, but it is one of those things that you need to understand in life that things will never come your way as much as you want; everything takes time. However, I can access them because I do get the notifications in order to follow the employment procedure, but at the end, it does not go according to my way. So, I think they also do try by all means to give me an opportunity, but I do not know what happens on their side after I have received that opportunity. However, I can say I do get that inspiration if I get a call, confirming my application (Participant 11, October 2017).

#### **5.4.2. Nepotism and corruption supersede qualifications in recruitment places**

The study shows that those who have connections with the people at the top positions find it easy to access the programmes that have been implemented by the government to curb unemployment. Findings indicate that even though the government tries by all means to enable the youth to work, its institutions are not strong enough to provide young people with job opportunities inclusively. People that are in higher positions give opportunities only to their

families sometimes, and the disadvantaged ones end up not receiving opportunities the way they are supposed to. This evidence is supported by participant 14 in her response, she stated:

The government does provide job opportunities for young people, I cannot lie, but the problem is with the people who hold management and recruitment positions; they practice nepotism when they employ people into positions. They give jobs to their cronies, or their families, then the ordinary people end up not getting the employment opportunities. That is why most people do not get employment opportunities (Participant 14, October 2017).

Likewise, participant 18 (November 2017) stated that because of too much nepotism and corruption in the workplaces, “it is either you have connections or you pay a bribe before you get a job. Jobs are given to unqualified people”. Similarly, participant 25 (December 2017) maintains that, “the government can come up with a good strategy, but the people who work for the government in different places have no fairness at all, they put their known friends in positions”.

The people that are in high positions in the employment fields abuse their power by awarding jobs to their relatives, leaving the ordinary people unemployed (Qadar and Muhammad, 2013). This statement aligns with what was also expressed by participant 16 stating the following:

Ey I can say the programmes that have been implemented by the government to create job opportunities for young people are not accessible to everyone because we are not exposed to them. There is a certain opportunity that I have applied for but could not even get a feedback, nothing. Moreover, I think people have been employed now, and it has been closed, but you hear a little bit that there are learnerships. Sometimes you do not hear at all in most cases, or you hear after the closing date, but these opportunities do not reach us. You even think that maybe people are given on the basis of their connections (Participant 16, November 2017).

Therefore, corruption and nepotism are perceived to be some of the serious challenges that contribute to the increase of youth unemployment in township areas.

#### **5.4.3. Lack of access to unemployment reduction programmes**

Participants stated that lack of access to unemployment reduction programmes such as learnerships, internships and graduate experience programmes prevents people from participating in these programmes. Some young people complained that they have never heard of unemployment reduction programmes. When asked if these programmes are effective or not, participant 6 (September 2017) said, “no, I do not think they are accessible to everyone because I have never heard anyone saying the young people must come; there are life skills programmes; it is something that I have never heard of”.

Participant 3 said he supports the government when it provides learnerships, as young people study and receive some money, depending on the level of education that one has (September 2017). He said that these programmes are enough, even though not in the way that satisfies him, because he is also not accommodated. In contrast, participant 5 (September 2017) argued that unemployment reduction programmes are not accessible to everyone, but only to the few. When asked about how effective the unemployment reduction programmes are in addressing youth unemployment, participant 5 (September 2017) said, “they are not accessible to everyone; it is only the few young people who are able to access them, especially the rich ones, those who are connected, and those who have families that work under government”. Additionally, participant 16 (November 2017) further argued that “when we take a look, when there are applications for SAPS jobs, sometimes there are many people who apply; however, job vacancies are few. We do not even have access to things in most cases”. Work seekers claim that it is very difficult for them to search for jobs because of spatial disparity and inflated transport costs (Graham and De Lannoy, 2016). A report from a recent national study of participants in a youth employability programme indicated that the average transport and other work seeking costs were around R560 per month; the average per capita household income for the same group of youth was R527 per month (Graham *et al*, 2016). The results from 2005 Labour Force Survey indicates that more than 70% of discouraged work seekers (young people) stop looking for the jobs because of being constrained by their location (Mlatsheni and Ranchhold, 2017). According to Blumenfeld (2014:17), KwaZulu-Natal is one of the provinces that have most discouraged young job seekers. Discouragement among the youth stems from the costs associated with job search and a lack of sufficient experience (SALDRU, 2013). It was for this reason that the Abdul Latif Jameel Poverty Action Lab in 2016 piloted and tested a transport subsidy for work seekers to determine whether their behaviour in searching for job would change or not (Graham and De Lannoy, 2016). This seems to be a plausible solution towards increasing accessibility to labour market for young people.

Participant 19 (November 2017) further stated that when he has to do tests, he finds himself not having money for bus fare, and even worse, he does not have money to print the documents required for job applications. Likewise, Graham and De Lannoy (2016) argue that young people struggle to get employed due to lack of social capital and strong networks that can enable them to secure job opportunities, and lack of financial resources that can allow them to go and look for the jobs when there are available job opportunities. Moreover, lack of access to information due to unaffordability of inflated costs of data for mobile phones internet and

high fees at Internet Café contribute to inability of young people to find employment. Such constraints prevent them from searching employment opportunities and from accessing post-secondary education application details (Graham and De Lannoy, 2016). According to Graham and De Lannoy (2016:17), “local-level youth employability programmes, often run through non-governmental organizations could help young people access information about jobs and support them to more effectively look and apply for jobs”.

#### **5.4.4. Lack of information about available programmes for the youth**

Some young people indicated that there is a lack of information about the available unemployment reduction programmes among the youth. In replying to the question of the effectiveness of the programmes, participant 13 said:

Ay I think I will talk only for my side, because I cannot say I answer for other people because I do not know well, in terms of other people, but to me, I have done just a research and when I look at the learnerships, I do not see anything coming up clearly, that no, there is something, they only end up writing on the newspapers that there are learnerships if you want to do it. So, you end up just being stuck not knowing what you have to do. That is the reason, it is just that there is no information, as I am saying; it is just written at the bottom of the newspaper. There are those newspapers that are placed in libraries; it is written at the end of the newspaper that there is learnership, and that is all then. There is no information that is written to explain about that learnership. When you turn the page, you do not find anything, or maybe I am the only one who does not know how to look for it, maybe I still need to ask for help so I can be able to see as well, but I have not found anything (Participant 13, October 2017).

Similarly, in the literature, Cebekhulu (2013) indicated that in South Africa, young people are faced with the challenge of being unable to access information about careers, economic development, and job and business development opportunities

#### **5.4.5. Unemployment reduction programmes are only for a short-term period**

Findings also reveal that the unemployment reduction programmes that are implemented by the government are not sustainable; they are just short-term solutions. The study shows that, after participating in these programmes, young people go back to being unemployed. Actually, unemployment reduction programmes are only for a short-term period, usually 12 months or 24 months. The question then is what is next after taking, for example, an internship, a learnership or a graduate experience programme. Most participants indicated that young people do not find permanent jobs with one year experience. For participant 18 (November 2017), “even the learnerships that young people get are not sustainable, they only last for one year, and then you become unemployed again”. Further, participant 23 said:

The youth want permanent jobs, not these internships which are only valid for 12 months through a contract, after that you are unemployed again. So, I am not hundred percent happy with the government approach and programmes. Moreover, not everyone gets the learnership. Sometimes people apply and get not even a reply (Participant 23, November 2017).

