

https://dspace.org/

Outcomes evaluation of Tshepo programme in promoting socio-economic development among unemployed youth in Tshwane, Gauteng Province

Maimela, Whitney Ngwanakgopa

2021
https://hdl.handle.net/10539/32275

Downloaded from a DSpace repository. https://dspace.org/

OUTCOMES EVALUATION OF THE TSHEPO PROGRAMME IN PROMOTING SOCIO-ECONOMIC DEVELOPMENT AMONG UNEMPLOYED YOUTH IN TSHWANE, GAUTENG PROVINCE

A report on a research study presented to

The Department of Social Work
School of Human and Community Development
Faculty of Humanities
University of the Witwatersrand

In partial fulfilment of the requirements
for the degree of Master of Arts in Social Work

by

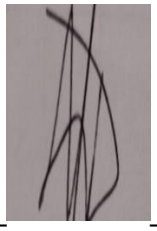
WHITNEY NGWANAKGOPA MAIMELA
Student number: 1822945

Supervisor: Dr K.P Masinga

May, 2021

Declaration

I Whitney Ngwanakgopa Maimela, declare that the Outcomes Evaluation of the Tshepo Programme in Promoting Socio-economic Development among Unemployed Youth in Tshwane in the Gauteng, as submitted to the University of the Witwatersrand, Department of Social Work at the School of Human and Community Development, is my work and the sources used have been acknowledged.



___ _____ _06.05.2021_____

Whitney Maimela Date

Acknowledgements

To God, the Almighty, thank you for instilling in me the wisdom, courage, and strength to take up this academic journey.

I would like to thank my supervisor, Dr Poppy Masinga for her support and guidance I received through the course of the study.

I would like to thank the support of my family, Roger, Lekgala, Fezile and Daniel Maimela, for motivating me during difficult times as I pursued my studies.

To the Harambee management and the Tshepo 1 million team, thank you for allowing me the opportunity to interact with your beneficiaries.

To the participants who helped to make the study possible, thank you for your time and for sharing your experiences with me.

To the DSD –Tshwane region, thank you for allowing me time off to pursue and complete the studies

Abstract

South Africa suffers a high rate of youth unemployment. In the first quarter of 2020, unemployment stood at 63.3 which is an increase from the 55.97% rate in 2019. One of the causes of the high unemployment rate in the country is because employers seek and employ skilled individuals, whilst those without appropriate skills are regarded to be risky investment. Unemployment has a negative impact on the lives of youth and can lead to an involvement in illegal activities due to boredom or desperation to earn some income. The government has initiated several programmes aimed at alleviating youth unemployment and improving the lives of the citizens. One such initiative is the Tshepo programme. The aim of the study was to explore whether and describe how the Tshepo programme is promoting the socio-economic development of the unemployed youth in Tshwane in the Gauteng province of South Africa. The study used a qualitative approach and followed the exploratory case study design. Non-probability purposive sampling was used to select eight (8) participants who met the specified selection criteria. Semi structured interviews were conducted using a semi structured interview schedule to collect data. Subsequently, the data was thematically analysed. As anticipated, the study revealed that the Tshepo programme has somewhat achieved its outcomes of empowering the youth, alleviating poverty, and reducing the unemployment rate amongst youth in the Tshwane area. The findings may contribute knowledge to social work practice regarding how to enhance programme design aimed at empowering unemployed youth. Additionally, the findings may be used as reference during the next National Youth Policy review process.

Keywords: Outcomes evaluation, Tshepo programme, socio-economic development, unemployed youth, Tshwane, Gauteng.

TABLE OF CONTENTS

PAGE

DECLARATION I

ACKNOWLEDGEMENTS II

ABSTRACT III

TABLE OF CONTENTS IV

LIST OF TABLES V

LIST OF FIGURES VI

CHAPTER ONE 1

INTRODUCTION AND ORIENTATION OF THE STUDY 1

1.1 Introduction 1

1.2 Definition of Key Concepts 2

1.3 Problem Statement and Rationale of the Study 5

1.4 Primary Aim and Objectives 7

1.5 Overview of Research Methodology 7

1.6 Limitation and Delimitations 9

1.7 Organisation of Research Report 10

CHAPTER TWO 12

THEORETICAL FRAMEWORK AND LITERATURE REVIEW 12

2.1 Introduction 12

2.2 Theoretical Framework 12

2.3 Literature Review 16

2.3.1 Extent of Youth Unemployment 16

2.3.2 Causes of Youth Unemployment 19

2.3.3 Effects of Youth Unemployment 24

2.3.4 Legislative and Policy Frameworks 27

2.3.5 Strategies to Alleviate Youth Unemployment 30

2.3.6 Disadvantages of the strategies 37

2.3.7 Role of Social Work Practice 39

2.4 Conclusion 40

CHAPTER THREE 41

RESEARCH METHODOLOGY 41

3.1 Introduction 41

3.2 Research Question 41

3.3 Research Aim 41
3.4 Research Objectives 42
3.5 Research Methodology 42
3.5.1 Research Approach 42
3.5.2 Research Design 44
3.5.3 Population, Sample and Sampling Procedures 44
3.5.4 Research Instrument 46
3.5.5 Pre-testing 47
3.5.6 Data Collection 47
3.5.7 Data Analysis 49
3.5.8 Trustworthiness 51
3.5.9 Ethical Considerations 52
3.4 Conclusion 54
CHAPTER FOUR 56
EMPIRICAL FINDINGS AND DISCUSSION 56
4.1 Introduction 56
4.2 Demographical Profile of Participants 56
4.3 Empirical Findings 58
Theme 1: Nature of Programme 59
Theme 2: Challenges Encountered 63
Theme 3: Benefits of Participating in the Programme 66
Theme 4: Limitations of the Programme 75
Theme 5: Suggestions for Improving the Programme 77
4.4 Conclusion 79
CHAPTER FIVE 80
KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 80
5.1 Introduction 80
5.2 Research Aim and Objectives 80
5.3 Key Findings, Conclusions and Recommendations 82
5.4 Recommendations for Further Studies 86
Reference List 87
Appendices 103
Appendix A: Request for Permission 103
Appendix B: Permission Letter 104

Appendix C: Ethical Clearance letter 105
Appendix D: Participant Information Sheet 106
Appendix E: Participant Interview Schedule..... 108
Appendix F: Consent for Participating in the Study 109
Appendix G: Consent for Audio-Taping the Interview 110
Appendix H: Key Informant Interview Schedule 111

LIST OF TABLES

Table 4.1 Demographic profile of research participants..... 57
Table 4.2 Themes and Sub-themes..... 58

LIST OF FIGURES

Figure1.1 Map of Tshwane 4
Figure 1.2 Map of Gauteng 5

CHAPTER ONE
INTRODUCTION AND ORIENTATION OF THE STUDY

1.1 INTRODUCTION

There are many challenges such as poverty, unemployment, and inequality that South Africa is faced with as a country. Herrington, Kew and Kew (2009) state that the growing rate of unemployment in the country is mostly evident among the youth who do not have the skills, experience and education to enter formal employment. The International Labour Organisation (ILO) (2018) indicates a 5.5% decrease in unemployment rates in developed countries, while developing and underdeveloped countries experienced an increase in unemployment rates between the years 2014 and 2017, due to various economic downturns over this period. The ILO (2018) reports that the unemployment rate in Sub-Saharan Africa was at 7.2% in 2017 and is expected to increase due to the rising demand to get into labour force. Nonetheless, Eastern Europe also experienced a decline during the 2017-2018 period. Poor quality education and lack of job opportunities are some of the contributing factors to the increasing unemployment rate in developing and underdeveloped countries.

The increased rate of unemployment has had a negative impact not only on the youth, but South Africa as a whole, particularly when there are no interventions in place to address the challenges faced by youth. Some of the negative impact as described in a study by Kheswa (2017), include low self-esteem, social exclusion and getting involved in illegal activities and risky behaviours.

To counteract some of the negative implications of the high unemployment rate, the South African government has legislations and policies in place that are aimed at addressing youth unemployment. In addition, government has developed partnerships with different stakeholders to be involved in reducing the high unemployment rate. For example, the National Development Plan 2030 was developed to provide guidelines on skills development and job creation activities. Moreover, the National Youth Policy 2015-2020 led to the

development of the Tshepo programme, an initiative aimed at alleviating youth unemployment in Gauteng. Since its inception, the programme has not been evaluated to assess its outcomes in so far as improving the well-being of unemployed youth who have participated in it. The aim of the study was to explore how the Tshepo programme has improved the socio-economic development of the youth in Tshwane – Gauteng Province, if it has. To conceptualise and contextualise the topic, and answer the research question, the following key concepts are defined

1.2 DEFINITION OF KEY CONCEPTS

1.2.1 Outcomes Evaluation

A process of determining the goals that were reached by a completed programme (Dane, 2011). It is a process of assessing whether the programme is effectively attaining its goals, whether it has any unintended harmful effects and whether success, if any, is attained at a reasonable cost (Rubin & Babbie, 2011). In this study context, outcomes evaluation applies when a programme is assessed to influence policy decision making processes for the benefit of its future development.

1.2.2 Tshepo Programme

A youth skills empowerment initiative designed by the Gauteng Provincial Government to break down the barriers that young people encounter when looking for job opportunities (Gauteng Online, 2018). This programme is aimed at reducing the youth unemployment rate by giving them an opportunity to develop skills and gain work experience.

1.2.3 Socio-Economic Development

A programme that creates sustainable access to the economy to its beneficiaries (Sociology Index, 2018). It refers to trends which are characterized by the redistribution of social investments to contribute to human and social resources in key social sectors. The goal is to enhance human development and people's socio-economic status (Patel, 2014). In the context of the current study, socio-economic development refers to the social and

economic aspects of an individual that are improved to enable them to live a self-sustainable life.

1.2.4 Unemployed Youth

Refers to young people who are between the ages of 15-35, who are without paid work; are not in self-employment, and must have taken steps to seek work without success and are currently available for work (Mahiya, 2016). Aadt (2012) describes an unemployed youth as a person aged between 15-35 years old, who is without work for seven days before the study, who is available for work within seven days after the study is conducted and who has the desire to work or start a business within a month after the study. In this study context, an unemployed youth would be a person aged between 15-35 who is not involved in any economic activity; however they may be interested in getting an opportunity to improve their socio-economic well-being.

1.2.5 Tshwane

The concept refers to South Africa's administrative capital and as calculated by the Gross Domestic Product (GDP), is among the six largest metropolitan municipalities in South Africa and the second largest in Gauteng (Statistics South Africa, 2018). After the 2011 Census, Tshwane had an estimated population of 2.9 million residents (Statistics South Africa, 2012). Many of the residents are between the ages of 20 to 34 years old. The municipality had approximately 338 000 residents comprising a group of 20 to 24-year-olds, approximately 340 000 residents, while the group of 25-29 and the group of 30-34-year-old had approximately 277 000 residents in the metropolitan municipality (Statistics South Africa, 2012). The different suburbs and areas of Tshwane are depicted in figure 1.1 of the map below.

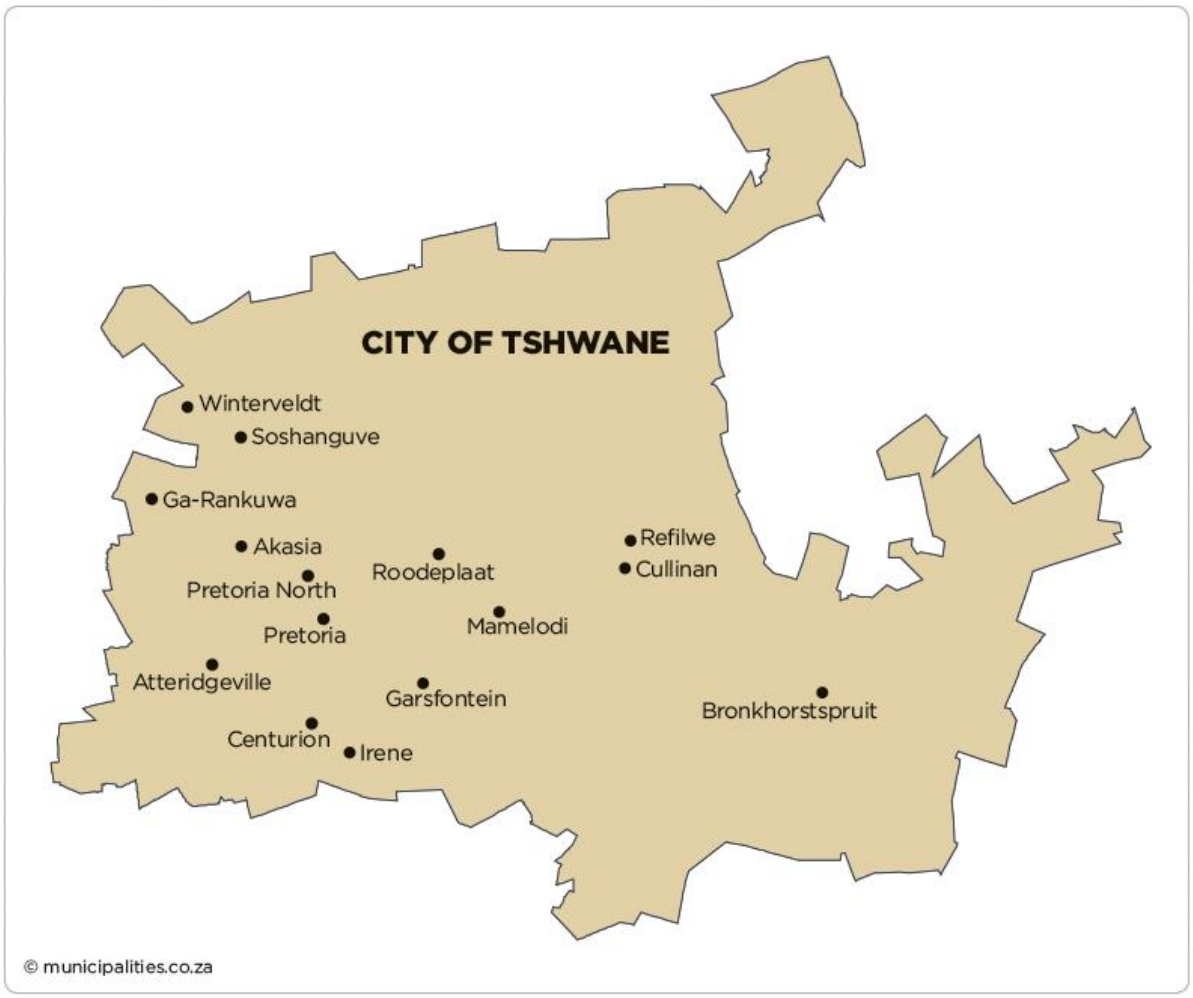


Figure 1.1 Map of Tshwane Source: https://images.app.goo.gl/Bs5LFmt48w6p9CCp8

1.2.6 Gauteng

This province is the most urbanised with economic wealth and a high influx of people coming across all provinces of South Africa and neighbouring countries, in search of job opportunities (Statistics South Africa, 2018). However, it is the smallest yet the most densely populated province in the country (Statistics South Africa, 2020). There is an anticipation of approximately 1.5 million people migrating to this province from different places during the periods between 2016 to 2021. Gauteng accommodates the largest share of the South African population, with approximately 15.5 million people living in the province, which is 26.6% of the total population in the country (Statistics South Africa, 2020). See figure 1.2 of topographical map of Gauteng below.



Figure 1.2 Map of Gauteng Source: https://images.app.goo.gl/7QPvQChtH3kMqEAY8

1.3 PROBLEM STATEMENT AND RATIONALE OF THE STUDY

There is a high rate of youth unemployment in South Africa. According to Statistics South Africa (2020), the youth unemployment rate reflected a 63.3%, from a total of 20.4 million youth in the country aged 15-34-year-old in the first quarter of 2020. This means that one in every three youth in South Africa is unemployed. Youth unemployment has a ripple effect as Kheswa (2017) states that the youth tend to join gangsters, take to the use and/or abuse of alcohol and substances or engage in risky sexual behaviour out of boredom. Such behaviours lead to social problems that not only affect the youth, but the community and the economic growth of the country.

As a social worker employed by Department of Social Development in Tshwane region, the researcher is exposed to many youth who are not active in education, employment or skills development initiatives that can enhance their living conditions and general well-being. Additionally, these youth are at an important and challenging phase of their development in terms of developmental stages as they are preparing for adulthood. Not only are their lives at risk, but they are at a stage where they must make important career choices. Hence, interventions need to be put in place to support them as they navigate through their youth phase as they face various socio-economic challenges. Fox, Senbet and Simbanegavi (2016) state that a positive youth phase contributes to the creation of a mature adult with skills and abilities that will allow them to participate actively in the economy and make positive contribution to the society. On the contrary, the authors note that a negative youth phase leads to risky and destructive behaviour such as crime, violence, and self-destructive health habits (Fox et al*.,* 2016).

The Gauteng Provincial Government initiated the Tshepo programme to address youth unemployment in the province. However, to date the programme has not been evaluated to determine how it is promoting socio-economic development of the unemployed youth, since inception. The aim was to investigate and hear from the programme implementers and the beneficiaries the contribution of the Tshepo programme in promoting the socio-economic development of unemployed youth in Tshwane, in the Gauteng province. Additionally, the purpose was to use the findings from the exploratory study to enhance social work practices regarding the design and implementation of interventions for addressing youth challenges. Moreover, some of the findings may assist during the upcoming review of current youth policy or other related youth employment related programmes that are in line with the National Youth Policy as was amended and is planned for review during 2020. It was anticipated that the findings may elaborate on the importance of entrepreneurship as a better strategy for addressing youth unemployment in this country. Therefore, the research question was: How is the Tshepo programme promoting the socio-economic development of unemployed youth in Tshwane, in the Gauteng province.

1.4 PRIMARY AIM AND OBJECTIVES

1.4.1 Aim of the Study

To explore and describe the contribution of the Tshepo programme in the promoting the socio-economic development of unemployed youth in Tshwane, in the Gauteng province.

1.4.2 The Objectives of the Study were as follows:

- To contextualise and conceptualise entrepreneurship as a social development strategy to address youth unemployment, from a literature perspective.
- To explore and describe any challenges related to participating in the Tshepo programme.
- To identify and describe any benefits enjoyed from participating in the Tshepo programme.
- To identify suggestions towards enhancing the future implementation and outcomes of the Tshepo programme.

1.5 OVERVIEW OF THE RESEARCH METHODOLOGY

The study was conducted using a qualitative research approach which, according to Leavy (2017), is used to explore, robustly investigate and learn about a social phenomenon and unpack the meaning individuals offer to their circumstances or activities. The social phenomenon investigated in the study was youth unemployment. The aim of the study was to explore and describe the contribution of the Tshepo programme in promoting the socio-economic development of unemployed youth in Tshwane, in the Gauteng province. Therefore, the selected qualitative approach was appropriate to be able to obtain the information about the contribution of the programme and learn from the perspective of the youth themselves how the programme has improved their lives from poverty to socio-economic well-being.

The case study research design was the most appropriate. Case studies are used in evaluation when a researcher develops an in-depth analysis of a case or programme of one of more individuals (Cresswell & Cresswell, 2018) such as the Tshepo programme within the context of the current study. Specifically,

the exploratory case study research design was applied. Leavy (2017) states that exploratory research is aimed at filling gaps in knowledge or to approach the topic from a different perspective to gain more insight. The exploratory case study design was used to obtain information to fill the programme evaluation gap and obtain feedback from the varied perspectives of participating youth on how the programme has improved their socio-economic status.

The unemployed youth of Gauteng who participated in the Tshepo programme formed part of the population. Due to the high number of participants and the different pillars in the programme, it was impossible to study the entire population. Therefore, non-probability sampling was used as Carey (2013) explains that with non-probability sampling, not all the participants have an equal chance of selection. This method does not allow generalisation of findings, but it allows for collecting rich sources of data. This was not a problem because the aim was not to generalise, but to understand the varied perspectives of unemployed youth.

More specifically, purposive sampling was used to select the participants for the current study. This is a strategic sampling approach in which information rich cases are sought out to obtain detailed information on the research question (Leavy, 2017). The participants were purposively sampled in order to share their experiences and opinions as they were involved in the entrepreneurship pillar of the programme. The researcher was given a list of people who participated in the different entrepreneurship trainings offered by the Programme. From the list, the participants were selected randomly to be part of the study, as long as they met the selection criteria.

To collect data, semi-structured interviews were conducted with the use of an interview schedule. Due to the COVID-19 national lockdown restrictions imposed on the nation, the interviews were conducted telephonically. Telephonic interviews have an advantage of making it possible to reach people who are far away and situated in locations that are inaccessible or dangerous (Denzin & Lincoln, 2018). The telephonic interviews made it possible and easier for the researcher to access participants who are in different parts of

Gauteng and not only in Tshwane. The participants were encouraged to use a language they are more comfortable with because the researcher is multi-lingual. Most of the participants were fluent in Sesotho and Isizulu and the interviews were translated into English. The researcher transcribed and analysed the data using the Braun and Clarke (2006) method of thematic analysis. Carey (2013) indicates that thematic analysis is an approach that attempts to look for specific identified themes within data and other findings that can include social trends, patterns of outcomes that can be used to generate debate and draw conclusions about the phenomena being investigated.

While conducting the study, the researcher applied several strategies to ensure trustworthiness of the data. Trustworthiness strategies included credibility dependability, transferability, and confirmability. These strategies will be discussed in detail in chapter 3, section 3.2.7 of the report. Moreover, several ethical issues were taken into consideration to protect the participants. Ethical aspects such as informed consent, voluntary participation, privacy, confidentiality, anonymity, avoidance of harm as well were considered. These aspects will be discussed in detail in chapter 3, section 3.2.8 of the report.

1.6 LIMITATIONS AND DELIMITATIONS

When conducting the study, there were certain limitations experienced. The first limitation was the unavailability of participants who participated in the entrepreneurship pillar of the Tshepo programme in Tshwane, within the Gauteng province. The main reason for this was because of the political landscape that presented a lot of challenges that prevented the programme to be more operational in the area. The Gauteng Provincial Government is under the leadership of the African National Congress while the Tshwane Metropolitan municipality is under the Democratic Alliance leadership. This meant that the research had to cover the whole of Gauteng where the programme had people who participated in entrepreneurial training.

The second limitation was the national lockdown that was imposed due to the COVID-19 pandemic that hampered the collection of data. Thus, the interviews were conducted telephonically instead of face-to-face.

The third limitation was that the directors who were supposed to be key informants in the study were in not available to be interviewed. The researcher made efforts to secure an interview with the directors however due to the national lockdown this was not possible. This would have provided more information and clarity on the challenges that the participants experienced and how the organisation supported them.

The fourth limitation was with regards to sample size. The researcher intended to interview at least 10 participants. Most participants were unwilling and that led to only eight people being available to be interviewed. Therefore, the sample size was small. With the sample size being small, the results cannot be generalised to a large population of unemployed youth. However, this was not a limitation because the aim of the study was not to generalise but to understand the experiences of the beneficiaries of the programme, being unemployed youth.

1.7 ORGANISATION OF THE RESEARCH REPORT

The research report is divided into five chapters which are as follows:

Chapter One is the introduction and general orientation of the study. The key concepts to be used in the study are explained as well as the problem statement and the rationale of the study. The chapter also highlights the primary aim and objectives of the study. There is an overview of the research methodology used as well as the different limitations and delimitations of the study.

Chapter Two elaborates on the theoretical framework and literature review part of the report. The chapter begins the discussion by highlighting the relevance of the Capability Approach as a theoretical framework which underpins the study. Thereafter, the extent of youth unemployment in the

different parts of the world is discussed. This discussion is followed by the causes of youth unemployment. Next, the effects of youth unemployment are discussed. This discussion is followed by the different legislations and policies that are aimed at addressing youth unemployment globally, regionally and in South Africa. In the next section of this chapter, different strategies that are in place to address unemployment are also discussed, while also looking entrepreneurship as a strategy for unemployed youth to adopt. The Tshepo programme is also explained as well as the role of social work in youth unemployment.

Chapter Three discusses research methodology and design. This chapter gives an overview of the research question, aim and objectives of the study. The research methodology that was used to obtain the data is explained. The approach used and the research design used are discussed. The population, sample and sampling procedures are also discussed. Next the research instrument that was used is explained. This discussion is followed by the way the data was collected and explains the analysis methods used to analyse the collected data. Thereafter the different strategies of ensuring trustworthiness are discussed. The chapter concludes with a discussion of the different ethical aspects that were considered during the study

Chapter Four is data analysis, presentation and discussion. This chapter gives an overview of the research aim and objectives followed by the demographics of the participants who formed part of the study. Additionally, the themes and the subthemes that were formulated from the collected data are discussed in the chapter.

Chapter Five focuses on the key findings, conclusions, and recommendations. The chapter also looks at the achievements of the objectives that were set for the study. Next, the main findings, conclusions and recommendations from each theme identified, are discussed. Finally, recommendations for future research are listed.

CHAPTER TWO
THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

Employment plays a significant role in a person's life as they can fulfil their basic needs and provide for themselves. When a person is unemployed, they encounter different challenges that they handle in different ways. The rate of unemployment in South Africa is a cause for concern when comparing it with the rest of the world. The country also has a high rate of youth who are not involved in education, employment, or training. As a way of addressing the challenge of unemployment, there must be an understanding with regards to the causes of unemployment and the effects it has on individuals as well as the country. This chapter will focus on the theoretical approach that underpins the study. Additionally, the extent of youth unemployment as well as its causes and the different effects are discussed. Next, the different legislations and policies that are aimed at addressing youth unemployment together with different strategies for unemployment are discussed, including the Tshepo programme.

2.2 THEORETICAL FRAMEWORK

The theoretical framework to be followed in the study is the Capability Approach (CA) that was formulated by Amartya Sen in 1999. The foundation of the approach is to evaluate and assess the social arrangements and the policies that bring about change in a society. Robeyns (2006) explains that to assess the well-being or the quality of life of individuals, the focus should not only be on equality or the development in the community, it should also be on the opportunities that are available for them to pursue the lives they will value.

An important element in Capability Approach is freedom. Freedom is the ability to choose from a range of opportunities that are presented through the programme that allows the youth to participate in socio-economic development initiatives that could change their lives and that of their communities (Beck, 2018). Within the South African context, there are different opportunities and programmes that are designed to empower youth with entrepreneurial training,

in a similar vein, the Capability Approach asserts that the youth themselves have the freedom to choose the one that they believe may benefit them more.

In support, Egdell and McQuaid (2016) agree that the Capability Approach places emphasis on the freedoms people have to choose what they value in their lives and what to do to achieve what they want. In the context of unemployment, Beck (2018) explains that lack of employment opportunities decreases the choices that people have. This means that the youth will not be able to reach their full potential and lead the lives they value due to lack of opportunities.

The Capability Approach was relevant to the study as it is youth centred and embraces three key assumptions. Firstly, young people have strengths and resilience, that may be built upon (Graham, Patel, Chowa, Masa, Kghan, Williams & Mthembu, 2019). The Capability Approach was thus relevant in this study precisely because in line with the developmental approach to social work and social welfare, young people have the assets and the capacity to grow and develop (White Paper, 1997). Therefore, interventions need to be put in place to empower them to be able to become employable. The second assumption is that spaces need to be created in which young peoples' voice may be heard (Graham et al., 2019). Therefore, conducting studies that involve service users as key participants will ensure that young people's voices are heard and thereby contributing to designing interventions that address their felt needs. Finally, the third assumption relates to the importance of including young people in all decision-making processes and ensuring their participation in society in the present and for the future (Graham et al., 2019). Hence, the study aims to include young people in the analysis of the Tshepo programme and to allow them to participate in the review of the youth policy and related programmes.

The Capability Approach further recognises that young people can transform their resources into outputs that may be beneficial to their lives (Rambe & Mosweunyane, 2017). When the economy is not performing as it should, the youth must be able to see that as an opportunity to gain as many skills as

possible that would improve their chances in finding employment and being able to create employment (Mlatsheni & Ranchhold, 2017). Gyampo (2012) states that when youth can be involved in the formulation and implementation of the programmes aimed at them, they would champion their future stability as they can be the driving force of the economy. The Tshepo programme is a community-based resource designed to give youth the opportunity to obtain entrepreneurial skills that can be utilised to improve their lives and those of their families and the communities in which they live. Graham et al. (2019) add that youth should be acknowledged for having capabilities and agency in the form of education, energy, high hopes for themselves, self-efficacy and determination. This acknowledgement should be displayed in interventions that allow them to channel their capabilities and support them through a smoother transition into the world of work.

According to the Capability Approach, work is about having control over one's environment, applying practical reasoning and having meaningful relationships of mutual acknowledgement with other workers (Nussbaum, 2000). The Tshepo programme allows the youth to have an opportunity to interact and build social relations with their peers and be able to obtain and sustain being employed.

Graham et al. (2019) argue for the importance of using this approach as they say "when dealing with youth is that we no longer ask how to address youth unemployment, but we ask how we support the youth for smooth transition into the labour market. It is about working with the youth in a holistic manner taking into considerations their interest, agency and dreams, their talents and energy and using those to breakdown their personal od structural barriers that they may encounter". This is the reason that the Tshepo programme enables the youth to have their own entrepreneurial ventures as a way of letting them use their talents.

Bozalek and Dison (2013) confirm that the Capability Approach is about the opportunities that are available for people to flourish and achieve their ultimate wellbeing, leading the lives they value. These include possession of relevant

entrepreneurship proficiencies that have the potential to increase the profitability and the size of their business, which in turn will increase employment opportunities as well as reduce the poverty level in the community (Rambe & Mosweunyane, 2017). This shows that entrepreneurship will not benefit only the individual but has the potential to uplift the community and address the social ills experienced by the community members. The Capability Approach seeks to understand how the youth gets motivated to take up opportunities that may improve their circumstance and live the lives they value (Beck, 2018).

In line with the Capability Approach, Deneulin and Shahani (2009) outline the activities that make up people's wellbeing and these include being healthy, having a good job, being safe and being able to meet their basic needs. The Capability Approach acknowledges the importance of socio-economic positioning. It acknowledges that it isn't always about the prospective entrepreneur, their personal beings and what they could do with their personal resources, but it is also about ensuring that all the entrepreneurs are positioned in a way that they may access the available resources (Bozalek & Dison, 2013). In line with the Capability Approach, accessibility of opportunities is important to entrepreneurs as it allows the individuals to be able to attain their full potential and lead the lives they value while also making a change in their communities.

Sen (1999) states that capabilities can be judged in terms of a person's values and objectives in terms of their participation in economic, social and political actions. These values must be acknowledged by people accepting that they are responsible for creating solutions that will generate personal income. The youth need to acknowledge their different values that are important to them so that they may be willing to create solutions to alleviate their unemployment while being part of the Tshepo programme.

Robeyns (2017) explains that the Capabilities Approach informs policies that should take a long-term view and encourage the right of the person to choose the work they value. This is line with the Tshepo programme as it is about

providing the opportunity for unemployed youth to improve their socio-economic status and lead the lives they value while contributing to the growth of their communities. Developing competencies and improving entrepreneurial capabilities and strengthening the managerial competencies is essential in igniting the development processes that contributes to the culture of entrepreneurship (Vis, 2012). The Capabilities Approach suggests that the unemployed should be empowered and provided with sufficient resources that may be converted into skills and knowledge that they may use to enhance their lives (Walker & Unterhalter, 2007).

Another reason why the Capabilities Approach was applicable to the study is that it recognises social workers' roles in advocating for clients and that everyone has the right to self-determination (Veal, King & Marston, 2018). The approach reaffirms the principles of democracy, inclusion, involving and allowing service users to participate in matters that affect them and advocating for their right to determine their own lives in line with their own vision (Veal et al., 2018). The Tshepo programme allows for self-determination as the participants have a choice regarding the activities they would like to get involved in that would allow them to lead the lives they will value.

2.3 LITERATURE REVIEW

2.3.1 The Extent of Youth Unemployment

There are many political, economic, social, and environmental challenges that South Africa is facing. One challenge that overlaps the economic and social sphere is unemployment, specifically among the youth. Youth unemployment is one problem that the government is faced with while trying to improve the economy and develop the country. The rate of youth unemployment in South Africa in the first quarter of 2020 was 63.3% (Statistics South Africa, 2020). This is an increase from the 55.97% youth unemployment rate in 2019. Those who are most disadvantaged and form the majority of the unemployed persons according to De Witte, Rothman and Jackson (2012), are youth residing in the rural areas and townships as they have limited access to resources due to the effect from historical policies.