Participant 17 agrees that the government's programmes are not effective enough to address youth unemployment. When asked if the unemployment reduction programmes are effective or not, he said "I think the government is not working hard enough. The government must pull up its socks in order to give people a job, coz the money is being wasted, and there is no balance. The government must use the money and create job opportunities" (Participant 17, November 2017). He further argued that "the problem is that you do the learnership, then after that, you become unemployed again, you do not get hired; so, what is the use of doing the learnership if you will not get hired" (Participant 17, November 2017).

Likewise, participant 27 said:

The government is doing a very good job, it is just that internships are not that helpful because they only last one year and they end up not employing you, and you become unemployed again the following year (Participant 27, December 2017).

This is consistent with what participant 21 said, when asked about the effectiveness of unemployment reduction programmes. For participant 21, the government plans are not effective and not sustainable (Participant 21, November 2017). Participant 22 (November 2017) also indicated that programmes such as National Youth Development Agency (NYDA), skills development through internships are not giving any contribution because they are only for stipulated time, and while you are acquiring the skill and the exposure the internship programmes just terminate. NYDA relegates to business ventures which end up unsustainable because it is not everyone who is business minded and is having ability to stay on before profit making which renders most businesses unworthy to neither partake nor invest in.

#### **5.4.6. Lack of adequate financial support for entrepreneurship**

Findings from the study have indicated that a lot of questions always come up when talking about the issue of job opportunities. Amongst the questions that are being asked are: who is going to employ the youth? Which are those companies? Who owns and runs them? The study discovered that most young people feel like the system is not built in a way that will favour them as black people, especially people who come from disadvantaged background because they are still catching up from 1994 even now. In the literature, Smith (2011) explains that black people were discouraged from embarking on entrepreneurship throughout the apartheid

era (prior 1994). Since 1994, the focus on improving the educational curricula has not been adequate. It is not surprising that even the South African Social Attitudes Survey (2007) found that the majority of interviewed young people prefer being the employees as opposed to being the employers. Their preference lies on the difficulty for young entrepreneurs to access credit as well as issues associated with risk aversion in entrepreneurship. Similarly, participant 23 (November 2017) stated that the government is trying a lot with NYDA, supporting entrepreneurship as well as internships, but it is not enough. As Oosthuizen and Cassim (2014) stated, through its funding, the NYDA facilitates and offers training and support to young entrepreneurs; nonetheless, the challenge is that very few individuals are able to access the services offered. The study shows that young people feel like the system in south Africa care more about how young people can be educated, which is a good thing, but most young people believe that there should be a balance. For young people, the plan should be in place on how those who have completed their studies can be employed. Sometimes young people complete degrees with one perspective of hoping that they will be employed and everything will go well in their lives. But the reality is not like that, the youth need to be open minded and strategic while they are at university about what they will do when they do not find employment. As discovered by Smith, “the hope is thus that young people will begin to create these opportunities, becoming entrepreneurs who start small businesses and create income for themselves and jobs for their communities through their own efforts” (Smith, 2011:6).

Even though young people are currently encouraged to get into businesses, but starting a business from scratch is not easy and it needs funding which is not easily available. For participant 27:

When it comes to support in business opportunities, the problem is that we (young people) do not come from similar homes (backgrounds), sometimes even if you have a business idea; you will find that you will need a start-up capital which you do not have, you do not even have money to print CVs. Even the offices that give financial support need you to have something that you have done. So, if you have nothing, there is nothing they can do for you. Another thing for a business is that you need to know people in top places, if you do not know anyone and you are broke, they do not even take note of you. So, you can start a business once you get a job” (Participant 27, December 2017).

As indicated in the literature, the South African youth is faced with the challenge of being unable to access information about careers, economic development, and job and business development opportunities (Cebekhulu, 2013). According to Borat and Cassim (2004), lack of information about available finances makes it hard for small businesses to create and sustain

their businesses. More worryingly, small businesses incur high transaction costs in their business operations. This means that there must be a system that is in place which is built specifically to support black youth when they establish their businesses. For this to materialise, young people should get enough support of training, funding and accessibility to the market and technology. Altman and Morrow (2008) believe the government must promote entrepreneurial skills and improve access to credit, especially for the youth. This will open up more opportunities for young people to be able to create their own businesses and be self-employed. Thus, the NYD A needs to address these challenges. This will benefit young people, including those who have less than a matric qualification. Young people must be encouraged to get more into businesses so they can be able to open more job opportunities, and employ people around them. Nevertheless, it must be taken into consideration that any programme or plan that is aimed at improving the productive capacity of young people as citizens so they can be more effective in their society needs a suitable environment to be successful (Cebekhulu, 2013).

The issue of resources and that of expenses are some of the most important issues that need priority. However, it must be taken into consideration that in order to support and develop young entrepreneurs optimally, candidates should be selected on the basis of merit, and once selected, they should be trained appropriately (Morrow *et al*, 2005).

This shows that a lot still has to be done to make sure that appropriate programmes are being channelled to deserving people. In order to achieve this, the government must ensure that factors such as transparency, inclusive participation and consultation of the youth are priorities. This will ensure that all or most of the programmes that are being implemented by the government to address youth unemployment are accessible to everyone who deserves them and are distributed accordingly. As Kaufman (2003) cited in Cebekhulu (2013) has indicated, this will help to provide solutions in cases whereby the eruption of challenges may hinder the creation of job opportunities.

## **5.5. Conclusion**

In summary, the evidence from the study indicates that youth unemployment is a resultant of factors such as deficiency of relevant skills and qualifications; lack of relevant previous work experience; high rate of corruption, nepotism and connections. Findings from questionnaires in the study indicated that the increase of immigrants in South Africa from other countries particularly African countries has no much impact on the increase of youth unemployment in

the country. The study reveals that unemployment has a huge negative impact on everyday lives of the youth residing at Cato Manor. More worryingly, unemployment makes it hard for young people to take care of their families. Furthermore, it leads to stress and depression, hence a substantial number of young people end consuming drugs with the intention of distracting themselves. Some young people end up committing crime in order to meet their daily essential needs, namely food shelter and clothes. Findings indicate that, even though policy interventions by the South African government have been executed to address the issue of youth unemployment through unemployment reduction programmes, such programmes have not been effective enough to reduce youth unemployment optimally. Factors such as lack of access to information about the available opportunities; corruption, nepotism and cronyism in the distribution of these programmes have contributed to their failure to achieve optimal results. These factors have a huge impact on the increase of youth unemployment in the workplaces, both in the public and private sector.

## **Chapter 6: Recommendations and conclusion**

### **6.1. Introduction**

This chapter provides recommendations on how youth unemployment can be reduced at Cato Manor and in other townships in general. It also gives a conclusion on what causes the persistence of youth unemployment despite the measures, programmes and strategies that the South African government has executed to address it. Lastly, it gives an explanation on how critical the impact of youth unemployment is among the youth.

### **6.2. Recommendations**

#### **6.2.1. More job opportunities must be created for young people**

The prospective solution towards addressing the challenge of unemployment among the youth would be the creation of more job opportunities. This responsibility should be undertaken by both the government and the private sector cooperatively. The opportunities that must be created should be able to accommodate everyone, even those who are not educated, particularly those who do not have matric. Since some of the youth do not have matric, it is very hard for them to get employed. Therefore, if the government can also create job opportunities that do not require skilled labour, for example, jobs like tree felling, cleaning, and craft work, youth unemployment can be reduced.

The government must create more opportunities for the youth to be exposed and gain the knowledge and experience in their field of studies. Learnerships must be increased and be made more accessible to many people. Young people should be given support and assistance on how they should apply for programmes such as learnerships, internships and graduate experience programmes. Findings from the study reveal that young people are being considered as lazy people. It is forgotten that when they try to apply and search for the jobs, and find that nothing comes up, they (young people) end up losing hope and stop searching.