The rate of youth unemployment in South Africa is a long-standing historical problem. Ferreira and Rossow (2016) indicate that the main remnant of the apartheid era was that many non-white South Africans were situated in isolated areas with limited access to services such as quality of education as well as employment opportunities. During the first census of 1996, the youth unemployment rate stood at 53.2%. Four years later, in early 2000 the African National Congress (ANC) led government realised that the situation was getting worse (De Lannoy, Graham, Patel & Leilbbrandt, 2018). To date, the current unemployment rate has not changed much compared to what it was in 1996, instead it has been increasing.

Population growth studies indicate that by 2015 the working-age population stood at 35,8 million of which 19,7 million (55,0%) were youth and 16,1 million (45,0%) were adults (Statistics South Africa, 2015). The working age includes those who are employed, the unemployed, those actively seeking employment, students and those who are discouraged to seek jobs (Graham & Mlatsheni, 2015).

The International Labour Organisation (2020a) recorded that 68 million youth were unemployed globally in 2019. This is a challenge as it further states that by 2030, 25.6 million youth between 15-29 years old will enter the labour market in need of jobs, and most of these are in Africa. Another concern regarding youth unemployment is the difference in how it affects the different genders.

On a global scale, the youth unemployment rate is higher in women than men at 4.7%. The gender gap in unemployment rates was 1.8% in 2018 for lower-middle-income countries (International Labour Organisation, 2019). In Sub-Saharan Africa, the number of female youth participating in the labour force in 2019 was 46.0% compared to the male counterpart of 50.5%. This is an indication that there is less participation of females in the labour force (ILO, 2020a).

Fox et al. (2016) notes that females in Africa are influenced by their socialisation as they spend a lot of time on activities such as cleaning, fetching water and less time with friends, which compromises their cognitive and behavioural skills development at adolescent stage. This later translates to the females having children and choosing to work few hours or not work at all due to their family responsibilities while also having limited skills to enter the labour market. While creating jobs for the youth globally, there needs to be more focus on the females to close the gender gap.

Assidmi and Wolgamuth (2017) explains that young people need an environment in which they can experience gainful employment to have social stability. The youth have an opportunity to use the education they obtained to improve their lives as it is explained by Spaull (2015), that quality education and skills training is an internationally recognised tool to help youth escape or break free from poverty.

The phenomenon of youth not in education, employment, or training (NEET) is a contributing factor to the high rate of unemployment. The ILO (2019) explains that in 2018 there were 30% of young women and 13% of males worldwide classified as NEET, and that these statistics are not likely to decrease in the coming years, due to the challenges faced in the labour market. In the first quarter of 2020, South Africa had 41.7% of youth who are classified as NEET (Statistics South Africa, 2020). The high rate of NEET may be due to the financial constrains that are involved when one searches for a job while there is no guarantee that they may get the job (Mlatsheni & Ranchhod, 2017).

When looking at the BRICS countries, the trends show that South Africa has the highest unemployment rate, while in Brazil the rate is increasing as there was an economic collapse in the country (ILO, 2018). The other BRICS countries have a global average rate of 12.6 % in youth unemployment. The high rate of unemployment in these countries is considered a waste of potential because the youth are essential in rejuvenating the labour force and improving the economy of the country (Eichhorst, 2013). The youth have the potential to

improve the economy, as they are generally creative, innovative and are open to new ideas (Byrak & Tatli, 2018). Booysen and van Eeden (2013) suggest that the value of a trained, competent and informed workforce capable of working within a rising job-creating economy is indisputable to establish sustainable solutions to the poverty challenge. Creating lasting solutions to the poverty challenge, the importance of a skilled, competent, and knowledgeable workforce able to function within a growing, job-creating economy is indisputable. This would give the youth more options on what jobs they could take on or the opportunities they could use to improve their lives.

There are different causes of youth unemployment that must be understood so that correct and effective strategies may be formulated to address the effects of youth unemployment in the country. The different causes are discussed in the next section.

2.3.2 Causes of Youth Unemployment

When looking at the transition from the apartheid government into the democratic government there is an indication of the different systems that were utilised as a way of maintaining the economy. The previous government had laws in place that isolated the black population and had them residing in areas that did not have opportunities for development or economic growth (De Lannoy et al., 2018). The new dawn of democracy gave people hope that there would be changes such as improved access to education and employment opportunities that would address poverty (Ferreira & Rossouw, 2016). These changes have not been entirely able to reduce the poverty and instead the youth find themselves in situations where they are not able to source any form of employment. Several factors such as corruption and political fights contributed to the promises of the government not being fulfilled, resulting in public disappointment.

As stated by Mlatsheni and Ranchhold (2017), the cause of youth unemployment is that there are youth located in areas who do not have access to job opportunities as townships and rural areas are based remote from business centres.

This phenomenon then leads to youth migration from the rural areas to the urban areas and closer to work opportunities. Uddin and Uddin (2013) state that the cause of rural migration is due to the lack of infrastructure facilities which makes rural or township life unattractive and influences the youth to be concentrated in urban areas hoping to find better opportunities. In turn, the rural and township areas are further neglected and not allocated social and economic opportunities.

The increase in the population also contributed to the high unemployment rate, as there is not enough capacity to absorb the people into the working environment, especially the youth (African Capacity Building Foundation, 2017). The rate at which the population grows is also a contributing factor to the unemployment rate. Cloete (2015) explains that the youth are part of the population that is growing quickly due to people having more children and that makes them vulnerable to unemployment. In South Africa, the young population is not only growing rapidly, but also getting better educated (Sakala, 2017). This means that there needs to be a holistic approach when dealing with youth unemployment so that future generations would not have to face similar challenges. There is a need to have a thorough understanding of the causes of unemployment so that effective solutions may be designed (Assidmi & Wolgamuth, 2017).

Another factor that contributes to youth unemployment is the lack of information on relevant and in demand skills that are required by the job market. Rankin, Roberts and Schöer (2015) state that the country has many youth with low skills while there is a demand from firms for more skilled workers. Juneja (2018) calls this structural unemployment, when there is a mismatch between what the employers are seeking and what the people are offering as their skills and knowledge. Young people are expected to have information regarding the skills needed for their fields of interest while they are still in high school. Moreover, De Lannoy et al., (2018) state that even the educators do not have sufficient information on the skills that are in demand. Having information on the skills that are in demand while at school would facilitate the selection of school subjects that will make it easier for the youth

to find employment or select appropriate training opportunities upon completion of high school.

The involvement of the youth in the development of employment or skills programme is important as Kanjere (2016) states that youth training initiatives are important in enabling the youth and equipping them with the necessary skills that are needed in the marketplace. Izzi (2013) states that for interventions to be useful in alleviating unemployment among the youth, there should be a parallel demand for the skills that they are supplying to the industries. This is to ensure that those who are trained in these programmes will be able to get employment and utilise their skills or the programme will be considered a waste if the beneficiaries are to remain unemployed after the training. Ferreira and Rossow (2015) state that one way to increase job opportunities is to increase domestic demand for labour absorbing, non-traded goods and services.

The South African National Treasury (2011) further explains that the reason there is high unemployment is that employers are looking for skills and human investment and they regard unskilled and inexperienced job seekers as a risky investment. Statistics South Africa (2015) conducted a study between 2008-2015 which reflected that 44,5% of South African youth had an education level below matric while an additional 36,9% had only matric. The low rate of the young people who have completed matric has an impact in determining their future as it is not easy for a person to get a decent job without having any formal qualification.

Lack of information about the skills in demand and ways to access them is prevalent among youth in rural areas or those from low socio-economic backgrounds, as they do not have a social circle of relatives or friends to assist in this matter (De Lannoy et al., 2018). It is stated that due to the lack of knowledge of the skills required or opportunities available, the youth end up having high occupational and wage aspirations which are not in line with the real-world circumstances (Abimbola, Alowa & Paul, 2016).

Not having a formal qualification is not the only cause of the high unemployment rate among the youth. De Witte et al. (2012) indicate that a collective culture of the country may also contribute to youth not seeing the need to seek employment. On the contrary, Steenkamp, van der Merwe and Athayde (2011) states that having a matric certificate does not guarantee one to have access to the labour market.

Izzi (2013) states that when designing policies and programmes that are targeted at alleviating youth unemployment, there are certain factors that should be considered, including determining the link between violence and youth unemployment. Understanding these factors will lead to establishing who is more vulnerable to violence, whether it's those who are completely unemployed, those who are underemployed or those who work in exploitative circumstances. This understanding will lead to better planning and execution of programmes geared at youth unemployment (Izzi, 2013).

The 2008 global financial crisis affected the economies of all countries in different ways. The International Labour Organisation (2012) explains that the financial crisis affected Africa resulting in a decline in demand for export and there was a cut in the subsidies to African countries. The decline in exports meant that there was less participation of youth in the economic sector and there were few opportunities available for people to participate in. Juneja (2018) states that there is cyclical unemployment which is caused by the rise and fall of the economy and the GDP. This is when the country is not able to create jobs for its citizens, which is what took place during the global financial crisis in 2008.

The slow growing economy of South Africa also contributes to the increased rate of youth unemployment. Mlatsheni and Ranchhod (2017) explain that when an economy is not able to grow fast enough it dampens the employment creation that leads to failed attempts to increase the extent of employability of the youth. When more people are employed through increased economic growth, it will lead to the improvement of the overall wellbeing in the country (Gumede, 2016). Economic growth becomes a problem when rural-urban

migration is involved, as it leads to an increased supply of youth who relocate to urban areas but are unable to get employment. This in turn adds pressure on the resources that are available in the urban areas.

Uddin and Uddin (2013) state that the rapid growth of the labour force outstrips the supply of jobs; the country does not have the economic capacity to accommodate all the unemployed youth. This is a concern as it is stated above by the ILO (2017) that there will be more than 25 million youth would have completed school and ready to enter the labour market by 2030 globally. There is no guarantee that the global economy would have the needed capacity to absorb this number of young people by that time.

Another factor that has contributed to the increase in the youth unemployment is the COVID-19 pandemic. It has been particularly hard on young women, and youth in lower-income countries (ILO, 2020b). This has resulted in a loss of income in households and more youth being unemployed as countries had to enforce national lockdowns to preserve people's lives during the pandemic. Even though the pandemic will eventually subside, the ILO (2020c) states that it is likely to create more obstacles in the labor market for job seekers as there may be a lack of vacancies and there is the likelihood of a longer transition from school into the workplace. The impact will also affect businesses and startups as more people have been and are being retrenched. 178 million youth people were working in the industries most affected by the crisis, such as accommodation and food services, wholesale and retail trade, manufacturing, real estate and other business activities, prior to the global outbreak (ILO, 2020d).

Unemployment is mostly seen as an economic issue, but it is also a threat to human dignity (Cloete, 2015). The different effects of youth unemployment will be discussed in the next section.

2.3.3 Effects of Youth Unemployment

Unemployment has far-reaching effects on an individual besides the lack of income. High levels of unemployment, violence, illiteracy and lack of exposure to productive livelihoods reflect the low economic participation of young people, which in turn exposes young people to social ills (Leshilo & Lethoko, 2014). One of the effects of unemployment noted by Kheswa (2017), is that the youth tend to get bored and end up involved in criminal activities which can lead to substance abuse.

Additionally, being unemployed may lead to psychological harm, lack of motivation and self-confidence, disruption of family life and social life (Sen, 1999). Young people are the human resource that a country needs to grow economically because of their energy and enthusiasm for what they pursue. By not giving them an opportunity to be economically active, it can be considered as a waste of human resources a most have a lot to offer (Fox et al., 2016).

There are negative effects of youth unemployment that affect not only the individual but also the, family, community, and the broader society. These effects include economic and social consequences, social exclusion, crime and social instability (Cloete, 2015).

On an individual level, when young people are not able to gain employment, it affects their wellbeing as Wilkinson, Pettifor, Rosenberg, Thirumurthy, Collision and Kahn (2017) states that the gap between finishing school and finding a job affects the future wages of individuals as well as their overall wellbeing. This means that the youth may begin working later in life and thus, may not have enough saved up for when they retire and may have to depend on the state for future support. When youth experience long periods of unemployment it inevitably results in discouragement. The World Programme of Action for Youth (WPAY) (2010) explains that unemployment affects a person’s self-esteem, and it leads to marginalisation

On a family level, there are youth whose parents are gainfully employed and able to provide accommodation, basic needs and support, however they still feel the impact of unemployment, as they are not able to provide for themselves (Mahiya, 2016). Those who do not have parents or parental support, experience social stagnation as they are not able to meet their basic needs. Amoateng (2018) states that the family structures and their access to social and human capital determines the kind of support they can offer to the unemployed youth in the family. Those who have access to capital and employment are in a better position to offer psychosocial support to their unemployed youth.

The family is affected by youth unemployment when the youth must attach themselves to households that may be able to support and provide for their financial needs (Ebrahim, Leibbrandt & Woolard, 2016). The youth would reside with their families but that may cause a strain on the family financially. Ebrahim et al. (2016) indicates that the financial burden is likely to drag the family deeper into poverty as access to financial resources is already strained, particularly in the rural areas.

Youths who do not have employed parents experience challenges in meeting their basic needs and social stagnation (Mahiya, 2016). As people become adults, they are expected to progress into new and higher stages of life, such as marriage, starting families and being independent. Unemployed young men are faced with the challenge of entering marriage because of their lack of capacity to support a family (Mahiya, 2016). This is in line with the gender stereotypes perpetuated on males as explained by De Witte et al. (2012) that males are expected to be breadwinners, therefore this leads to isolation from their families when they are not able to fulfil such expectations.

Due to the high number of unemployed youth, there is a high prevalence of under employment among the youth especially those who have high educational qualifications. De Lannoy et al. (2018) states that some youth end up willing to work for any job even below the acceptable minimum wage as a way of gaining any sort of employment for purposes of gaining experience. The

ILO (2019) concur that a lot of youth have no choice but to take up informal jobs that are of poor quality just so that they can meet their basic needs. These jobs have a lot of insecurity and have no social protection such as pension funds or unemployment funds for when they are not able to work unexpectedly thus having to depend on their families for further financial support to survive.

Cloete (2015) asserts that most unemployed people show general dissatisfaction with life, have low self-esteem, and show signs of depression, which is often accompanied by suicide or alcoholism. Statistics South Africa (2015) reported an increase in the number of discouragements among unemployed youth when it comes to seeking employment. Hence, Mlatsheni and Ranchhod (2017) explain that discouragement usually displays itself in the form of depression. Youth may end up feeling hopeless with no motivation to keep trying to improve their lives as their efforts are not producing results. These factors lead to a reduced quality of life in individuals. This includes a decline in access to education, healthcare, nutrition and overall lifespan and the youth will not be able to play a useful role in the community and end up being involved in violence and crime (Uddin & Uddin, 2013).

When people are unemployed, it is hard for them to relate to those in their social circles who are employed, and they tend to often be excluded from their families as well. When the self-confidence of the youth is diminished, they may resort to activities that are morally wrong as a way of trying to fit in or to develop a sense of belonging (WPAY, 2010). When people are unemployed, they tend to limit the time they spend with others and that has a negative effect on their family lives. Hence, De Witte et al. (2012) argues that regular shared experience and contact with outsiders helps to keep people informed on available opportunities, and they start to improve their judgment and often engage with people that have unique experiences. This is necessary for people to be able to make positive changes in their lives.

Youth unemployment also affects society as it leads to the fall of tax revenue, income inequality and an increase in poverty as well as a loss in human capital (Grinevica & Rivza, 2018). Other effects on are in the form of increased

criminal activities and the youth getting involved in substance abuse (Kheswa, 2017). All these factors influence the functioning of a society as well as its growth and development.

Because of the under employment among the educated youth, Cloete (2015) states that the youth views education as useless and not important due to general perception that educated youth should be able to get jobs and instead, they are faced with situations where they have to strive to survive instead of focusing on their dreams. This is the reason that South Africa has been experiencing a growth in the informal sector, as the formal sector is not able to provide the necessary amount of jobs (Ferreira & Rossow, 2016).

If the youth is not successful in gaining employment in South Africa, they resort to legal and/or illegal migration hoping to get employment in other countries and live a better life (Were, 2017). This leads to the country to suffer brain drain. The United Nations reported in 2017 that about 23 million people from Sub-Saharan Africa were not residing in their country of origin and that 90% of them lived outside the African continent (United Nations, 2017). This was a way of surviving due to the high unemployment rate that the county faces

Based on the negative consequences as described above, it is imperative that government intervenes to minimise the impact of unemployment on individuals, families, communities and society. As such, there are different legislations and policies nationally and internationally that are aimed at addressing youth unemployment. These policies will be discussed in the section below.

2.3.4 Legislative and Policy frameworks

The World Programme of Action for Youth (WPAY) for the year 2000 and beyond was adopted in 1995 as a way of offering policy frameworks to the global nations on handling youth challenges (WPAY, 2010). The WPAY measures the national capacities of the youth to participate in economic activities as well as increasing the opportunities available for effective participation (WPAY, 2010). This policy is administered by the United Nations

and countries use it as a guide when designing policies and programmes for youth development. Such policies and legislations guide the development of intervention strategies regarding challenges experienced in a country.

South Africa is a signatory to the United Nations (UN) and is monitored and regulated by policies of the United Nations to ensure development in the country. The main guideline from the UN that influences the policies and legislations in the country regarding the youth is the UN Agenda 2030 for Sustainable Development which is also known as the Sustainable Development Goals (SDG). Goal 8 of the SDG has a target to reduce the number of young people not in employment, education, or training by 2030. Thus, the country has a responsibility to ensure that there are initiatives in place that will meet the set target of achieving decent work and economic growth for the youth.

There is the Agenda 2030 for sustainable development goals which is used to guide the development and implementation of policies in the different countries that are signatories of the United Nations. The main vision of the 2030 Agenda is to produce decent work for youth. It also emphasises youth empowerment in poverty alleviation, economic growth, peace and prosperity for all. Goal 8 of the agenda has targets that are directed towards youth and includes the increase of the number of youth which have relevant skills for employment, decent jobs as well as entrepreneurship (United Nations, 2015). Another target is to reduce the proportion of youth who are not in employment, education, and training. This will enable the youth to participate actively in the labour market and can make a difference in the economic development of the country.

On a regional level, there is the African Youth Charter that was adopted in July 2006 by the African Union. The charter is a guide on how African countries should go about with formulating national programmes and strategic plans for the empowerment of the youth (African Youth Charter, 2006). One of the main objectives of the charter is to ensure involvement of the youth in the development agenda and their active participation on decision making for their and the continent’s development. The charter urges African countries to have

strategies in place that would improve the lives of the youth and ensure that they are involved in economic activities that could improve the socio-economic development of the country.

Additionally, the Southern African Development Community (SADC) has a Youth Employment Promotion Policy Framework that was signed in 2016 which is aimed at providing a harmonised and organized approach to dealing with youth unemployment management and guiding member states to translate their national, continental and regional youth unemployment commitments into practice (Southern African Development Community, 2018).

On a national level, there are several policies that the South African government had formulated and implemented as a way of attempting to reduce the unemployment rate and improve the economy of the country. The first one was the Reconstruction and Development Programme (RDP) in 1994, which was not successful and was replaced by the Growth, Employment and Redistribution (GEAR) policy which also failed to reduce the unemployment rate and instead it increased between 1996 and 2001 (Ferreira & Rosssouw, 2016). The policy that gave hope to the reduction of the unemployment rate was the Accelerated and Shared Growth Initiative of South Africa (ASGISA) but it happened during the 2012 global financial crisis that affected the progress it had made regarding the unemployment challenges experienced in the country.

The country then developed the New Growth Path (NGP) in 2010 as a way of improving the economy after the global financial crisis and the recession of 2009. The NGP prioritised job creation as it aimed to create five million jobs within 10 years of its existence. It has listed actions that need to be taken to grow the economy and increase the number of people employed. It is aimed at growing sectors such as infrastructure, agriculture, mining, manufacturing as well as the tourism sector (Hendriks, 2013). The implementation of the policy has however been a challenge as the current predicament of youth unemployment is affecting not only unskilled individuals, but also thousands of higher education graduates (Baía & Viveiros, 2017).

A Diagnostic Report of 2011 that led to the compilation of the National Development Plan (NDP) 2030 revealed that there is high unemployment among the youth. The NDP vision 2030 states that drastic steps need to be taken to address the youth unemployment challenge (NDP, 2012). The NDP led to the extension of the already existing National Youth Policy (NYP) in South Africa. The National Youth Policy 2015-2020 was adopted in April 2015, which was aimed at addressing the findings from the 2011 Diagnostic report. This is an incremental policy as there was the National Youth Policy from 2009 to 2014. An incremental policy is one where there are limited changes made to the existing policy (Booysen, 2006). This is best utilised in succession policies like the National Youth policy. The goal of the policy was to integrate youth development into mainstream government policies and programmes. The objective of the policy is to capacitate the youth so that they could take charge of their lives and realise their human potential (National Youth Policy, 2015).

The White paper for Social Welfare (1997) considers welfare the responsibility of the different sectors of the state to ensure that the needs of the people are met. It urges an integrated and comprehensive system to social services. This means that the different sectors have a responsibility to ensure that the needs of the youth are catered for. This is done by a way of reducing the unemployment rate and implementing the different policies that are in place. The above-mentioned policies guide and inform the development of the different strategies that are aimed at dealing with youth unemployment. The different strategies that are used will be discussed in the next section.

2.3.5 Strategies to Alleviate Youth Unemployment

There are programmes developed as part of social security, which is aimed at alleviating poverty, and ensuring universal access to essential services (Ferreira & Rossow, 2015). These programmes aim at ensuring that those who are unemployed have access to skills that will enable them to participate in the working environment. An example of such a programme is one developed by the Department of Public Works (Expanded Public Works Programme) which was rolled out in 2004 to create temporary employment opportunities for the

unemployed through public sector expenditures (Mubangizi & Mkhize, 2013). De Lannoy et al. (2018) states that a lot of research has been conducted on youth unemployment as well as the different policies that are aimed at addressing it however the information is fragmented. The International Labour Organisation (2012) states that Sub-Saharan Africa has more employment interventions than the North African regions which has evenly distributed economic interventions. Ghana has the National Youth Employment Programme (NYPE), which was initiated in 2006 to deal with youth unemployment as it affects 60% of the youth in the country. The programme is aimed at providing training to the youth so that they can be able to contribute to the socio-economic development of the country (Gyampo, 2012).

South Africa has also put initiatives in place to address youth unemployment. The National Youth Development Agency aims to provide funding and support to youth initiatives. It provides the youth with information services, career guidance, entrepreneurship support as well as getting them involved in sporting activities as a way of getting the youth off the streets (National Youth Development Agency, 2018)

The Extended Public Works Programme (EPWP) is another strategy that focuses on the creation of jobs for those who are relatively unskilled as these opportunities are combined with training, education and skills that will enhance their ability to get jobs when they have completed the programme. The focus of the programme is linked with its objectives of creating jobs, alleviate poverty and train people for the job market (Mubangizi & Mkhize, 2013). EPWP has so far managed to create over 4.1 million job opportunities since the 2012/13 financial year while it targeted on reaching an additional 4.2 million people and creating job opportunities by the year 2018/19. Altman, Mokomane and Wright (2014) states that the scales of the intervention like the EPWP are usually large due to the high rate of youth unemployment.

A Youth Employment Service (YES) was initiated by the South African President Mr Cyril Ramaphosa in 2018 as a way of alleviating the youth unemployment challenge. The programme will utilise the B-BBBEE scorecard

as a way of enabling allowing companies to reach their targets. Companies are encouraged to hire people between the ages of 18 and 29 years old to receive Employment Tax incentives (Yes4youth, 2018). With this programme, the youth are given opportunities to get work exposure and have the relevant experience to pursue their dreams further.

The Employment Tax Incentive came in to law after the establishment of the Employment Tax Incentive Act of 2003 which was aimed at reducing the cost of employing new employees who are thought to be expensive and risky to hire (RSA, 2013). This is an initiative by The South African National Treasury (2011).

There are different learnership programmes offered by different government departments as well as private sector in the form of Sector Education and Training Authority (SETA) which Rankin et al. (2015) notes as well established in South Africa. Rankin et al. (2015) explains that in South Africa learnership programmes are the largest and well established as they combine classroom learning with on-the-job-training and it is well funded as it is a government initiative that has been running for over 10 years. The main aim of the programme is to train low skilled youth with skills that are needed by employers and to facilitate entry into jobs. There is usually a stipend paid by the employers and they get an opportunity to evaluate the productivity and employability of those participating in the programme (Rankin et al., 2015). These programmes are usually designed to help manage the mismatch between the workers and the firms which is one of the factors that contribute to the high rate of youth unemployment (Almeida, Behrman & Rozbalino, 2012).

The Tshepo programme is a comprehensive youth empowerment initiative which was launched in 2014 to enable young people to engage in entrepreneurial activities and gain workplace training and placements. The programme was initially aimed at targeting 500 000 unemployed youth in Gauteng but in 2017, the target was increased to 1 million unemployed youth in Gauteng. The programme uses a system to channel youth into four different

pillars based on their skills. The four pillars are demand-led learning, transitional placements, decent jobs and new economy/SMME.

The Tshepo programme is an initiative by the Gauteng Provincial Government that was developed in 2014 and started to operate in April 2017. The programme's initial target was to change the lives of 500 000 unemployed youths in Gauteng however in November 2017, the target was increased to 1 million unemployed youth. The short to medium-term objectives of the programme is to evolve it into a long-term programme that deals with the challenges faced by the youth. This is done by skills development, work experience as well as employment opportunities for all (Gauteng Provincial Government, 2017) participants in the programme.

The Gauteng Provincial Government (2017) explains that the programme is designed to use a clearing house system that channels youth into four types of opportunities based on their different skills level. The types of opportunities available in the programme are explained as follows:

- Demand-led learning – this is the training and skills development that is linked to verifiable market demand. An example of such training and skills development includes the different training courses that are developed by industry SETA or TVET colleges that are topped with bridging courses.
- Transitional placements – these are paid work done on temporary basis for developing work experience as well as specific sector skills. Examples of such opportunities include being placed in different learnership, internships as well as stipend work experience positions.
- Decent jobs – these are the different paid work on contractual basis that are a minimum for the sector, they may also be on full time basis if the sector allows for such. An example of these opportunities is signed contracts as well as being part of employment journey surveys that are conducted at 4, 8 12 and 16 months upon beginning of programme.
- New economy/ SMME – this is the part of the programme that facilitates the establishment of entrepreneurship and the operation of new enterprises or franchise by the youth. This is done through the township economy micro

franchising initiative as well as value-chain linked franchising. This is monitored by checking if there is 3-6 months operating cash flow in the business.

The programme is designed not to operate the different pillars in isolation. It is designed so that all the individuals that are enrolled as part of the programme have equal opportunities to be involved either in the new economy or as part of decent jobs pillar (Gauteng Provincial Government, 2017).

The effective utilisation of the clearing house system is important in the programme as it will allow for the identification, matching and screening of different candidates into the different opportunities, especially those who are from low- or no-income households. The programme is in partnership with the Harambee Youth Employment Accelerator as it has links with over 400 companies that are part of an investment with the private sector for economic empowerment (Gauteng Provincial Government, 2017).

Another aspect of the programme is that it has collaborated with Microsoft South Africa to train the youth who are part of the programme in skills in basic Word, Excel and PowerPoint skills. The target was for 400 000 youth to be trained by mid-2019.

Additionally, the approach used to address youth unemployment must create learning opportunities for those who have finished school, while directly addressing the lack of skills and work experience among out-of-school youth (ACBF, 2017). One approach that may be used to address youth and economic growth is through entrepreneurship. A significant mechanism for economic growth thought job creation, innovation and its welfare effects is entrepreneurial activity (Herrington, Kew & Kew, 2009).

Entrepreneurship is a strong engine of growth in the economy and job development. It creates new enterprises and jobs, opens new markets and develops new capabilities and expertise (Rotar, 2014). It is a key strategy to achieving empowerment among communities and promoting social development as it is a dominant source of livelihood in Africa (Hlungwani &

Sayeed, 2018). Entrepreneurship allows people to identify opportunities in the market and find ways in which they could benefit from the opportunities (Gries & Naudè, 2011). It is through innovation and job creation that the youth can be able to improve their lives and make a positive impact to the economy of the country. Some governments also encourage entrepreneurship as a way of countering the different challenges that emanate when youth are unemployed (Dejaeghere & Baxter, 2014).

When the government intervenes through programmes that are aimed at enhancing growth, it recognises the burden of developing social resources and skills that enable people to undertake entrepreneurship as a value option to eradicate poverty (Dejaeghere & Baxter, 2014).

There are plenty of reasons for the training and encouragement of entrepreneurship among the youth. Sakala (2017) states that there is not enough capacity in the formal employment arena to accommodate the growing youth population which then leaves the opportunity open for the youth to create their own jobs. Edoho (2015) explains that entrepreneurship unleashes the potential of the youth and provides an alternative for when they are not able to find jobs. By having a government that encourages entrepreneurship, it allows the youth to be able to explore their options to make a living through entrepreneurship. It is an option of generating a sustainable approach towards socio-economic development when the public sector is not able to generate employment (Brixiova, Ncube & Bicaba, 2014).

Entrepreneurship is thought to be the best way to improve the economy of a country however, Abimbola et al. (2016) states that there must be a gap that is identified before venturing into the opportunity. This makes it difficult as some people may consider entrepreneurship as the easiest way to curb unemployment. Ceptureanu and Ceptureanu (2015) explain that there is only a minority of young people with the right skills, ideas and personality traits for entrepreneurship. However, an enabling environment can be created for entrepreneurship activities to take place.

There are many reasons that people may be interested in entrepreneurship even when they do not have the personality traits, or the skills needed. Some of the reasons noted by Nyamunda and van der Westhuizen (2018) include seeing friends who are unemployed long after completing their tertiary education or just after they lost their jobs which they valued. Rotar (2014) explains that it is not easy starting your own company, especially for a young person who faces a lack of work experience, a lack of skills and a lack of capital when entering the labour market for the first time. These are some factors that may be demotivating for some people to pursue entrepreneurship.

Entrepreneurship has different functions in the different socio-economic levels. In developed countries, entrepreneurship is used to reposition dying industries and enhance economic growth. In less developed countries, it is used to stimulate economic growth and empower the more disadvantaged communities (Abimbola et al., 2016). Young people benefit from entrepreneurship leaning by engaging in companies or social projects, gaining business expertise and critical skills and attitudes, including innovation, initiative, tenacity, co-working, collaboration, risk awareness and a sense of obligation (Rotar, 2014).

Grabruckera and Grimm (2018) reports that South Africa only has 14% entrepreneurship activities compared to an average of 50% in Sub-Saharan countries. This means that there needs to be an understanding of the low-level of self-employment to utilise it as a tool to reduce youth unemployment. Edoho (2015) states that youth entrepreneurship is not guaranteed to solve youth unemployment however it can contribute to improving the lives of the poor when it has the support from government and the youth are participating actively in it.

Challenges that the youth experience when starting entrepreneurial ventures includes the lack of knowledge or the requirements of entrepreneurship as their families or social circles are not aware of such requirements and are not able to encourage them (De Lannoy et al., 2018). Finances are a factor as Ceptureanu and Ceptureanu (2015) states that young people do not have the

finance required for a start-up and banks are not offering them loans because they see them as high risk based on them not having the required financial security. Another challenge is discrimination as people are sceptical of the reliability of the products and services offered by the young entrepreneur (Ceptureanu & Ceptureanu, 2015). This results in the businesses failing or not able to perform well and grow. This needs the intervention of government in providing the needed support in terms of the red tape compliance in order to access finance and be able to have successful entrepreneurship ventures.

Small businesses generally have a challenge of not being able to remain functional for long. Instead they tend to collapse during the early years of its inception. Herrington, Kew and Mwanga (2017) state that 67% of businesses close due to financial constraints. These include the business not being profitable or the owners not having enough money to sustain the business. This is supported by Mnisi and Rankhumise (2016) who state that most new businesses fail in the first five years, and that only one in four firms make it past four year of operation. The identified factors that lead to the failure is the lack of management expertise which include marketing and cash flow management. There are also external factors such as inflation, interest rates and crime that influence the success of a business (Mnisi & Rankhumise, 2016).

Additionally, a lack of interest from the youth themselves is another hindrance. In 2016 there was a 40% decrease compared to 2015 in the youth aged 25-34 years old who were interested in entrepreneurship (Herrington et al., 2017). This is a worrying figure in South Africa considering the unemployment rate of the people in that age group.