The challenge is that government vacancies posts tend to be posted occasionally, maybe once a year, and this makes it hard for a large number of young people to be accommodated. The government and private companies can try to post two times and three times a year, that might be better than what the youth is currently dealing with. More importantly, the government must ensure that the internships are at least 2 years so that the youth will be able to gain adequate experience and be work ready.

### **6.2.2. Scrap off the experience requirements at the entry level jobs**

Another solution is to scrap off the experience requirements at the entry level jobs. The government needs to intervene through local municipalities to absorb a substantial number of second year students in their varsities to gain experiential learning before the completion of their qualifications. The study shows that people who have never worked before stand more chances of being unemployed than those who have got previous work experience. Most places are looking forward to employ someone with experience and it is very hard to have experience when no one trusts you enough to give you an opportunity when you are from university. First employment experience plays a vital role in the development of practical skills and competence desired by employers. Lack of work experience among the graduates makes it difficult for them to get employed. Thus, the government should come up with measures that will promote the employment of youth into entry level positions without experience. This will equip young people with the skills needed in the labour market. In that regard, young people will be able to gain the experience which they will use to apply for other job opportunities.

The government can liaise with the councillors in the areas that the youth live in, or in their vicinity areas so they create work for the youth. The government can also create more tenders for people to work, especially locally.

### **6.2.3. Encourage the youth to choose the courses that are demanded by the economy**

The government must intervene in encouraging the learners to choose the courses whereby there are available job opportunities after completing their studies. The government must establish institutions whereby there will be assurance that when the graduates complete their studies, they know where they will work. Most of the students choose the same courses at the same time, in such a way that they end up competing for fewer job opportunities in the labour market. The companies that we have are fewer than the number of the students that are in our universities at that time. There are a lot of fields that South African youth ignore, skills in fields such as engineering, actuarial science, architecture, chemistry, air traffic control and metallurgy, to name a few. People do not go to these things, but concentrate on teaching and nursing, and all the other courses that have limited job opportunities.

### **6.2.4. Employ people that qualify for the job: fight nepotism and corruption**

The government tries by all means to create job opportunities, but the problem is that the government does not monitor how people are getting employed, who get employed and where do these people come from. Findings revealed that most of the people who get employed in government positions do not possess qualifications, but because of being related to the persons

responsible for recruitment. Therefore, the government must not just keep on creating job opportunities, or assume that young people have been employed, but must follow up to check who are those employed young people, where do they come from, and who do they relate to, otherwise nepotism will persist. It is undeniable that people will always prioritise their relatives when it comes to job opportunities, but it is just that the way things are done is inappropriate. More worryingly, the people that are employed through nepotism seldom know how to do their job since they have lack of knowledge. So, the government needs to check up if the people that are employed qualify for their positions or not. The government should make sure that the right people are hired, the people who really went to school for those courses, and the people who have suitable certificates.

#### **6.2.5. Make it compulsory for old workers to retire when they reach retirement age**

The government and private companies should make it compulsory for the old people to take their retirement packages once they reach the retirement age. Retired people can become freelancers if they are still fit to work. This will open the opportunities for qualified young people to get a job. It has become common that most departments (in the public and private sector) have many old people since they are allowed work beyond their working age, as long as they feel they can still work. Old people remain employed, even beyond their retirement age because of the experience that they have. This prevents the new entrants, particularly the youth from accessing the employment opportunities and gain the experience.

#### **6.2.6. Encourage and support the youth to open their businesses**

The government must empower and support the youth to open their businesses. The government must open job opportunities according to the skills available to the markets and empower the young people to be self-sufficient by teaching them practical ways of starting businesses and keep them sustainable. This can be achieved by delivering quality education for young people so they can be self-sufficient and work for themselves. However, the issue of resources and that of expenses are some of the most important issues that need priority. Therefore, more money should be channelled to support entrepreneurship which the youth is becoming more and more involved in. This will encourage more young people to get more into businesses so they can be able to open more job opportunities, and employ people around them.

#### **6.2.7. Those who want to further their studies must be given support to continue to study**

The government must support those who want to study to further their studies. The government should encourage and support young people to also partake in artisan skills development. Thus, more funding should be invested to TVET colleges. Young people must not only rely on

universities and universities of technology, but TVETs must be improved so they will be able to take more young people and equip them with skills that are required by the economy. The TVET colleges must not be dumping sites for students who do not qualify to go to university. The government should accommodate even those who do not have matric by supporting them to learn artisan skills. TVET colleges must be more about training the youth in skills like welding, bricklaying and so forth which are jobs that are usually available. It must be taken into consideration that not all the people will become lawyers, doctors, teachers, or nurses; the country needs to have people with artisan skills. Thus, the government must work more closely than it already does with the private sector, particularly the manufacturing industry so that they can absorb those students that are in TVET colleges. More importantly, the government must create more colleges so that young people will get the opportunity of being involved in the artisan skills and develop themselves.

The government must also channel more funds towards postgraduate studies to enable the students who want to become scholars and work at tertiary institutions to be able to do that so that there are more options in the job market. This will ensure that young people not only rely on government for jobs, but have many options in the labour market.

### **6.3. Conclusion**

This study has discovered that even though youth unemployment is caused by numerous factors, but factors such as lack of relevant skills and qualifications; lack of relevant previous work experience; high rate of corruption, nepotism and connections in the work fields have a huge impact on the increase of unemployment among the youth, especially in townships. It has been discovered that unemployment has a huge negative impact on everyday lives of the youth residing at Cato Manor. More worryingly, unemployment makes it hard for young people to take care of their families. Moreover, unemployment leads to stress and depression; hence, a substantial number of young people end consuming drugs with the intention of distracting themselves. Some young people end up committing crime in order to meet their daily basic needs such as food, shelter and clothes. Findings from the study indicate that even though the South African government has tried to address the issue of youth unemployment by implementing unemployment reduction programmes, such programmes have not been effective enough to reduce youth unemployment optimally. Factors such as lack of access to information about the available programmes, corruption, nepotism and cronyism in the distribution of these programmes have contributed to their failure to achieve optimal results. Findings revealed that the unemployment reduction programmes that have been implemented

by the South African government do not accommodate those who do not have tertiary qualifications adequately. Therefore, the study calls for the implementation of the programmes that will be tailored to accommodate groups of young people in accordance with their level of qualifications. Moreover, the study calls for the establishment of measures that will monitor the distribution of any programme that is being commissioned for the development of the youth. Cato manor is more like a sub region of the South African townships, hence the findings that have been discovered in that township concerning the problems of youth unemployment are more like a reflection of the socio-economic challenges that are prevalent across the country.

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## Appendices

## Appendices

### Appendix 1

#### Personal Interview Questions (English version)

#### Assessing the Causes of Youth Unemployment in Durban Townships: The Case of Cato Manor

What age group can you categorise yourself in among the following age groups:

18-23

23-29

29-34

#### Gender

Male

Female

#### Questions for youth with no matriculation

Who are you staying with in your households?

What is your marital status?

How many children do you have?

What is your highest grade in primary/high school?

When did you leave primary/high school?

What is your reason for not completing matriculation?

Is there any possibility for you to complete matriculation in future?

What do you think is the reason for you to be unemployed?

How long have you been unemployed?

What do you think about the opportunities for you to find employment?

Do you think you have tried enough to look for employment?

What are you currently doing since you are unemployed?

What do you think about the unemployment reduction programmes that have been implemented by the government to address youth unemployment?

What impact does unemployment have on your life?