2.3.6 Disadvantages of the strategies

One benefit of youth unemployment programmes in communities is that they build social capital for the youth which spills over into the needs of their communities (Calvert, Emery & Kinsey, 2013). The youth can use the skills learned in the programmes to develop solutions or to address challenges they are experiencing in the community.

Disadvantages of participating in programmes aimed at curbing youth unemployment are that the youth are equipped with skills that are not relevant to the rural environment and that lead to youth migrating to urban areas with the hope of utilising their skills (Nyika, 2016).

Gyampo (2012) notes that some of these programmes do not make much of an impact as they are aimed at providing short-term employment to the youth. These short-term programmes offer benefits such as salaries, but they are not able to provide security in the long-term which includes benefits and advancement opportunities. There is a need for programmes that will offer the youth long-term employment and advancement in their careers (Attipoe-Fitz, 2010). These long-term benefits will be able to interest more youth to participate in the programmes as it would not only be aimed at giving them experience and temporary relief of unemployment but also the stability of having secure employment.

Thirdly, another challenge associated with the participation in the programmes include low levels of motivation among those involved in the programmes (Hlungwani & Sayeed, 2018). Third challenge of participating in these programmes or with the strategies for curbing youth unemployment is competition from established businesses or service providers that make it difficult for the youth to start up their entrepreneurial ventures (Hlungwani & Sayeed, 2018). These challenges affect the motivation of the youth to be involved in such programmes or to pursue entrepreneurship as a way of enhancing their lives.

Rotar (2014) explains that if policies are to have an impact on the lives of the youth, they should be aimed at developing entrepreneurship skills, mentoring and coaching as well as providing financial support and developing infrastructure for entrepreneurship. Development of entrepreneurship skills includes equipping the youth with skills to have competence in identify opportunities, have knowledge to draw up business plans and skills of running a business (Rotar, 2014).

With the disadvantages of the strategies highlighted, social workers may play a role in ensuring change and that the different intervention strategies are able to achieve their objectives with youth unemployment.

2.3.7 Role of Social Work Practice

Social work is a discipline in which the well-being of people, families and communities is assured (Ronald, Malar & Laavanya, 2013). It encourages social change, problem solving in human relationship and the empowerment of people to better their well-being (Ronald et al., 2013). In the social work profession, there are certain roles that social workers can play to promote social change, particularly in vulnerable groups like women, youth and those with disabilities.

The first role is to empower and encourage the youth to participate in programmes and to link them with the necessary services that may be beneficial to them (Brown, Livermore & Ball, 2015). Social workers may use the knowledge of their communities to link the youth with the programmes that are aimed at benefiting unemployed youth.

Social workers have the responsibility to be advocates for and on behalf of their clients. Kirst-Ashman (2013) defines advocacy as the process of affecting or initiating change either with or on behalf of a client group. Advocacy also includes ensuring that there are services rendered to clients. Social workers may advocate for the youth by making preventative measures available while also providing access to appropriate services and opportunities for young people at risk.

Social workers can play the role of lobbying on behalf of the clients. Lobbying is defined by Barusch (2009) as the process of influencing legislation which encourages leaders to consider problems of great significance to individuals and organisations. The social workers have an obligation to be involved when there are policy amendments regarding policies that affect the livelihood of the youth.

2.4 CONCLUSION

The chapter explained the theoretical framework that underpins the study. This was followed by the extent of youth unemployment in comparison to other countries and it also discussed the causes of unemployment. Additionally, the effects of youth unemployment were explained as well as the different policies and legislations that are in place as a way of addressing the youth unemployment internationally, in the regional level as well as the country were also addressed. Thereafter, different strategies that may be adopted to address the challenges faced by the youth. The next chapter will be explaining the research methodology and design that was used to conduct the study.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION

The high rate of unemployment in the country has called for interventions to be put in place in order to minimise the impact on youth, one of the most vulnerable members of society. Several legislations and policies have been put in place (See Section 2.3.4). In addition, varied interventions have been designed and implemented to address the needs of youth in the country (See Section 2.3.5). Despite these, efforts, youth continue to be at risk of a myriad of psycho-social and economic problems. This chapter seeks to explain the research process that was followed in conducting the study. Firstly, there is a recap of the research question as well as the research aim and objectives. Next, the approach used for the study will be discussed, Thereafter, the research design used to conduct the study will be discussed which will be followed by the population, sample, and the sampling procedure used in the study. This discussion will lead to a description of the research instrument used to collect the data as well as how the instrument was pre-tested. Additionally, the data collection method will be discussed together with the ways in which the data was analysed. Finally, the strategies for ensuring trustworthiness are discussed prior to ethical aspects that were taken into consideration.

As a result of the unabating increasing rate of unemployment amongst youth in particular a need was identified to analyse one of the interventions guided by the following research question.

3.2 Research Question

How is the Tshepo programme promoting the socio-economic development of unemployed youth in Tshwane, in the Gauteng province?

3.3 Research Aim

To explore and describe the contribution of the Tshepo programme in promoting the socio-economic development of unemployed youth in Tshwane, in the Gauteng province.

3.4 Research Objectives

- To contextualise and conceptualise entrepreneurship as a social development strategy to address youth unemployment, from a literature perspective.
- To explore and describe any challenges related to participating in the Tshepo programme.
- To identify and describe any benefits enjoyed from participating in the Tshepo programme.
- To identify suggestions towards enhancing the future implementation and outcomes of the Tshepo programme.

3.5 RESEARCH METHODOLOGY

Bist (2014) explains that a research methodology is useful in terms of achieving the systematic interaction of facts. Thus, this chapter is devoted to presents a description of the research methodology followed to achieve the goal and objectives of this study. As already mentioned above, the research methodology will include the research approach and research design; a description of the population, sample and sampling procedures; research instrumentation and pilot testing; data collection and data analysis methods; strategies to ensure trustworthiness of data; and a description of the ethical aspects that were taken into consideration.

3.5.1 Research Approach

A qualitative approach was followed in the study. Ravitch and Carl (2016) states that qualitative research aims to understand people, communities, and events in their natural environment in ways that are contextualised and represents the sense of individual's own experiences. The qualitative research approach was appropriate in that the participants could share their experiences with regards to their participation in the Tshepo programme. In support, some of the defining characteristics as a qualitative approach are described by Yin (2016) as reflecting the views and experiences of people in a sample. It also leads to observations that can be used to clarify action or social thought from current or new views. The approach also acknowledges the importance of

relying on multiple sources of information (Yin, 2016). Hence, the intention was to obtain input from both young unemployed people and programme implementers.

Merriam and Tisdell (2016) note the four characteristics that are key to qualitative research. Firstly, the focus on meaning and comprehension and how people make sense of their experiences and their lives. Secondly, the researcher is the primary instrument of data collection and analysis - this means that the researcher can extend his or her comprehension through verbal and non-verbal communication, explain and summarise the responses given. Thirdly, qualitative research being an inductive process, meaning that the researchers build towards a theory based on observation and understanding from being in the field. The last characteristic is that the research is full of rich descriptions as the participants get to share detailed information that form the main findings in a study (Merriam & Tisdell, 2016).

The one feature that makes qualitative research different from other approaches is that it does not generalise easily over a large population (Lune & Berg, 2017). This is the reason that the experiences of only those who were involved in the entrepreneurship pillar of the programme were sought by the researcher, and not to generalise the findings to all unemployed youth. The advantage of using the qualitative approach was that it produced detailed descriptions of the participants' feelings, opinions, and experiences regarding how the Tshepo programme has developed their socio-economic status (Kumar, 2014).

The limitation of a qualitative research approach is that it does not consider the factors that influence the meaning that people attach to their experiences. The focus is solely on meanings and experiences (Rahman, 2017). Despite the limitation, the approach was relevant to exploring the experiences of the youth who participated in the programme.

The study was evaluative in nature (Babbie & Benaquisto, 2010), as the purpose was to determine the outcomes of a social intervention such as the

Tshepo programme that is designed to solve the problem of youth unemployment in Gauteng. Outcome evaluation compares what happened after a programme was implemented with what would have happened had there been no programme (Engel & Schutt, 2010). Fouche (2011) indicates that the most prominent benefit of outcome evaluation is that it allows the communication of best practice with people involved in similar innovations. This is supported by Parsons (2017) who states that evaluation research gathers information for informing the required decision-making processes about specific interventions.

3.5.2 Research Design

The study used an exploratory case study design. Babbie and Benaquisto (2010) explain that a case study is conducted when the research focuses attention on a single social phenomenon like youth development in Tshwane Gauteng, to address the issue of youth unemployment. When the goal is to explain how a phenomenon occurs, an exploratory case study is used (De Massis & Kotlar, 2014). Hence, the purpose was to explore how the programme empowered the participants to promote the socio-economic development of the unemployed youth.

Babbie and Benaquisto (2010) add that a case study focuses on the specifications of the case, providing rich detailed data such as the contribution of the Tshepo programme. Lune and Berg (2017) confirm that case studies are used to provide a deeper understanding of phenomena, events or people. The case study design will offer rich detailed information about the performance of the programme and highlight important aspects of the socio-economic development of the youth. Lune and Berg (2017) explain that a disadvantage of case study is that the world is socially constructed therefore meaning of each encounters are subject to interpretations by the participants.

3.5.3 Population, Sample and Sampling Procedures

A research study consists of a population and a universe. Strydom and Delport (2011) explains that a universe refers to all the subjects who have attributes the researcher is interested in. On the other hand, population is a term that

sets boundaries for specific characteristics for the study. The population comprised of all the management staff and beneficiaries of Tshepo programme based in Gauteng.

As it was impossible to study the entire population of the Tshepo programme, sampling was conducted. A sample is a small group or subset of study participants taken from a larger population and from which a degree of generalization can be made (Carey, 2013). For this study, non-probability sampling was applied. Carey (2013) explains that with non-probability sampling, not all the participants have an equal chance of selection. This method does not allow generalisation of findings; however, it allows for collecting rich sources of data. Carey (2013) adds that rich data and understanding is more important than the generalisability of the analysis.

Non-probability Purposive sampling was used to select participants for this study. Non-probability purposive sampling is a technique which is based on the researcher's judgement of the population that is being studied (Bless, Higson-Smith & Sithole, 2013). Lune and Berg (2017) argue that after a filed investigation on certain populations, purposeful samples are chosen to ensure that some types of people are selected who could provide the necessary information for the research. The participants are selected based on the researcher's own knowledge of the population as well as the purpose of the study (Babbie & Benaquisto, 2010).

Purposive sampling strengthens the data gathered in case studies as the participants are selected based on how much can be learned from them (Moore, Lapan & Quartaroli, 2012). Sharma (2017) adds that the disadvantage of utilising a purposive sampling is that it can be difficult to defend the representativeness of the sample owing to the non-probabilistic nature of unit selection.

The Gauteng Provincial Government which is the custodian of the programme was contacted to request permission to conduct the study (See Appendix A) as well as for them to link the researcher with the beneficiaries who participated

in their programmes. The Gauteng Provincial Government works with Harambee which is a youth accelerator to link them up with the youth who are interested in the different job opportunities that are available. After the permission to conduct the study (See Appendix B) was granted it was submitted to the department of social work ethical committee at the university of the Witwatersrand where they issued an ethical clearance (See Appendix C) to the researcher. The researcher received a list of youth who participated in the different entrepreneurship trainings with Harambee, which was used to select the participants. Eight (8) participants were selected on the basis that they met the following selection criterion:

- They were based in Gauteng
- They were unemployed youth
- They were part of the Tshepo programme
- They were involved in the entrepreneurship part of the programme

After receiving the list of beneficiaries who participated in the entrepreneurial trainings of the programme from Harambee, the researcher purposefully grouped the participants according to the different programmes they participated in. Thereafter, names of the participants were randomly picked from the different programmes and they were contacted telephonically and invited to be part of the programme. If they agreed, they were requested to set up appointments with the researcher so that she could explain the purpose of the research by reading the Participant Information Sheet (See Appendix D). Thereafter, those who agreed to participate set up suitable time slots with the researcher whereby they signed the consent form (See Appendix F)to be interviewed.

3.5.4 Research Instrument(s)

A research instrument is the tool that is utilised by a researcher during the data collection process that assists them to measure the issue being researched (Salikind, 2010). The research instrument utilised was a semi-structured interview schedule (See Appendix E). Greeff (2011) explains that an interview schedule provides the researcher with a set of predetermined questions that are used to engage with the participants.

The interview schedule was used to compile questions that would allow the researcher to get more information on the subject matter. Greeff (2011) states that if the questions are arranged from simple to complex, the participants gradually adjust to the interview. In the study, the researcher started with simple questions that relaxed the participants to open-up and talk more freely about their experiences in participating in the Tshepo programme.

3.5.5 Pre-Testing

Lune and Berg (2017) states that after an interview instrument has been developed, it should be pre-tested to assess how effective the interview schedule will work in obtaining the information needed. Before conducting the actual research study, the instrument was pre-tested to check if it would be able to answer the research question and achieve the objectives of the study. The instrument was tested in a different environment than the one used for the study with one participant from the Tshepo programme who met the selection criteria. The environment was different due to the COVID-19 lockdown. The interview lasted for the duration of an hour. This was done to check if there were no questions that were ambiguous and to check if the language used would be able to accommodate all the participants. The pre-test showed that the researcher may have to allow the participant to also use their home language to be able to express themselves more clearly on their experiences.

3.5.6 Data Collection

Bless, Higson-Smith and Sithole (2013) state that interviews require the direct personal contact with participants when asked to answer questions about the research issue. Van de Sande and Schwartz (2011) explain that the purpose of the interview is to gain an understanding of the perspective of the person interviewed, to learn more about their experiences, thoughts and feelings from their point of view. Ravitch and Carl (2016) asserts that it is important to explore a person's experiences and relate them to experiences of other participants to get a range of perspectives on the research subject such as the issue of youth unemployment. One of the benefits of conducting interviews as explained by Ravitch and Carl (2016), is that it allows the researcher to learn about how the

participants interpret events and experiences such as participating in the Tshepo programme.

Semi-structured interviews were conducted to collect data. Greeff (2011) notes that semi structured interviews allow the researcher to gain a detailed picture of the participant's belief and perception and to follow-up on the information the participants are providing. People gain fresh insights and appreciation of their experiences by being interviewed. It may be something they had not thought of or reflected on that the researcher is interested in that makes them rethink certain aspects (Taylor, DeVault & Bogdan, 2016). This allowed the participants to be able to share more of their experiences and their views regarding the Tshepo programme

One participant was interviewed face to face while the other seven were interviewed telephonically due to the COVID-19 national lockdown. Lune and Berg (2017) indicate that telephonic interviews have an advantage of easily locating people who are geographically far in an inexpensive manner. Telephonic interviews also allow for instant anonymity as the researcher is not known to the participants which may allow for more freedom to express themselves. Disadvantages of telephonic interviews include people who are not willing to talk to strangers on the phone and a lack of ability to get the visual cues from the participants of the study (Lune & Berg, 2017) Prior to all interviews, the participants had to sign a consent form (See Appendix F) to ensure that they understood the reasons for participating in the study.

The researcher used an audio recorder while conducting the research interviews, with the expressed consent of the participants (See Appendix G). Van de Sande and Schwartz (2011) emphasises the importance of recording the interviews. Additionally, the nature of qualitative research requires the researcher to record what the participants are saying as fully as possible (Ravitch & Carl, 2016). Van de Sande and Schwartz (2011) encourages researchers to take notes during the interviews together with the audio recording in case of a mechanical failure. The researcher also took notes

during the interview sessions to have back up information if the recording system may have encountered problems.

During the interviews, the participants could use a language that they would feel more comfortable using that would allow them to express themselves freely. As the researcher is multi-lingual, she was able to translate the words that were said in Sepedi or Isizulu to English. The research was conducted over a period of two weeks and each interview with the participant lasted about 45 to 60 minutes. Even though the key informants could not be interviewed, the interview schedule that was to be used is attached for the purpose of the study. (See Appendix H).