What do you think needs to be done to address youth unemployment?

### **Questions for youth with matriculation**

Who are you staying with in your households?

What is your marital status?

How many children do you have?

When did you complete your matriculation?

What is your reason for not going to college/university to further your studies?

Is there any possibility for you to further your studies in future?

What do you think is the reason for you to be unemployed?

How long have you been unemployed?

What do you think about the opportunities for you to find employment?

Do you think you have tried enough to look for employment?

What are you currently doing since you are unemployed?

What do you think about the unemployment reduction programmes that have been implemented by the government to address youth unemployment?

What impact does unemployment have on your life?

What do you think needs to be done to address youth unemployment?

### **Questions for youth with higher education qualifications**

Who are you staying with in your households?

What is your marital status?

How many children do you have?

What is your highest qualification?

When did you complete your university/college qualifications?

Do you think you will further your studies in future?

What do you think is the reason for you to be unemployed?

How long have you been unemployed?

What do you think about the opportunities for you to find employment?

Do you think you have tried enough to look for employment?

What are you currently doing since you are unemployed?

What do you think about the unemployment reduction programmes that have been implemented by the government to address youth unemployment?

What impact does unemployment have on your life?

What do you think needs to be done to address youth unemployment?

## Appendix 2

### Imibuzo yenkulumoluhlolo (Zulu version)

#### Assessing the Causes of Youth Unemployment in Durban Townships: The Case of Cato Manor

#### Sibheka imbangela yokungasebenzi kwabantu abasha emalokishini aseThekwini: Sigxile eCato Manor

##### Uneminyaka emingaki?

18-23

23-29

29-34

##### Ubulili

Ngingowesilisa

Ngingowesifazane

##### Imibuzo yentsha abangenawo uMatikuletsheni

Uhlala nobani ekhaya kini?

Sithini isimo sakho ngezomshado?

Unezingane ezingaki?

Wagcina kuliphi ibanga esikolweni?

Washiya nini esikolweni?

Ngabe isiphi isizathu esakwenza ungawuqedi umatikuletsheni?

Ngabe kungenzeka ukuthi ugcine uwuphuthulile umatikuletsheni esikhathini esizayo?

Uma ucabanga isiphi isizathu esenza ukuthi ungasebenzi?

Sewunesikhathi esingakanani ungasebenzi?

Uma ucabanga mangakanani amathuba wokuthi uthole umsebenzi?

Uma ucabanga usuzame ngokwanele ukufuna umsebenzi?

Ikuphi okwenzayo manje njengoba ungasebenzi?

Ithini imicabango yakho ngezinhlelo ezisungulwe uhulumeni ukulwa nokungasebenzi kwentsha?

Ukungasebenzi kunamuphi umthelela empilweni yakho?

Ikuphi ocabanga ukuthi kumele kwenziwe ukulwa nokuntuleka kwemisebenzi yabantu abasha?

### **Imibuzo yentsha enoMatikuletsheeni**

Uhlala nobani ekhaya kini?

Sithini isimo sakho ngezomshado?

Unezingane ezingaki?

Wawuphothula nini umatikuletsheeni?

Ngabe isiphi isizathu esakwenza ungaqhubeki nezifundo zakho emabangeni emfundo ephakeme?

Ngabe kungenzeka ukuthi ugcine uziqhubile izifundo zakho emabangeni emfundo ephakeme esikhathini esizayo?

Uma ucabanga isiphi isizathu esenza ukuthi ungasebenzi?

Sewunesikhathi esingakanani ungasebenzi?

Uma ucabanga mangakanani amathuba wokuthi uthole umsebenzi?

Uma ucabanga usuzame ngokwanele ukufuna umsebenzi?

Ikuphi okwenzayo manje njengoba ungasebenzi?

Ithini imicabango yakho ngezinhlelo ezisungulwe uhulumeni ukulwa nokungasebenzi kwentsha?

Ukungasebenzi kunamuphi umthelela empilweni yakho?

Ikuphi ocabanga ukuthi kumele kwenziwe ukulwa nokuntuleka kwemisebenzi yabantu abasha?

### **Imibuzo yentsha eneziqu zemfundo ephakeme**

Uhlala nobani ekhaya kini?

Sithini isimo sakho ngezomshado?

Unezingane ezingaki?

Yiziphi iziqu zakho eziphezulu/zokugcina?

Uziphothule nini iziqu zakho zasenyuvesi/ekolishi?

Ngabe kungenzeka ukuthi uphinde uqhube izifundo zakho esikhathini esizayo?

Uma ucabanga isiphi isizathu esenza ukuthi ungasebenzi?

Sewunesikhathi esingakanani ungasebenzi?

Uma ucabanga mangakanani amathuba wokuthi uthole umsebenzi?

Uma ucabanga usuzame ngokwanele ukufuna umsebenzi?

Ikuphi okwenzayo manje njengoba ungasebenzi?

Ithini imicabango yakho ngezinhlelo ezisungulwe uhulumeni ukulwa nokungasebenzi kwentsha?

Ukungasebenzi kunamuphi umthelela empilweni yakho?

Ikuphi ocabanga ukuthi kumele kwenziwe ukulwa nokuntuleka kwemisebenzi yabantu abasha?

## Appendix 3

### Questionnaires for Youth unemployment in Cato Manor (English version)

Participant will be required to tick one box for each question, unless stipulated in a particular question

Provide your name (Optional)

.....  
.....

Please respond by ticking inside the small box

1. What is your age group?

- 18-22
- 22-26
- 26-30
- 30-34

2. What is your Gender?

- Male
- Female

3. What best describes your race?

- African
- Indian
- White
- Coloured
- Asian
- Afrikaner

4. What is your Marital Status?

- Single (Never Married)
- Partner/ Common-Law
- Married
- Divorced
- Widowed
- Separated

5. Which of the following responses apply to you regarding the information about your parents

- I have both parents/father and mother
- I have single parent/mother

- I have single parent/father
- I do not have both parents

**6. What is your highest level of education completed (please select one):**

- Less than High School
- High School graduate
- Some College or technical training beyond High School
- University graduate
  
- Post-graduate or professional degree

**7. In the past 6 months, what have you been doing? (Please check all that applies)**

- In high school
- In college/university
- Unemployed
- Training
- Working

**8. What best describes what you are currently doing (please select one)**

- High school student
- College student
- University student
- Unemployed/Job Hunting

**9. What best describes your type of unemployment (please check one):**

- Voluntary unemployment (quit job)
- Involuntary (dismissal, company closure, laid-off, fired)
  
- Seasonal unemployment (work available only during certain times of the year)
- Discouraged work seeker

**10. What do you think is the cause of youth unemployment at Cato Manor (select all that applies)**

- Lack of employment demand
- Lack of experience/relevant experience
- Weak economic growth
- Lack of education
  - Shortage of skills
- Corruption in employment fields

**11. How long have you been unemployed?**

- Less than 6 months
- 6-12 months
- 1-2 years
- 2-5 years
  
- 5 years or more
  
- never worked before

12. Prior to being unemployed, what did you consider as your main job/occupation/profession?  
*(Example: registered nurse, personnel manager, supervisor of order department, auto mechanic, accountant, and electrician, other)*

If other please describe.....

**13. Which of any income from unemployment benefits are you currently receiving?**

- Unemployment Insurance Fund
- Provident Fund
- Compensation Fund
- Wage subsidy
- Not receiving any benefit

**14. Please tell us who is living in your household? (Select all that apply)**

- Yourself/Alone
- Spouse/Partner
- Children
  
- With family (Mother,Father, siblings, aunt, uncle)
  
- Other: (please explain).....

**15. What would you generally say about your overall health status?**

- Excellent
- Very good
- Good
- Fair
- Poor

**16. How many children do you have?**

- One child
- Two children
- Three children

More than three children

I do not have child

**17. Which of these activities do you exercise or participate in?**

Soccer

Rugby

Music

Gymnasium

Other (Please specify).....

**18. How much alcohol do you drink?**

Drink less

Average

Drink more

I do not drink alcohol

**18. Which of these drugs do you smoke?**

Cigarette

Mandrax

Marijuana

Whoonga

Other (Please explain).....

I do not smoke

**19. Which any of these difficulties has financial stress caused since being unemployed?**

Depression

Low self-esteem

Anxiety disorder

Loneliness

Easily irritated

Not stressed

**20. Who do you blame for your unemployment situation?**

Government

Private companies

Foreign nationals

Myself/laziness

Parents

Tertiary institutions

**21. Which of these criminal offenses related to unemployment have you ever committed?**

Burglary

Shoplifting

Car hijacking

Other (Please specify)

Never ever committed any criminal offense

**22. Government has implemented many programmes such as learnerships, in-service training, internships, graduate programmes to combat youth unemployment. Has the implementation of these programmes been effective? (Select one answer, ranging from: A up to E; A=strongly agree, B=agree, C=neutral, D=disagree, E=strongly disagree)**

A=strongly agree

B=agree

C=neutral

D=disagree

E=strongly disagree

**23. Which programme among these programmes do you think is more effective in addressing the problem of youth unemployment in the area?**

Learnerships

In-service training

Graduate program

Internships

**24. From a scale of 1 to 5, where 1 means very poor and 5 means very effective, how can you rank each youth unemployment reduction programmes implemented by the government to fight youth unemployment in the country?**

<b>Youth unemployment reduction programmes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Learnerships					
In-service training					
Graduates experience programmes					
Internships					

**25. What do you think would be the best solution to combat youth unemployment in Cato Manor?**

- More skills development and training centres should be established
- Young people should be included during the implementation of youth unemployment reduction programmes
- Operations in the available youth unemployment programmes should be monitored regularly to avoid corruption
- Both private companies and government should create more opportunities to accommodate young people that have developed their skills

## **Appendix 4**

**Imibuzo mayelana nokungasebenzi kwabantu abasha eCato Manor (Zulu version)**

**Kuzodingeka ukhethe ibhokisi elilodwa ukuphendula umbuzo, ngaphandle uma kuchaziwe embuzweni othile**

**Bhala igama lakho (ukubhala igama lakho akuyona impoqo)**

**Phendula lemibuzo ngokukhetha ibhokisi elincane**

**Ngabe mingaki iminyaka yakho ?**

- 18-22
- 22-26
- 26-30
- 30-34

**Ibuphi ubulili bakho?**

- Ngingowesilisa
- Ngingowesifazane

**Ibuphi ubuhlanga bakho?**

- African
- Indian
- White
- Coloured
- Asian
- Afrikaner

**Sithini isimo sakho mayelana nomushado?**

- Angishadile (Angikaze ngashada)
- Nginomasihlalisane
- Ngishadile
- Ngahlukanisa emshadweni
- Ngiwumfelokazi
- Sahlukana

**Iziphi izimpendulo ezihambisana nawe mayelana neminingwane yakho ngabazali bakho**

- Nginabo bobalithi abazali/nginobaba nomama
- Nginomzali oyedwa/nginomama kuphela
- Nginomzali oyedwa/ubaba kuphela
- Angisenabo bobabili abazali

**Ngabe unaziphi iziqu zokugcina?**

- Angiwuqedanga uMatikuletsheni
- NginoMatikuletsheni
- Ngineziqu zasekolishi
- Ngineziqu zaseNyuvesi
  
- Ngineziqu ezingaphezulu kweziqu zokuqala eNyuvesi

**Ngabe ikuphi obukwenza ezinyangeni eziyisithupha ezidlule?**

- Bengisesikolweni samabanga aphantsi
- Kade ngiseKolishi/eNyuvesi
- Kade ngingasebenzi
- Kade ngiqeqeshelwa ikhono elithile
- Kade ngisebenza

**Ngabe ikuphi omatasa ngako manje?**

- Ngiseskoleni samabanga aphantsi
- Ngisekolishi
- NgiseNyuvesi
- Angisebenzi/Ngifuna umsebenzi

**Ungaluchaza ngaluphi uhlobo isimo sakho sokungasebenzi? (Khetha kulezinhlobo ezilandelayo)**

- Angisebenzi ngokuzithandela kwami(Ngayeka umsebenzi)
- Ngaphelwelwa umsebenzi(ngenxa yokuxoshwa, yokuvalwa kwenkampani, ngenxa yokumiswa)
  
- Umsebenzi engiwezayo ubakhona ngezikhathi ezithile zonyaka
- Sengaze ngadikibala ukufuna umsebenzi ngenxa yokungawutholi

**Ngabe ucabanga ukuthi yini imbangela yokungasebenzi kwentsha eCato Manor? (Khetha konke ocabanga ukuthi kuyizimpendulo zakho)**

- Ukuntuleka kwamathuba omsebenzi
- Ukungabi bikho kwesipiliyoni esanele entsheni
- Ukuntengantenga komnotho
- Ukuntuleka kwemfundo entsheni
- Ukuntuleka kwamakhono wokusebenza entsheni
- Ukuba khona kwenkohlakalo ezindaweni zokusebenza

**Usuneskhathi esingakanani ungasebenzi?**

- Nginesikhathi esingaphansi kwezinyanga eziyisithupha
- Nginezinyanga eziyisithupha kuya ezinyangeni eziyishumi nambili
- Nginonyaka kuya eminyakeni emibili
- Ngineminyaka emibili kuya kwemihlanu
  
- Ngineminyaka emihlanu kuya phezulu
  
- Angikaze ngasebenza phamibili

**Ngaphambilini usasebenza, ngabe wawenza muphi umsebenzi?**

.....  
 .....  
 .....

**Ngabe yiluphi uhlobo lwemali yoxhaso lwabangasebenzi oyiholayo?**

- Imali yokuphelwelwa umsebenzi
- Imali yokuthatha umhlalaphansi
- Imali yesinxephezelo
- Uxhaso elibhekelela umholo ngibe ngisafuna umsebenzi
- Ayikho imali engiyiholayo

**Ngabe uhlala nobani ekhaya kini? (Khetha konke okuqondene nawe)**

- Ngihlala ngedwa
- Ngihlala Nomasihlalisane wami
- Ngihlala nezingane
  
- Ngihlala nomndeni (umama, ubaba, izingane zasekhaya, ubabekazi, umalume)
  
- Ngihlala nabanye abantu

(If other, please explain).....

**Ngabe sinjani isimo sakho sempilo?**

- Sihle ngendlela emangalisayo
- Sihle kakhulu
- Sihle

- Asikhalisi
- Asikho kahle

**Unezingane ezingaki?**

- Nginengane eyodwa
- Nginezingane ezimbili
- Nginezingane ezintathu
- Nginezingane ezingaphezu kwezintathu
- Anginayo ingane

**Ngabe iziphi izinhlobo zezinto ozibandakanya kuzo kulezi ezilandelayo?**

- Ibhola likanobhutshuzwayo
- Ibhola lombhoxo
- Umculo
- Ngiyazivocavoca
- Akubaliwe ngenhla (Chaza).....