3.5.7 Data Analysis

The collected data was analysed thematically. The Braun and Clarke (2006) method of data analysis was followed to analyse the collected data. The method is also used by Rohleder and Lyons (2015). Carey (2013) suggests that thematic analysis is a method that aims to scan within data and other results for established themes that may include social trends and outcome patterns that can be used to stimulate discussion and draw conclusions. Maguire and Delahunt (2017) state that when dealing with complex data, the researcher may have to move back and forth on the steps which are allowed as the steps are not necessarily linear. The selected method comprises of six steps that were followed as described below:

Step 1: To familiarise yourself with the data

This includes reading the information more than once to get to know what is in the data. This phase includes being able to write notes on something that may be on interest (Rohleder & Lyons, 2015). It is at this stage that identification of possible patterns will be shaped as the reading occurs (Braun & Clarke, 2006). Through the transcription, the researcher could familiarise herself with the data. The researcher read the completed transcripts several times to identify similar topics and issues that were shared by the participants.

Step 2: Coding the data

Coding is explained by Rohleder and Lyons (2015) as a systematic and thorough process where codes are derived from the whole dataset. A good code is explained as a keyword that summarises the whole idea. Maguire and Delahunt (2017) indicate that data at this step is organised in a meaningful and systematic way. This was done by selecting keywords that the researcher picked up while going through the transcripts. The keywords were highlighted using a different colour from each transcript.

Step 3: Search for themes

A theme identifies a broader meaning than a code. It means keywords may be combined to form one common theme (Rohleder & Lyons, 2015). This step was about analysing and sorting the different keywords into potential themes (Braun & Clarke, 2006). The researcher combined the keywords into themes after going through the transcripts. The researcher used different colours to group themes and sub-themes based on their similarity.

Step 4: Reviewing themes

At this stage, the potential themes are checked and reviewed (Braun & Clarke, 2006). Reviewing ensured that the researcher did not miss any relevant data. This is the step when themes were checked if they make sense and to ensure that they do not overlap (Maguire & Delahunt, 2017). During this step, the researcher went back to the transcripts and checked if the identified keywords were all included in the themes that are identified and that there were no discrepancies with the keyword and the contents.

Step 5: Defining and naming themes

Maguire and Delahunt (2017) explain that during this step, the essence of the themes is identified, to find the actual meaning of each theme and how they relate to the phenomena being investigated. This is when the researcher indicates what is of interest in each theme. This was done by seeking commonalities between the keywords that formed part of a theme. This was done by forming sub-themes that are elements of each theme which enabled easy compilation of the report from the gathered data.

Step 6: Producing the report

This is the stage when the analysis is completed, and the final report is compiled for the readers (Rohleder & Lyons, 2015). This part is when the researcher had completed the analysis and they are typed and discussed as part of the research report. The different themes and sub-themes are discussed while also linking them to the theoretical frameworks that underpins the study.

3.5.8 Trustworthiness of the Study

Trustworthiness is explained by Van de Sande and Schwartz (2011) as the extent to which the steps were taken to lessen the effects of the researcher's bias and subjectivity. There are four strategies used to ensure trustworthiness. These are discussed below:

Transferability is the way qualitative research may be extended or transferred to wider contexts while preserving the unique richness of their background (Ravitch & Carl, 2016). It is important to note that transferability also acknowledges the uniqueness of the local conditions of the initial qualitative study (Yin, 2016). The researcher obtained the information in a way that it can be used in the other parts of the province to obtain more information about the programme and its outcomes. Lune and Berg (2017) state that they do not only suit the individuals or group examined, but also provide a general understanding of comparable individuals or groups when case studies are carried out well.

Credibility is a way of ensuring that the enquiry is an accurate representation of the participants and their experiences. Schurink, Fouche and De Vos (2011) state that there must be a match between the participant's views and the researcher's representation of them. Credibility deals with the confidence in how well the data addresses the intended focus (Polit & Beck, 2012). This was achieved by ensuring that the correct methods were used to ensure that the research study is conducted appropriately and objectively. Korstjens and Moser (2018) indicate that a study is high in credibility when a researcher has satisfyingly demonstrated the research questions, research design, data

collection and analysis methods, in a logical and concise manner. The researcher ensured that the design and the way in which the data was collected and analysed would be able to provide a true reflection of the views of the participants regarding their experiences of participating in the programme.

Dependability is when the researcher can ensure the research process is logical, traceable, and clearly documented (Nowell, Norris, White & Moules, 2017). When conducting research with people, dependability tends to be a bit problematic because human behaviour is never static, and their experiences differ (Merriam & Tisdell, 2016). It is important to state the principles and criteria used to select the participants and their characteristics so that another researcher can easily retrace the steps used by the initial researcher to trace the data gathered (Moretti, et al., 2011). Another way of ensuring dependability is to properly document the ways in which the data was collected to ensure that the correct processes were followed and in a logical manner. In this study, the researcher ensured dependability by documenting the ways in which the participants were selected as well as how the data was collected.

Confirmability Polit and Beck (2012) explain that confirmability of results ensures that the data accurately reflect the information given by the participants and that the researcher does not invent the interpretation of the data. This was done by ensuring that the analysed data could be confirmed by another person through reading the transcripts again. With the trustworthiness of the study done, the researcher had to take into consideration ethical issues during the research process as discussed below.

3.5.9 Ethical Considerations

Codes of ethics and other rules such as moral behaviour in science, are important to protect against a variety of possible harms that may come to human subjects (Babbie & Benaquisto, 2010). The following ethical aspects were taken into consideration during the research study:

Informed consent

Informed consent involves obtaining permission of the individuals to participate in the study, free from any element of fraud, deceit, or manipulation (David & Sutton, 2011). Lune and Berg (2017) states that informed consent statements usually should explain the potential risks and benefits of participating in the study and they must be signed and dated by the participants. As the interviews were telephonic, the researcher explained the purpose of the research to the participants and ensured that they understand the reason for their participation. The Participant Information Sheet (See Appendix D) as well as the consent form to participate in the study (See Appendix F) were read out to the participants. The goals and objectives of the research were explained to the participants to allow them to make an informed decision regarding their participation. The participants verbally agreed as it was a telephonic interview and were not able to sign the consent forms. The participants were also requested consent for the interviews to be recorder for the purpose of transcribing the data (See Appendix G) the participants agreed verbally.

Voluntary participation

(Rubin & Babbie, 2011) explain that participation should always be voluntary, and nobody should be compelled to participate in the research. The participants were informed about the aim of the study and were made aware that there will not be any compensation and that their participation is voluntary and that they are free to withdraw their participation at any time in the duration of the study. The participants were informed that they may choose not to respond to questions that they are not comfortable answering as stated in the consent form to participate in the study (See Appendix F).

Privacy, Confidentiality and Anonymity

Privacy is defined as the level of control a person has over the extent of sharing oneself with others (Strydom, 2011). When conducting research, participants may feel that there are certain questions that they do not want to answer as they delve into the realm of their private lives even after giving consent to participate in the study (Bryman, 2012). The researcher ensured that she does not ask questions that would reveal personal information of the participants that may lead to them being identified. The participants were made aware that

they had a choice not to respond if they were not comfortable with answering any question during the interviews.

Confidentiality is an attempt to remove any elements that may indicate the subjects' identity from the research records (Lune & Berg, 2017). The information provided by the participants must be used only academic purposes. This is to ensure that the information shared with the researcher will be respected as they shared it while trusting the researcher. It is the responsibility of the researcher to ensure that the information shared be protected (Van de Sande & Schwartz, 2011). The researcher ensured confidentiality by keeping recordings and transcript in a password protected laptop and only report on information that would only be accessed by the university and the custodians of the Tshepo programme,

Anonymity is a situation where there is no record the personal details of those researched (David & Sutton, 2011). The participants were made aware that their identities would not be revealed in any part of the research report where they would possibly be easily identified based on what was shared. The participants are labelled in the transcripts and in the research report using alphabets such as participant A, instead of their names.

Avoidance of harm

Strydom (2011) states that under no circumstances should a research study bring harm to the participants. The research was conducted in a way that there would not be any kind of harm to the participants while taking part in the study as Creswell (2014) identifies these two types of harm as physical harm and emotional harm. Therefore, the researcher had to ensure that the participants are aware of the purpose of the research and what it will be used for. In this study, there was no physical or emotional harm to the participants whilst they shared their experiences of participating in the Tshepo programme.

3.6 CONCLUSION

In summary, the study used the qualitative approach and employed a case study design. The explorative case study design was the most appropriate to

use with the participants from Tshwane, Gauteng who were part of the Tshepo programme, to explore how the programme has improved their socio-economic status. The participants were selected using non-probability purposive sampling to select a total of 8 youth. The researcher used a combination of face to face and telephonic interviews to gather data using a semi-structured interview schedule. The gathered data was analysed using the six steps of the thematic analysis. Moreover, credibility, dependability, transferability, and confirmability were used to adhere to trustworthiness in the study. The researcher also observed the different ethical considerations to ensure that the participants gave consent, participated voluntarily and that there is no harm to the participants while conducting the study.

CHAPTER FOUR
EMPIRICAL FINDINGS AND DISCUSSION

4.1 INTRODUCTION

This chapter will be highlighting the experiences of the youth that were interviewed regarding their participation in the Tshepo programme. It will also expand on the themes that emerged from the data analysis process. Firstly, the biographical information of the participants will be presented in table format. Thereafter, the thematic analysis will be presented and discussed incorporating the verbatim responses of the participants. In addition, existing literature will be incorporated to either support or dispute the findings.

To recap, the aims and objectives of the study were as follows:

4.1.1 Primary Aim

To explore and describe the contribution of the Tshepo programme in promoting the socio-economic development of unemployed youth in Tshwane, Gauteng province

4.1.2 Objectives

- To contextualise and conceptualise entrepreneurship as a social development strategy to address youth unemployment, from a literature perspective.
- To explore and describe any challenges related to participating in the Tshepo programme.
- To identify and describe any benefits enjoyed from participating in the Tshepo programme.
- To identify suggestions towards enhancing the future implementation and outcomes of the Tshepo programme.

4.2 DEMOGRAPHIC PROFILE OF THE PARTICIPANTS

In total Eight (8) youth, who are beneficiaries of the entrepreneurship training in the Tshepo programme participated in the research. Below Table 4.1

presents information pertaining to their ethnicity, age, gender, educational level and years involved in the programme.

Table 4.1. Demographic profile of participants (N=8)

DEMOGRAPHIC FACTOR	SUB-CATEGORY	NO.
Ethnicity	**Black**	**8**
	Other	**0**
Gender	**Male**	**3**
	Female	**5**
Age	**20-25 years**	**2**
	26-30 years	**5**
	31- 35 years	**1**
Education level	**Below Grade 12**	**1**
	Grade 12	**4**
	Post Grade 12	**3**
Years of involvement in programme	**1-2 years**	**6**
	3-4 years	**2**

Table 4.1 shows that the sample of the study composed of eight (8) participants. Based on the above information, all the participants were black. There were no other races present in the selected sample. There was a combination of males (N=3) and females (N=5). In terms of the age category of 20 -25-years-old there were two participants, one male and one female. The group of 26 to 30-years-olds had five participants which were one male and four females. De Lannoy et al. (2018) states that the increased interest in such programmes from youth is due to the increased population of youth in these age groups and their influx in completing their schooling and entering these programmes.

The group with the least participants was the ages of 31 to 35-year-old as there was only one male available for the study. From the demographics, most people who participate in the programme are those who are between the ages of 26 to 30-years old as they are young adults. Symonds, Schoon, Eccles, and Salmela-Aro (2019) explains that there are expectations from society that young adults have to move towards being more independent and this transition changes their psychology as well as their social context. From the demographics, there was one participant who had below Grade 12 education qualification, four participants had grade 12 qualifications while three had post Grade 12 qualifications. This is in line with the statement by Aring (2011) that to address unemployment, entrepreneurship programmes could be delivered to youth who are at different socio-economic and academic levels.

4.3 EMPIRICAL FINDINGS

This section will focus on discussing the empirical data obtained from the eight participants who were part of the entrepreneurial pillar of the Tshepo programme. The themes and sub-themes as summarised in the table below

Table 4.2. Themes and Sub-Themes

Themes	Sub-Themes
Theme 1: Nature of Programme	**1.1 Name of training** **1.2 Recruitment of participants** **1.3 Requirements**
Theme 2: Challenges encountered	**2.1 interpersonal challenges** **2.2 Social challenges** **2.3 Financial challenges**
Theme 3: Benefits of Participating in the Programme	**3.1 Skills acquired** **3.2 Stipend/Profit** **3.3 Support from coaches and facilitators** **3.4 Social circle** **3.5 Community and family support**

Theme 4: Limitations with the Programme	**4.1 Accreditation** **4.2 Expectations of the training**
Theme 5: Suggestions for improving the programme	**5.1 Ways of increasing awareness and effectiveness of programme**

Theme 1: Nature of Programme

The participants were asked about the training they received as part of the Tshepo programme, its requirements and how they heard about the programme and what it was aimed at achieving. In response, most of the participants had differing views regarding how they heard of the trainings while some had not applied or were not phoned but went there out of curiosity and thus were interested in what was happening and enrolled for the trainings. These findings are presented in detail below according to the following sub-themes.

Sub-Theme1.1: Names of Trainings

The findings of the study indicate that the participants were involved in three different trainings from the Tshepo programme. The first training that had the most participants is the Smart Start Playmaker with a total of four participants. Smart Start Playmaker is a training that is aimed at equipping unemployed youth with skills to provide cognitive stimulation to children aged 3 to 5 years old who are from disadvantaged communities. The training targets a maximum of 10 children who are not able to attend crèche or an ECD centre. The trained youth are expected to render services to the children two times a week, four hours per day. The children were expected to pay not more than R100.00 per month for the services

The second training that two participants in the study were involved in was Youth Solving Youth Issues. This is a training that is divided into two parts. Firstly, the youths work in groups to address the different social challenges that the youth experiences such as substance abuse, depression, and career guidance. In the second phase of the training, the youth are expected to start

a sales business and generate an income. This is where the youth practically learn about running a profitable business.

Finally, the third training was the I AM Preneur also referred to as the Sasol programme. There were two participants in the study who were part of this training. This training is where youths are mentored on the different business ventures that they have or want to initiate. There are eliminations on the different phases of the training. The entrepreneur who makes it to the end of the training receives funding to start or improve their business. Brynard (2011) states that South Africa has programmes that can potentially employ and train many unemployed youth and address the poverty associated with unemployment. Balogun (2018) concurs that having entrepreneurship as part of the youth programmes encourages the youth to learn skills that may interest them and become self-reliant after completing the programme.

Sub-Theme 1.2: Recruitment of participants

From the study, findings showed that the participants were recruited through Harambee which is a youth employment accelerator that works with the Gauteng Provincial Department while others were recruited by their friends. According to the participants, applicants who are seeking employment would submit their CV or register their information on the Harambee database, then Harambee would contact them when they were running a training session which was in line with what they are interested in or when they have employment opportunities available. Some discovered the trainings through advertisements that were placed on social media platforms, while others were recruited through loud hailers on the day that Harambee was in their community. The participants responded as follows:

"*You know we didn't apply at Smart Start directly, we have those agencies that find us work, especially unemployed youth. So, Harambee distributes our CV to different companies who have vacancies. So, Smart Start said we starting (sic) with this programme (training) so then Harambee called us. So Harambee is the middle-man".* [Participant C]

“They called my friend to come to the community hall, I accompanied my friend there then I participated and I passed the test on the day, and went through the programme”. [Participant E]

“*I heard it from my friend saying people from Harambee are coming and we thought they registering for jobs”.* [Participant D]

“I received a message from Harambee saying they have a programme and we must come to the library on this day and time”. [Participant H]

Some participants had some information about the kind of services offered by Harambee besides facilitating job placements to unemployed youth, and that also encouraged their interest and participation in the training when they heard of it. The participants responded as follows:

“I always knew about Harambee but then as a youth accelerator that helps youth with employment, but the minute I saw their car moving around the township and those guys with loud speakers calling all the youth and then one thing that came to my mind is that, okay I know Harambee and then I know they do wonders. So now if they are involved in small business then this actually means I can learn more. So, they were just passing by the street then that is how I heard about it. [Participant F]

Ramohale and Rachidi (2018) explain that local newspapers and other print media, community radio stations and local television channels and word of mouth can play a vital role as far as the awareness of the programmes at a local level is concerned. This is the reason that the Harambee could reach many youth using different methods.

As we live in times of social media and a high usage of the internet, some participants discovered the programme through different social media platforms. The participants remarked as follows:

"Apparently, there was a pamphlet circulating. One was from Sasol which I saw it later on and another one from Harambee coz Harambee was the one looking for those people. So, I saw the Sasol one after and the Harambee one was posted on Facebook". [Participant A]

This statement confirms what Nesi (2020) explains that the increase in the technological landscape has made social media play a central role in the lives of youth and has created some exciting opportunities. Ramohale and Rachidi (2018) also suggest that awareness campaigns about youth SMME support programmes can target the social networks, as well as programmes on television or radio, that the youth mainly use for greater coverage.