**Ngabe ubuphuza kangakanani utshwala?**

- Ngiphuza kancane
- Ngiphuza ngokuzikalela
- Ngiphuza kakhulu
- Angibuphuzi utshwala

**Ngabe iziphi izidakamizwa ozibhemayo?**

- Ugwayi ojwayelekile
- Mandrax
- Marijuana
- Whoonga
- Okunye (Chaza).....
- Angibhemi

**Iziphi izingqinamba obhekene nazo ngenxa yokukhathazeka ngokungasebenzi?**

- Ukucindezeleka

- Ukungazethembi/Ukuzenyeza
- Ukukhathazeka ngoweqile
- Umzwangedwa
- Ukusheshe ngicasuke/ukucasuka kalula
- Anginakho ukukhathazeka

**Ngabe ubani omugxekayo ngesimo sokungasebenzi kwakho?**

- Ngigxeka uhulumeni
- Izinkampani ezizimele
- Ngigxeka abokufika
- Ngizigxeka mina
- Ngigxeka abazali
- Ngigxeka izukhungo zemfundo ephakeme

**Ngabe iziphi izinhlobo zokuphula umthetho osuke wazibandakanya kuzona ngenxa yokungasebenzi?**

- Ukugqekeza
- Ukuntshontsha ezitolo
- Ukuduna izimoto
- Okunye oukungabaliwe ngenhla (Chaza)
- Angikaze ngizibandakanye ebugebengwini

**Uhulumeni usungule izinhlelo zokulwisana nokungasebenzi kwentsha, okubalwa kuzo; amalearnerships, in-service training, internships, graduates programmes. Ngabe ukusungulwa kwalezizinhlelo zikwazile ukulwa nokungasebenzi kwentsha? (Khetha impendulo eyodwa, kusukela ku: A kuya ku E; lapho u-A esho ukuvumelana kakhulu, u-B esho ukuvuma, u-C esho ukungavumi futhi ukungaphiki, uD esho ukuphikisa, u-E yena esho ukuphikisa kakhulu.**

- A=Ngiyavuma kakhulu
- B=Ngiyavuma
- C=Angivumi futhi angiphiki
- D=Ngiyaphika
- E=Ngiyaphika kakhulu

**Ngabe yiluphi uhlelo kulezizinhlelo ocabanga ukuthi lisebenza kangcono ukulwisana nokungasebenzi kwenstha endaweni?**

- Learnerships
- In-service training
- Graduate program
- Internships

**24. Kusukela ku 1 kuya ku5, lapho u-1 esho ukungenzi kahle kakhulu, u5 yena esho ukwenza kahle kakhulu, ungalulinganisa nayiphi inombolo uhlelo nohlelo lukahulumeni lokulwa nokungasebenzi kwentsha?**

Izinhlelo zokulwa nokungasebenzi kwentsha	1	2	3	4	5
Learnerships					
In-service training					
Graduates experience programmes					
Internships					

**Uma ucabanga kungaba yisiphi isixazululo ekulwisaneni nokungasebenzi kwenstha eCato Manor?**

- Kumele kwaziswe izizinda zokuqeqeshwa kwamakhono.
- Abantu abasha kumele babe yingxenye uma kusungulwa izinhlelo zokulwisana nokungasebenzi kwentsha.
- Ukusebenza kwezinhlelo zokulwisana nokungasebenzin kwentsha kumele kuhlale kuqashiwe ukuze kubabibikho inkohlakalo.
- Izinkampani ezizimele Kanye nohulumeni kumele bandies amathuba omsebenzi baqashe intsha ethuthukise amakhono wayo.

## **Appendix 5**

### **Focus group interview (English version)**

#### **Focus group questions for youth with no matriculation**

Who are you staying with in your households?

What are your marital statuses?

How many children do you have?

What are your highest grades in primary/high school?

What are your reasons for not completing matriculation?

Are there any possibilities for you to complete matriculation in future?

What do you think are the reasons for you to be unemployed?

How long have you been unemployed?

What do you think about the opportunities for you to find employment?

Do you think you have tried enough to look for employment?

What are you currently doing since you are unemployed?

What do you think about the unemployment reduction programmes that have been implemented by the government to address youth unemployment?

What impact does unemployment have on your lives?

What do you think needs to be done to address youth unemployment?

#### **Focus group questions for youth with matriculation**

Who are you staying with in your households?

What are your marital statuses?

How many children do you have?

What are your reasons for not going to college/university to further your studies?

Are there any possibilities for you to further your studies in future?

What do you think are the reasons for you to be unemployed?

How long have you been unemployed?

What do you think about the opportunities for you to find employment?

Do you think you have tried enough to look for employment?

What are you currently doing since you are unemployed?

What do you think about the unemployment reduction programmes that have been implemented by the government to address youth unemployment? Are they effective?

What impact does unemployment have on your lives?

What do you think needs to be done to address youth unemployment?

**Focus group questions for youth with higher education qualifications**

Who are you staying with in your households?

What are your marital statuses?

How many children do you have?

What are your highest qualification?

Do you think you will further your studies in future?

What do you think are the reasons for you to be unemployed?

How long have you been unemployed?

What do you think about the opportunities for you to find employment?

Do you think you have tried enough to look for employment?

What are you currently doing since you are unemployed?

What do you think about the unemployment reduction programmes that have been implemented by the government to address youth unemployment? Are they effective?

What impact does unemployment have on your lives?

What do you think needs to be done to address youth unemployment?

## **Appendix 6**

### **Inkulumoluhlolo yeqeqebana (Zulu version)**

#### **Imibuzo yentsha engenawo uMatikuletsheni**

Nihlala nobani emakhaya kini?

Sithini isimo senu ngezomshado?

Ninezingane ezingaki?

Nagcina kuliphi ibanga esikolweni?

Ngabe isiphi isizathu esanenza ningawuqedi umatikuletsheni?

Ngabe kungenzeka ukuthi nigcine seniwuphothulile umatikuletsheni esikhathini esizayo?

Uma nicabanga isiphi isizathu esenza ukuthi ningasebenzi?

Seninesikhathi esingakanani ningasebenzi?

Uma nicabanga mangakanani amathuba wokuthi nithole umsebenzi?

Uma nicabanga senizame ngokwanele ukufuna umsebenzi?

Ikuphi enikwenzayo manje njengoba ningasebenzi?

Ithini imicabango yenu ngezinhlelo ezisungulwe uhulumeni ukulwa nokungasebenzi kwentsha? Ngabe zisebenza ngempumelelo

Ukungasebenzi kunamuphi umthelela ezimpilweni zenu?

Ikuphi enicabanga ukuthi kumele kwenziwe ukulwa nokuntuleka kwemisebenzi yabantu abasha?

#### **Imibuzo yentsha enoMatikuletsheni**

Nihlala nobani ekhaya kini?

Sithini isimo senu ngezomshado?

Ninezingane ezingaki?

Ngabe isiphi isizathu esanenza ningaqhubeki nezifundo zenu emabangeni emfundo ephakeme?

Ngabe kungenzeka ukuthi nigcine seniziqhubile izifundo zenu emabangeni emfundo ephakeme esikhathini esizayo?

Uma nicabanga isiphi isizathu esenza ukuthi ningasebenzi?

Seninesikhathi esingakanani ningasebenzi?

Uma nicabanga mangakanani amathuba wokuthi nithole umsebenzi?

Uma nicabanga senizame ngokwanele ukufuna umsebenzi?

Ikuphi enikwenzayo manje njengoba ningasebenzi?

Ithini imicabango yenu ngezinhlelo ezisungulwe uhulumeni ukulwa nokungasebenzi kwentsha? Ngabe zisebenza ngempumelelo?

Ukungasebenzi kunamuphi umthelela ezimpilweni zenu?

Ikuphi enicabanga ukuthi kumele kwenziwe ukulwa nokuntuleka kwemisebenzi yabantu abasha?

### **Imibuzo yentsha eneziqu zemfundo ephakeme**

Nihlala nobani emakhaya kini?

Sithini isimo senu ngezomshado?

Ninezingane ezingaki?

Ngabe kungenzeka ukuthi niphinde niqhube izifundo zenu esikhathini esizayo?

Uma nicabanga isiphi isizathu esenza ukuthi ningasebenzi?

Seninesikhathi esingakanani ningasebenzi?

Uma nicabanga mangakanani amathuba wokuthi nithole umsebenzi?

Uma nicabanga senizame ngokwanele ukufuna umsebenzi?

Ikuphi enikwenzayo manje njengoba ningasebenzi?

Ithini imicabango yenu ngezinhlelo ezisungulwe uhulumeni ukulwa nokungasebenzi kwentsha? Ngabe zisebenza ngempumelelo?

Ukungasebenzi kunamuphi umthelela ezimpilweni zenu?

Ikuphi enicabanga ukuthi kumele kwenziwe ukulwa nokuntuleka kwemisebenzi yabantu abasha?

## **Appendix 7**

### **Focus group schedule:**

#### **Preparing for the focus group session**

The focus group discussion consisting of 10 participants will be facilitated by the researcher (Sibusiso Ntshiza), and before the start of the discussion, the researcher will make sure that the note book for taking notes is ready. I will make sure that I have enough paperwork ready before the arrival of the participants. I will also make sure that the recording equipment is running properly at an acceptable level.

Once the participants are settled, I will check with the group whether they all know each other. If not, I will start by going around the group and getting everyone to introduce themselves. This will help to draw a map of where everyone is sitting. I will also make sure that everyone is comfortable and can see each other before the start of the group discussion.

Most importantly, the participants of focus group interviews will be told before the start of the discussion that the opinions expressed in the discussion will be kept confidentially among the participants and the researcher.

I will take a note of the group session and record this on a tape. Moreover, I will note the sheets used during each session.

Since it is important to remember that I am seeking to reach a group viewpoint as far as possible, I will try to get everyone involved in the discussion to participate. However, this does not mean that everyone will have (must have) the same view, but the discussion will lead to some conclusions. Both the majority and the minority views will be recorded.

For ethical considerations, participants will be asked to sign a participation consent form, containing the following sections:

- I have been given an explanation of the nature and purpose of the study.
- I understand what I will need to do to take part and my questions have been answered satisfactorily.
- I have the contact details for the staff involved.

- I understand that I may withdraw myself and my data at any time, without consequences.
- I am satisfied with the arrangements to ensure that it will not be possible for me to be identified when the results are made available.

I will go through this information with each participant and ask them to sign the form. I will then check that there are no objections to the use of the audio recorder; then switch it on.

### **Introduction of the session:**

Hello. My name is Sibusiso Blessing Ntshiza. I'm very grateful to you all for sparing time to share your opinions and experiences regarding the issue of youth unemployment in Durban townships, particularly at Cato Manor. We will be here for about an hour.

The purpose of this focus group is to establish a base of evidence as to what causes youth unemployment in Durban townships, and what impact does it have on the youth. I would like you to discuss your experiences and opinions on the issue of youth unemployment. In your discussion, please note that there are no right or wrong opinions. I would also like you to feel comfortable when you say what you think and how you really feel.

I'm going to lead our discussion today. I will be asking you questions and then encouraging and moderating our discussion.

I also would like you to know this focus group will be tape recorded. The identities of all participants will remain confidential. The recording allows us to revisit our discussion for the purposes of developing research papers and presentations.

### **Group discussion rules**

To allow our conversation to flow more freely, I'd like to go over some ground rules.

- Only one person speaks at a time. This is doubly important as our goal is to make a written transcript of our conversation today. It is difficult to capture everyone's experience and perspective on our audio recording if there are multiple voices at once
- Please avoid side conversations.
- Everyone doesn't have to answer every single question, but I'd like to hear from each of you today as the discussion progresses.

- This is a confidential discussion in that I will not report your names or who said what to your colleagues or supervisors. Names of participants will not even be included in the final report about this meeting. It also means, except for the report that will be written, what is said in this room stays in this room.
- We stress confidentiality because we want an open discussion. We want all of you to feel free to comment on each other's remarks without fear your comments will be repeated later and possibly taken out of context.
- There are no "wrong answers," just different opinions. Say what is true for you, even if you're the only one who feels that way. Don't let the group sway you. But if you do change your mind, let me know.
- Let me know if you need a break. The bathrooms are [location]. Feel free to enjoy a beverage and a snack.
- Are there any questions?

**Focus Group Questions (90 minutes)**

**Ending the session (2 minutes)**

Finally, I will summarize the discussions and thank participants for their time. Most importantly, I will make sure that I remember to collect the Participation Consent Forms.

## Appendix 8

### Observation tool

<b>NB:</b> This template serves as a research instrument (observation tool). This will be used to keep daily observations in the field (daily observations will be noted down in this template when moving around the unemployed youth in Cato Manor Township.	
Date	Observations

## Appendix 9

### Informed Consent Document

Dear Participant,

My name is **Sibusiso Blessing Ntshiza (210509972)**. I am a Masters candidate studying at the University of KwaZulu-Natal, Howard College Campus. The title of my research is: **Assessing the causes of youth unemployment in Durban Townships: The case of Cato Manor**. *The aim of the study is to examine the causes, and the impact of youth unemployment in South Africa, with specific focus on the Cato Manor Township, in Durban. Measures have been taken by the South African government in addressing the problem of youth unemployment, however youth unemployment persists to pose a challenge in that Township. The study examines why youth unemployment continues to be a huge challenge in spite of the measures that are taken by government to address it. Finally, the paper will provide recommendations and suggestions as to how youth unemployment can be curbed successfully in the South African townships such as Cato Manor.* I am interested in interviewing you so as to share your experiences and observations on the subject matter.

Please note that:

- The information that you provide will be used for scholarly research only.
- Your participation is entirely voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be penalized for taking such an action.
- Your views in this interview will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.
- The interview will take about (30 minutes).
- The record as well as other items associated with the interview will be held in a password-protected file accessible only to myself and my supervisors. After a period of 5 years, in line with the rules of the university, it will be disposed by shredding and burning.
- If you agree to participate please sign the declaration attached to this statement (a separate sheet will be provided for signatures)

I can be contacted at: School of Social Sciences, University of KwaZulu-Natal, Howard College Campus, Durban. Email: 210509972@stu.ukzn.ac.za or mankafangane@gmail.com;

Cell: .....

My supervisor is Dr Nokuthula Cele who is located at the School of Social Sciences, Pietermaritzburg Campus / Howard College Campus, Durban of the University of KwaZulu-Natal. Contact details: email: Celen1@ukzn.ac.za, Phone number: 0312602915.

My co-supervisor is ..... who is located at the School of Social Sciences, Howard College Campus/ Howard College Campus of the University of KwaZulu-Natal. Contact details: email ..... Phone number: .....

The Humanities and Social Sciences Research Ethics Committee contact details are as follows: Ms Phumelele Ximba, University of KwaZulu-Natal, Research Office, Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) Phone number +27312603587.

Thank you for your contribution to this research.

**Appendix 10**

**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. I understand the intention of the research. I hereby agree to participate.

I consent / do not consent to have this interview recorded (if applicable)

SIGNATURE OF PARTICIPANT

DATE

.....