Sub-Theme 1.3: Requirements

The study revealed that with the trainings in the programme, there were requirements such as police clearance, checking if the participants do not appear on the child protection register and have an interest in entrepreneurship. The other requirement was that the participant must have a completed at least Grade 11 at school. The participants said:

"The ad wanted people who wanted to be entrepreneurs, it wasn't specific it just said people who have Grade 11, the minimum entry was grade 11 and as long as you have a business". [Participant A]

"Firstly, the requirements was a minimum of Grade 12 and your ID to prove you are a youth". [Participant C]

The findings regarding the educational attainment requirement is based on the research by The South African National Treasury (2011) that not having a matric certificate reduces the chance of a person being employed. Among the requirements that were needed in addition to the educational qualification, the participants in the Smart Start Playmaker had to obtain a police clearance as they would be working with children. The participants responded as follows:

"You have to go through that thing when they test you for criminal record and if you don't have a criminal record then you go through". [Participant C]

"During the application, they took our fingerprints". [Participant G]

Similarly, in line with Section 126(1)(2) of the Children's Act 38 of 2005 (Children's Act, 2005) as amended, people who want to work with children should not appear on the Part B National Child Protection Register.

Theme 2: Challenges encountered

The participants were asked about the challenges they experienced while participating in the trainings that were aimed at building their entrepreneurial skills. The findings indicate that participating in the programme was not without any obstacles. Most of the participants experienced some challenge in some way. These varied between interpersonal, social, and financial difficulties. Below is an elaboration of what the participants had to endure to get the training they desperately required to be able to get out of poverty and/or improve their unemployment status.

Sub-Theme 2.1: Interpersonal challenges

With the interpersonal part of the challenges, two participants explained that in one programme they had to work in groups. During this time, some of the participants reported experiencing interpersonal challenges with their group members that include being lazy and not agreeing on ideas as group members. Such meant that some people could not enjoy the training. Below is how the participant expressed their challenges:

"We fought a lot and that was hectic, it was crazy in front of people we were like we okay but behind the scenes we fought you know". [Participant B]

"Challenge was that the other one team member and the other girl were so lazy and always had excuses when they had to work". [Participant D]

We had a fight in the groups because others were saying go for quick and easy business while I was saying let's be innovative and try something different unlike doing something that someone else might try to copy and I mean already there are some other people who are not in the program who were doing those business ideas of theirs, so it was mainly clash of ideas [Participant B]

The challenges experienced are an indication that people are different and will always want different things. The Capabilities Approach also notes that individuals are autonomous people who can decide what they want to achieve based on their understanding of a good life and not what is imposed on them (Egdell & McQuaid, 2016). This shows that each person had an individual view on what will be the best way for them to learn and progress with the training in order to live the life they want.

Sub-Theme 2.2: Social challenges

Findings of the current study revealed that three of the participants experienced challenges with their community members as they were not supportive and doubtful of their initiatives. There was also an issue regarding the males when they were involved in the programme that was about starting a playmaker centre for children. The parents were also not interested in having their children attend for few days a week due to the fact that they are working. The participants said:

"They were sceptic about it at first and they just brought their kids to see what we were doing. Hence, we also invited the parents to come see us or to come watch while we teaching their kids, to make them comfortable". [Participant E]

"Because I'm a male and they did not trust that I will do this thing of caring for children safely, I was like Yes…, I can and they said okay we will see. And they did bring their children". [Participant H]

"The parents were not supportive as they did not agree for their children to only attend for few hours and not every day". [Participant C]

The findings are supported by De Wet, Somefun and Rambau (2018) who showed that increased awareness of crime has made South Africans more vigilant in their environments across various media platforms and has spread social mistrust within communities. This was the reason that community members were not too confident on the males running playmakers with their children. Chauke and Obadire (2020) also confirm that some youth are likely to experience doubt when starting their business ventures as people may question their ability to succeed. This is the reason that the males were faced with social stigma of doing jobs that are thought to be for females. Another reason for the parents to have trust issues with the males may also be influenced by the current social circumstances with the increased child abuse cases. Gries and Naudé (2011) states that developing social support and resources that can encourage people living in poverty to pursue entrepreneurship as a way of making a living is critical.

Sub-Theme 2.3: Financial challenges

Another challenge that was experienced by the participants in the programme of youth entrepreneurship is that they lacked capital to start their own business ventures as part of completing the training. Moreover, the three participants who were trained for Smart Start Playmaker also experienced financial challenges in a sense that they were not allowed to charge the parents more than R100.00 per child monthly. The amount they were expected to charge was not enough to cater for the needs of the children when attending the sessions and it was also not easy for them to obtain funding due to how the training was structured. Additionally, the financial constraints for the other trainings were due to not having funding to start their businesses. The participants remarked as follows:

"It's not easy, you might have ideas, many people have ideas but funding is a long process to find it". [Participant H]

"You find that the kid pay like R50 per month and that child attend like twice a week and four hours and they want to eat, so how much food are you going to buy?" [Participant C]

"The problem with providing food for the kids the meal must be different for two weeks and you must also provide fruits and snacks and how am I supposed to provide all of that with just R300". [Participant E]

"We did go out to find sponsorship but even if we meet a manager of Pick and Pay when you start explaining what you are doing at the centre it doesn't make sense, because they will ask you, four hours a day and twice a week? So how can I sponsor food for such things cause at least if you were telling me that is for a whole week. So, we had like difficulties to find sponsors, cause if someone want to sponsor he or she wants to sponsor a stable thing". [Participant C]

Ceptureanu and Ceptureanu (2015) confirm that finances are a factor for many individuals wanting to start businesses as banks are not offering them loans because they see them as high risk due to not having the financial security. Ramohale and Rachidi (2018) also support this by saying that young people lack the savings often needed as collateral to access start-up capital, as most of them have not had the opportunity to acquire the savings to start a company. In addition, parents, families and financial institutions are unable to offer loans to young people based on a track record of minimal jobs and/or business ownership experience. These were some of the challenges that somehow discouraged some of the participants in the programme but despite that, there were some participants who could identify benefits that they enjoyed while being part of the programme and its trainings which are discussed below.

Theme 3: Benefits of Participating in the Programme

The findings of this study showed that the programme had benefits that the participants experienced. Among the benefits identified, were the skills that they acquired through the trainings. The skills were entrepreneurial while others could be life skills they could apply on their personal lives. Others enjoyed the stipend/profit that they were receiving while taking part in the trainings. Additionally, other participants benefitted from the support offered by their facilitators and coaches that provided the trainings.

Finally, during the trainings the participants had to run business ventures in the community. This is where they got to enjoy the support of the community members when they brought their children to the Smart Start centres or just supporting their business ventures. Graham et al., (2019) explain that Capabilities Approach is about working with the youth in a holistic manner and taking into consideration their interest, agency and dreams, their talents and energy and using those to breakdown their personal or structural barriers they may encounter.

Sub-Theme 3.1: Skills acquired

Two of the participants indicated that the skills they learned while part of the trainings were outstanding and is something they could use to improve their knowledge on running a business, the ways in which they could handle their finances as well as the strategies of ensuring that their business are a success. The respondents expressed themselves as follows:

"One thing that made me jump to the opportunity is I wanted to learn more, not about my business but about running a concrete business which is what is was I found in Harambee and that's what I was hoping for, to learn more and more especially when it comes to marketing strategies and finances and all that stuff, that's what I was hoping for more than anything and I got that". [Participant F]

"Only thing that I learned is facilitating the kids and I've learned that children from this age to this age they need this special attention. Like when you teaching, you have to be patient with the kid and other skills of working with children to help them to develop well and right now I'm practicing it to my daughter to help her develop". [Participant C]

Chinomona, Popoola and Popoola (2020) state that learning and developing entrepreneurial skills are critical to the sustenance of any business. Okon and Friday (2015) also add that skills, innovative concepts and entrepreneurial management competence are required to initiate and build new business through the acquired training and education.

For two participants in the study, the benefits of participating in the programme is that it empowered them and developed them in a way that they can explore their potential and find ways in which they can improve their lives. The skills that were acquired were not only for entrepreneurial purposes, but for some it was something that they could use in their personal lives to have better interactions with their community members. The participants remarked as follows:

"I no longer just sit watching television or sleep during the day, like I'm doing something. Like, I mentioned earlier that it taught me new skills and things I didn't know. And it taught me that I can run a business. Now, I do people's hair so it taught me how to save and to budget money so I don't ask from people" [Participant D]

"It changed my life because now I know how to treat my children and I know how to treat the children from my community". [Participant G]

"They were giving some financial sheet where you put all your recording of how you spending and how much you getting. Like that sheet they were months, week and days, you write today I spent R2 and I bought what and what (sic), you write it down and then you submit every day in the morning, you make that file you wrote what you bought and how much. So, it was teaching us how to be responsible with money, how to budget how much you using a month so it was helpful". [Participant D]

The findings are consistent with (Oseni, 2017) who asserts that entrepreneurial training and education has been associated with some benefits which include empowering the youth to be autonomous, responsible, creative, self-sufficient, creative and confident in taking business skills. Malaj and Dollani (2018) confirm that these are usually important areas that the youth require assistance with for their business initiatives to succeed. Furthermore, Adegun (2013) states that entrepreneurship education encourages youth to think innovatively on how they can contribute to the wellbeing of their community and reduce

vulnerability, poverty and social marginalisation of their disadvantaged communities.

DeJaegher and Baxter (2014) clarify that the Capability Approach is used to illustrate the role of social, material and institutional conditions to mediate how young people can take the skills gained and use to better their lives. In its entirety, the Capabilities Approach is about qualitative improvements in human ways of life acquired through intelligence, relationships, inner peace and self-confidence provided by opportunities to make a living (Rambe, Chipunza & Ng'ambi, 2020).

Sub-Theme 3.2: Stipend/Profit

The findings indicate that two participants were mostly more motivated to continue with the programme as they were receiving an income in the form of profit or a stipend, which is something they did not have while unemployed and not in training. Other participants indicated that they could keep their profits that they were making as part of the practical work of the programme. The participants said:

"What we benefitted is that we were making money out of it when we were doing sales" [Participant D]

"I did it for the stipend, because there are no jobs". [Participant H]

The findings of this study confirm De Lannoy et al., (2018) results which showed that youth programmes have an advantage of exposing youth to realities of work while gaining appropriate skills and have access to some income in the form of stipend or profit which can be used to meet household needs.

On the contrary, there were two participants who experienced challenges with the stipend that they were receiving from the trainings. The challenges included the stipend not being paid in time as well as the stipend amount not

being stipulated on the contract that was signed. The participants remarked as follows:

"Firstly, it was that stipend and I would use all of it to buy children food and toilet papers and there was nothing left for me, for entertainment or to buy something, plus it was in my home. They would say you're doing this but you don't buy nothing, why are you doing it? So even myself I thought that this thing is useless it doesn't benefit me anywhere. Then I thought maybe if I took my time to try and get something better". [Participant H]

"On the contract there was nothing saying this is how much you getting on a monthly basis". [Participant C]

The above responses are in line with the statement by Mohamed (2014) that for young entrepreneurs, launching a business needs financial assistance that will help to obtain resources. The author goes on to state that failure to access such financial support may result in demotivation.

Sub-Theme 3.3: Support from coaches and facilitators

Another benefit that was mentioned by the participants was that there was continued support from the facilitators and the coaches while running their businesses. Four out of the eight participants reported that the coaches were also business people so they could guide them on running a business and the facilitators were also able to provide the necessary information that was needed by the participants. The participants could apply what they were learning in class to their business as part of their practical that together with the consultation helped to groom them to be better entrepreneurs. The participants also received material that they could use to refer to when busy with their businesses. The participants said:

"I can say the facilitators were flexible and supportive they were not strict on that you need to be in class every time". [Participant A]

“It was really supportive for us… like it was helping us like you can do that or that. You can also start something of your own, they were there to support and would say if you feel like starting something of this nature maybe we can help you out and show you how to do it, like the way forward”. [Participant D]

“Everything that was done in class they will always refer you to sometimes their business or whatever it is that you will understand better, so I can say the guys were helpful. They were always there from day one they were helpful and if you willing to learn you will learn a lot. I can tell you that I really sucked a lot of information there”. [Participant F]

“Not only financial support also the papers that they gave us if you sit down and read them actually they require us to reflect on what were the challenges, you were able to sit and say oh the challenge is one two three four, you just need to improve as a group on a certain area , so it gave us time to reflect on what we were doing and is this really working and what we need to change or add in on other items so that the business or sales can improve”.[Participant B]

“The benefit I think it will be the fact that I can maybe use what they gave me, the manuals to go back and look where I can fix and what did I do wrong and just reflect and to take the direction they were trying to point us at”. [Participant A]

“It was perfect it really helped us a lot and we really learned a lot from the coaches because they also had their businesses and they were pushing their own things”. [Participant F]

The findings are consistent with other studies. Getting support from mentors and coaches is an important factor as Ramohale and Rachidi (2018) explain that black youth have very few established business people to look up to as possible role models or mentors and to help shape their understanding of market opportunities and access to business networks which usually affects the way in which they run their ventures. This was therefore an important

element in the programme. In relation to the Capabilities Approach, Frediani, Clark and Biggeri (2019) explain that the youth have a choice and ability to pursue their aspirations. Those participants who were willing to learn took up the opportunity to learn the skills offered by the coaches and facilitators.

On the contrary, five of the participants experienced challenges regarding the support from mentors and coaches. Some participants were informed that they would have coaches who would be available to support them when they were implementing their businesses, but they never got to engage with them. Those who could get their coaches and interact with them were not happy as they stated that they had a negative attitude towards the participants and were not willing to help them with the requirements to fulfil their trainings which resulted in the participants being disqualified. Others had a challenge of the facilitators not being readily available when they needed them as they had a lot of work to cover. The respondents remarked as follows:

"Our coach was so rude and not willing to listen to us, most of us ended up disqualified coz of him" [Participant G].

"We had facilitators from last year and we worked with those two guys and after working with them well somehow there was something happening between facilitators and Harambee but they never told us what happened. Suddenly they were no longer our facilitators and that confused us and our programme". [Participant A]

"She was under pressure very much so she never got time to come to us and offer support, she was under pressure. That is what I saw personally I don't know about others". [Participant H]

"If I wanted to get clarity on something or if I want to engage them, remember we met once a week so meaning I had to wait seven days, it would have been nice if at least in a week we met twice because mostly we had to relied on WhatsApp and say okay this is what I'm facing can you help, but sometime

you felt that you need to engage face to face so you can get helped". [Participant B]

"No, they didn't come to monitor they kept on saying they will they will come, but they kept postponing". [Participant C]

The findings revealed that the participants were dissatisfied with the support they were receiving and this is affirmed by Love, Bowler and Bowler (2020) that satisfactory mentoring relationships contribute to several positive program-related outcomes, including an improved sense of affiliation, which is demonstrated by greater psychological connection to the organizational context.

Sub-Theme 3.4: Social circle

The study also revealed that another benefit enjoyed by some participants relates to how the programme changed the lives of some participants in a positive way. The findings revealed that the training expanded their social circles and exposed them to better opportunities that target the youth. The responses of the participants who enjoyed the benefits are as follows:

"Being part of the program benefit was getting to meet other young people also doing the program and share ideas with them. So, for me… whenever we would meet with other participants in certain areas I would exchange contacts with them and we get to sit and get to say how can I expand business, and can me and that person work together". [Participant B]

"I was able to know different people from other sections of my township and build good relations with them and know my township even better". [Participant D]

"It was a journey of discovery for me and not only career wise but also things about me, on how do I handle criticism on people saying that I sell ladies' things you know so I'm learning a lot about myself but I'm also learning a lot about business wise". [Participant B]

Similarly, DeJaeghere and Baxter (2014) explains that initiatives focused on the development of skills by building on what people know how to do or make and can also provide young people with resources and social skills to extend their network of social relationship. Additionally, (Dalziel, Saunders & Saunders, 2018) show that the wellbeing of youth can be improved by expanding their opportunities and social circle so they may to lead the kind of lives they value and have reasons to value.