## Appendix 11

### Idokhumenti yokucela imvume

Ngiyakubingelela mhlanganyeli

Igama lami ngingu **Sibusiso Blessing Ntshiza (210509972)**. Ngenza iziqu zeMasters eNyuvesi YaKwaZulu-Natal, eHoward College Campus. Isihloko socwaningo lwami sithi: **Sihlola imbangela yokungasebenzi kwentsha emalokishini aseThekwini: Sigxile eCato Manor**. Inhloso yalolucwaningo ukuhlola imbangela Kanye nomthelela wokungasebenzi entsheni yaseNingizimu Afrika ngokugxila entsheni yaseCato Manor, eThekwini. Uhulumeni usezame ngezindlela eziningi ukulwa nenkinga yokungasebenzi kwentsha, kodwa kubukeka sengathi lenkinga iyaqhubeka ukuba nenselelo kulelilokishi. Lolucwaningo-ke lihlola ukuthi kungani lenkinga yokungasebenzi kwentsha iqhubeka ekubeni uhulumeni esethathe izinyathelo ezingaka ukulwa nayo. Lolucwangingo luzobe seluqhamuka nezincomo kanye neziphakamiso ekuthenini ukungasebenzi kwentsha kungalwisanwa kanjani nakho emalokishini waseNingizimu Africa anjenge Cato Manor. Nginentshisekelo yokukufaka imibuzo ukuze uzokwenaba ngesimo sakho Kanye nokubona kwakho ngaloludaba.

Sicela wazi lezizinto

- Imininingwane yalokhu ozokusho izosetshenziselwa lolucwaningo kuphela
- Ukuzibandakanya kwakho kuwukuzithandela kwakho. Kuwukuzikhethela kwakho ukuzibandakanya, ukungazibandakanyi, noma ukuyeka ukuzibandakanya kulolucwaningo. Ngeke uze ujeziswe kulolucwaningo ngezinyathelo ozozithatha.
- Imibono yakho kwinkulumoluhlolo izoba yimfihlo. Igama lakho nokuthi ungubani ngeke kudalulwe noma ingayiphi indlela kulolucwaningo
- Inkulumoluhlolo izothatha imizuzu engamashumi amathathu
- Izinto zokuqoshwa kwenkulumo Kanye nezinye ezizosetshenziswa kwinkulumoluhlolo zizogcinwa kumafayela avikelwe ngokucophelela, futhi kuzofinyelela kuwo umphathi nomcwaningi kuphela. Emva kwesikhathi esinganeminyaka emihlanu, ngokuhambisana nemithetho yenyuvesi, imininingwane yalolucwaningo izobhubhiswa ngokushiswa.
- Uma uvuma ukuzibandakanya, sicela usayine incwadi yesivumelwano efakwe kulencwadi (elinye ikhasi lizofakwa ukuze usayine)

Ungangithinta kulemininingwane: Isikole sesayensi yabantu, eNyuvesi YaKwaZulu-Natal, eHoward College Campus, eThekwini. Imeyili: [210509972@stu.ukzn.ac.za](mailto:210509972@stu.ukzn.ac.za) or [mankafangane@gmail.com](mailto:mankafangane@gmail.com);

Inombolo yamakhalekhukhwini: 0637952896

Umpathi wami uDokotela Nokuthula Cele, ihhovisi lakhe lisesikoleni sesayensi yabantu, eHoward College Campus, eThekwini, eNyuvesi YaKwaZulu-Natal. Imininingwane yokuxhumana: Imeyili: [Celen1@ukzn.ac.za](mailto:Celen1@ukzn.ac.za). Izinombolo zocingo: 0312602915

Omunye umphathi wami u....., ihhovisi lakhe lisesikoleni sesayensi yabantu, eHoward College Campus, eThekwini, eNyuvesi YaKwaZulu-Natal. Imininingwane yokuxhumana: Imeyili:..... Izinombolo zocingo.....

Imininingwane yokuxhumana yekomiti Lezimiso Ezinhle Zocwaningo lezoluntu Kanye nesayensi yabantu yilena elandelayo: Ms Phumelele Ximba, eNyuvesi YaKwaZulu-Natal, Ehhovisi Lezocwangingo, Imeyili: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) , Izinombolo zocingo: +27312603587.

Siyabonga ngokuzibandakanya kwakho kulolucwaningo.

## Appendix 12

### UKUQINISEKISA

Mina.....(amagama aphelele womhlanganyeli), ngalokhu ngiyaqinisekisa ukuthi ngyakuqonda okuqokethwe yiledokhumenti Kanye nohlobo lweprojekthi yocwaningo, futhi ngalokho ngiyavuma ukuzibandakanya kuleprojekthi yocwaningo.

Ngियाqonda ukuthi ngivumelekile ekutheni ngihoxe kuleprojekthi noma ngasiphi isikhathi, uma sengifuna ukuhoxa. Ngiyayiqonda inhloso yalolucwaningo. Ngalokho ngiyavuma ukuzibandakanya kulona.

Ngiyavuma/Angivumi ukuba nenkulumoluhlolo iqoshwe (uma kusebenza)

Isignesha yomhlanganyeli

Usuku

.....

## Appendix 13



## Councillor

Mezzanine Floor Shell House  
Cnr. Anton Lembede & Samora Michell Street, Durban, 4001  
P O Box 1014, Durban, 4000  
Tel: 031 322 7030, Fax 031 311 3827  
www.durban.gov.za

Our Ref: Cllr. M. Mthembu

Your Ref: 083 371 0120

Enquires: 09/07/2017

### To Whom It May Concern

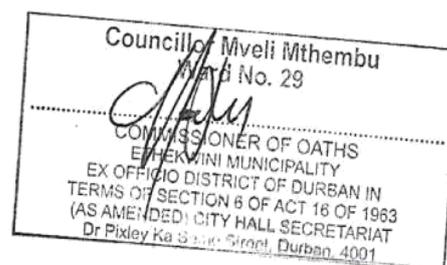
Dear Sir/ Madam

#### Gate keeper's letter

I ward 29 Councillor Mthembu at EThekweni Municipality hereby grant permission to Sbusiso B. Ntshiza student No. 210509 972

Student at University of Kwazulu Natal to do a research in my ward for youth unemployment in Durban Township Cato Manor.

Kind Regards  
Cllr Mveli Mthembu  
Ward 29



## Appendix 14

### Ethical Clearance Approval Letter



31 August 2017

Mr Sibusiso B Ntshiza 210509972  
School of Social Sciences  
Howard College Campus

Dear Mr Ntshiza

Protocol Reference Number: HSS/0419/017M

Project title: Assessing the causes of youth unemployment in Durban Townships: The case of Cato Manor..

**Full Approval – Full Committee Reviewed Protocol**

In response to your application received 24 April 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

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

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

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....  
Dr Shenuka Singh (Chair)  
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr Nokuthula Cele  
cc Academic Leader Research: Prof Maheshvari Naidu  
cc School Administrator: Mr Nqobizizwe Memela

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Humanities & Social Sciences Research Ethics Committee  
Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building  
Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) / [snymnm@ukzn.ac.za](mailto:snymnm@ukzn.ac.za) / [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)

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## **Appendix 15**

**Turn it in report**

*by* Sibusiso Ntshiza

**Submission date:** 17-Apr-2018 03:12PM (UTC+0200)

**Submission ID:** 948393388

**File name:** Edited\_Thesis\_For\_Sibusiso\_Final\_002.docx (492.22K)

**Word count:** 39930

**Character count:** 220962

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