Sub-Theme 3.5: Community and family support

Another benefit that three participants mentioned in the study is that they enjoyed the support from their community and families that made it easier for them to be able to implement the practical part of their training. This support also enabled them to be able to persevere with the training. The participants remarked as follows:

"We were getting our customers nearby and taverns, at the taverns we were not going at night, because it's dangerous and we have kids. During the day, we would sell and we went door -to -door, old people would buy it because they cook pap and would like cow heels with it. There are people who sleep drunk so when they wake up they want cow heels. So, we had customers in the community somehow". [Participant D]

"With every house that I would visit, they would invite others to come and view my products then place their orders and I would keep them all on my Whatsapp. So, my database of clients it grew because of those community members". [Participant B]

"My mother was supporting me, I even bought the chairs, my mother was helping financially". [Participant G]

Sakala (2017) confirms the findings, noting that the family is a very significant stakeholder in the growth of youth entrepreneurship in the African context. Additionally, (Adegun, 2013) confirm that when students who are into

entrepreneurship build relationships with their communities, they can benefit with the support of their initiatives and it will have an impact on how they develop into productive citizens and make their communities more attractive.

With the benefits that the participants experienced, some still indicated that there were limitations with the way that the programme was managed or how it was run when they were part of it. The limitations are explained in detail below.

Theme 4: Limitations of the Programme

The study revealed that there were several limitations with the trainings that the participants attended. The limitations that were identified were lack of accreditation from the different trainings that the participants attended. Another limitation was the lack of clear expectations of the training prior to the commencement of the trainings. The participants felt that some of the things kept changing and causing confusion.

Sub-Theme 4.1: Accreditation

As part of participating in the trainings that are part of the Tshepo programme, the participants were hoping to receive certificates that would allow them to be able to keep for future use. The study revealed that two participants were not happy with the certificates that they received as they feel that they may not add much value to their lives. The participants expressed their dissatisfaction as follows:

"There were trainings that we went to but there is no certificate to prove it". [Participant E]

"We went on training for a week then after a week they issued something like a certificate coz that certificate if you showed it to someone, it's just too plain, it doesn't even have serial number of whatsoever". [Participant C]

The findings regarding dissatisfactory certificates indicate that the youth were not content with the final outcome of the training. They felt that the certificates

were not worth the paper they are written on because they could produce them as evidence of the skills they have acquired. The statements are supported by Shamfe and Oladele (2018) that accreditation has been celebrated as a possible solution to the lack of skills because it increases trust, guarantees expertise, and may also increase the effect of services delivery.

Sub-Theme 4.2: Expectations of the Trainings

Another limitation that two participants experienced with the programme is that they felt that the expectations from the different trainings were not clearly explained to them. This resulted in miscommunication as the participants felt that had expectations been clear from the start, they would have understood the trainings better. The participants responded as follows:

"And now that the programme was running it was different it was something that we didn't expect and at some point, they were telling us that there are some people who are going through and they were people who are not going through". [Participant A]

"There was this strategy that was being used at first because we were just told that we are going to receive this and that. Okay... fine. Throughout the programme there those promises but at the end, no one came and told us that okay we are going to do this and that for you". [Participant F]

The findings of this study reveal the importance of clear communications and expectations as Adegun (2013) states that when there are such programmes or trainings, they should focus on entrepreneurship as a viable career option and equip youth people in the community to learn and succeed through enterprise and enhance leadership skills for future leaders. Regarding the lack of proper communication of the expectations of the programme, Femi (2014) states that manager's inability to organize smooth flow of communication may result in low commitment from participants as well as loss of motivation.

Theme 5: Suggestions for Improving the Programme

The participants were asked for their suggestions on how to enhance the trainings that are aimed at improving the lives and socio-economic development of the youth. The suggestions that were raised by the participants include increasing awareness and effectiveness of the programme so that more young people may be aware of it from an early age. The participants also suggested that the trainings be designed in a way that is more practical and user friendly for the participants. The participants also had a suggestion for the youth to have more interest in such trainings as they have the potential to improve their lives.

Sub-Theme 5.1: Increase awareness and effectiveness of programme

One of the things that participants in the study suggested was that the trainings stipend should be increased, especially for those involved in the Smart Start Playmaker programme as they are expected to stimulate children from disadvantaged families and not charge them more than R100.00. The participants also suggested that there should be consistency regarding the payments. The participants remarked as follows:

"*So if it happens that Smart Start can improve on that and provide food and increase the stipend and pay the stipend regularly and not skip months, the programme will be great, coz the programme is nice, kids from Smart Start were really good and intelligent".* [Participant E]

"They should go to the drawing board for the age and secondly payment and thirdly you cannot teach an empty stomach, that is very important". [Participant C]

The Capabilities Approach recognizes that disadvantages people are excluded from involvement and access to resources, a limitation that needs to be understood and addressed (Sen, 2000). Early knowledge of entrepreneurship will assist youth to create projects, be more innovative in everything they do and act in a socially responsible manner (Adegun, 2013). This will ensure that

the children would grow up and be open to entrepreneurship is they are not willing or able to further their education at tertiary level.

"*I wish they can engage learners who are still in high school. What I know is that in high school even if you are doing commerce or physics and would have loved to explore a bit of commerce but the stream you chose at that point you can't. It would have presented a chance to say let me try something on the business side or sales or whatever. Why wait for someone to complete matric to learn the skill we have learned whereas they are capable of learning the skill while they are still in high school".* [Participant B]

The findings of this study are in line with a recommendation by Ramohale and Rachidi (2018) that early education should also focus on skills such as the basics of business management, identifying viable markets and marketing skills, drafting business plans and how to sell their business ideas, as well as financial management/bookkeeping skills.

The other suggestion that was shared in the study was for the youth to have more interest in such programmes and trainings as they can introduce them to even better opportunities. The participants remarked as follows:

"As young people, we should be more involved in such things because we as young people we are ignorant, we do things not being aware without thinking. Such things are a wake-up call that in life such things can happen and we must be aware of them you can also get new skills to improve your life and change from that programme than just sitting around wanting to be thought of. Such programmes are helpful than just sitting around doing nothing and it makes your mind to be active and you get ideas that from here what it is you can do". [Participant D]

"Get into it with an open mind. First you need to be humble so you can work with people and you need to be open minded coz you don't know everything; you need to leave a room for learning coz we learning a lot. At some point, I felt like leaving everything and its hard yes but continue". [Participant A]

The findings are supported by Ramohale and Rachidi (2018) that youth need to be active participants in finding solutions to the unemployment problem, as opposed to expecting hand-outs from others. This active participation implies equipping themselves with knowledge, and acquiring essential skills through attendance of forums that can help in forming prospective employment or business networks with entrepreneurial knowledge and awareness from an early age.

4.4 CONCLUSION

This chapter highlighted the empirical findings of the Tshepo programme in promoting the socio-economic development of unemployed youth in Tshwane. There was a recap of the research aim and objectives of the study. Next, there was a discussion of the demographic profile of the participants of the study. Then there were presentations of the themes and sub-themes that emerged from the study. The five themes and fourteen sub-themes were discussed. The chapter then concludes with the summary. The main findings, conclusions and recommendations from the study will be discussed in the next chapter

CHAPTER FIVE
MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this study, an evaluation study was conducted on how the Tshepo programme is promoting the socio-economic development of unemployed youth in Tshwane, in the Gauteng province. This chapter will start by explaining how the set objectives of the study were achieved. The chapter will then highlight the key findings, as well as the conclusions and recommendations for the identified themes and sub-themes from the study. The chapter will conclude with the recommendations for future research.

5.2 RESEARCH AIM AND OBJECTIVES

At the beginning of the study, the aim and objectives of the study were set as a guide to how the study will be conducted. The aim of the study was to explore and describe the contribution of the Tshepo programme in promoting the socio-economic development of unemployed youth in Tshwane, in the Gauteng province. The aim was achieved as the contribution of the programme in the lives of young people in Tshwane Gauteng was understood as discussed in Chapter 4 (See Section 4.3).

The objectives that were set for the study and their accomplishment are as follows:

Objective 1: To contextualise and conceptualise entrepreneurship as a social development strategy to address youth unemployment from a literature perspective.

This objective was achieved by how entrepreneurship as a strategy to alleviate youth unemployment was explained with its benefits and challenges in Chapter 2 (See Section 2.3.5) of the report. Lune and Berg (2017) state that it is important to examine how others have thought and researched regarding the topic at hand. This is the overall purpose of the literature review that was conducted as part of the study. What was discussed as part of the literature study included the causes and effects of youth unemployment, the different

strategies that are in place to address youth unemployment, as well as the different legislations and policy frameworks that are in place in the country and worldwide to address youth unemployment.

Objective 2: To explore and describe any challenges related to participating in the Tshepo programme

Objective 2 was achieved by the interviews which were conducted with the participants who were beneficiaries of the Tshepo programme in Tshwane, Gauteng. The challenges are listed in chapter 4 (See Theme 2) of the study as part of the findings. Some of the challenges that were experienced by the participants include interpersonal challenges (See Theme 2, Sub-theme 2.1) amongst the group members, social challenges (See Theme 2, Sub-theme 2.2) as well as financial challenges (See Theme 2, Sub-theme 2.3) that prevented them from being able to execute their businesses properly.

Objective 3: To identify and describe any benefits from participating in the Tshepo programme

Objective 3 was achieved by allowing the participants to share the benefits they enjoyed while being part of the Tshepo programme in Chapter 4 (See Theme three) of the study. Some of the benefits include the different skills that were acquired (See Theme 3, Sub-theme 3.1), the stipend received and profit made from their business ventures (See Theme 3, Sub-theme 3.2) as they could use it to meet their basic needs. Some participants benefitted by receiving support from the coaches and mentors (See Theme 3, Sub-theme 3.3) regarding starting business ventures, while others benefitted by expanding their social circles (See Theme 3, Sub-theme 3.4). Finally, community and family support was also another benefit that was enjoyed by the participants (See Theme 3, Sub-theme 3.5).

Objective 4: To identify suggestions towards enhancing the future implementation and outcomes of the Tshepo programme

Objective 4 was achieved in Chapter 4 (See Theme five) when the participants of the study were given an opportunity to share how they believe the programme may be enhanced for future implementation. Further suggestions

are made by the researcher in Chapter 5 of the study as part of the recommendations.

5.3 KEY FINDINGS, CONCLUSION AND RECOMMENDATIONS

As the study explored how the Tshepo programme promotes socio-economic development of the unemployed youth in Tshwane, Gauteng, the main findings, conclusions and recommendations are summarised below:

5.3.1 Theme one: Nature of Programme

Key Findings

The study revealed that the Tshepo programme offers trainings that are aimed at both male and female youths. The recruitment for the trainings is done through the Harambee database whereby young unemployed people are contacted via telephones, or awareness is created via the use social media, as well as loud hailers inviting community members who are interested to come and join the programme on the day of the registration. As part of the recruitment process, information was provided on each of the trainings that are offered, the accompanying requirements that includes being a young person who has completed grade 12 or not but have a passion or want to pursue a business enterprise.

Conclusion

The way the programmes are marketed and how young people are recruited and motivated to join, was able reach a wide number of youth even those who do not have grade 12 or tertiary qualifications. The advertising that is done was able to attract and spark interest from a large number of unemployed youth.

Recommendation

- Harambee may benefit from a needs assessment with the youth who register on their database as that may give an indication on the type of trainings the youth are more interested in prior to outsourcing services.
- Secondly, there needs to be a thorough orientation with the beneficiaries prior to each training as some get involved for the sake of doing something with their

time. This will help in reducing the dropout rate in the trainings as the youth will have more knowledge on what they are signing up for.

- Thirdly, the custodians of the Tshepo programme could partner with Social workers to nominate people who could benefit from the different trainings as they have access to youth at community level.

5.3.2 Theme two: Challenges Encountered

Key findings

There were several challenges that the participants experienced when they took part in the programme trainings. Some of the challenges were interpersonal as some were not able to work with other people, some were financial due to the expectations of the trainings and some were challenges with the communities they are from. The participants who were determined to learn and develop themselves could persevere and complete the trainings as they believed that the trainings would benefit them in future.

Conclusion

It is evident that participating in the programme had several challenges that the participants endured however they were able to overcome their interpersonal challenges as well as the social and financial challenges in order to complete their training.

Recommendation

- Harambee could link the participants with better support and funding options to ensure that more youth can pursue their businesses.
- By partnering with social workers, they could advocate for better funding of the youth initiatives and ensure that there is better awareness in the communities to limit the negative perceptions from the community members.
- The social workers could also assist with trainings such as Smart Start Playmaker as the Department of Social Development has an Early Childhood Development unit that works to ensure effective functioning of early development centres. The unit may be used to obtain funding for the centres which would relieve the financial stress of the participants when running the centre.

- Department of Social Development has a Sustainable Livelihood unit that could assist by linking the playmaker centres with the provision of food parcels to alleviate the food challenge they experience with the children.

5.3.3 Theme three: Benefits of Participating in the Programme

Key findings

The participants acquired skills that would enable them to pursue business ventures in the future. Other skills that were acquired empowered the participants in their personal lives as they have better understanding of their potentials and explored how to improve their lives. The stipend was also a benefit as it allowed the participants to meet their basic needs. But there were some inconsistencies that frustrated some participants such as the pay dates as well as the stipend amount.

The study also revealed some of the participants had ample support from the knowledgeable and experienced coaches and facilitators who are in the field of entrepreneurship. However, there were other coaches who were not available and supportive to the participants. The community and families also played a role in supporting the business ventures of the participants. The study further revealed that the participants could expand their social circles as they were engaging with youths who are passionate about business and that allowed them an opportunity to check on how they could work together in the future.

Conclusion

The programme has empowered the youth to be able to improve their lives and their socio-economic development. The youths gained skills to develop and empower themselves further even after the training has been completed. It is also evident that the trainings were able to increase the social circle of the participants. The support of the community and the families also played a big role in the success of their ventures.

Recommendation

- The programme may benefit from having more coaches who will provide adequate support to the beneficiaries as they venture into their businesses.
- The programme could benefit from clear communication with the participants regarding the stipend amount as well as consistent pay dates.

5.3.4 Theme four: Limitations with the Programme

Key findings

Some coaches were overworked and that resulted in them not being able to provide the necessary support that they were supposed to give to the participants. The lack of support from coaches made it difficult for the participants to implement the expectations of the training fully and exceptionally well, particularly for the Smart Start Playmaker. The participants felt that the programme would have been more beneficial to their communities and enriching in their lives if the coaches were there to guide and assist them with the different challenges they experienced.

The participants did not receive accredited certificates that would be proof of their involvement and the skills acquired through the trainings. The participants were dissatisfied as there was also a lot of confusion with the expectations of the trainings which were not clearly stipulated at the beginning.

Conclusion

It is evident that the participants joined the programme with the hope of getting tangible certificates that are accredited that would accompany the skills they acquired. The lack of clear communication regarding the expectations of the trainings were also a limitation to how the participants experienced the training.

Recommendations

- The programme may be more appealing to participants if they could provide accredited certificates to the beneficiaries. This would make the beneficiaries proud to be affiliated with the programme as they would have something tangible from it, besides skills.

- Clear communication between the service providers, Harambee and the beneficiaries will reduce a large amount of hostility from the beneficiaries as all the expectations would be clear from the start and the challenge with the stipend would be minimised. This will also create a positive image for the organisation from the youths who are involved in it.

5.4 RECOMMENDATIONS FOR FURTHER STUDY

The study was limited to youth who are involved in the entrepreneurship pillar of the Tshepo programme, it is hereby recommended that another study is conducted to explore the experiences of youths who are involved in other pillars of the Tshepo programme.

Another study to understand the views of management regarding the vision and/or expansion of the Tshepo programme is recommended.

Finally, a more quantitative programme evaluation and or a longitudinal study to assess the impact of the Tshepo programme is recommended. Due to the limitations already stated above, it was not possible for the custodians of the programme to be interviewed regarding their vision for the programme, it would be interesting to get to know their vision for the programme and how they intend on growing it to keep changing the lives of unemployed youth in Gauteng.

REFERENCE LIST

Aardt, I. V. (2012). A review of youth unemployment in South Africa, 2004 to 2011. *South African Journal of Labour relations, 36*(1), 54-68.

Abimbola, O, H., Oluwu, A. U., & Paul, D. (2016). Youth unemployment and entrepreneurship prospects in Nigeria: A developmental perspective*. IFE Psychologia, 24*(2),112-123.

African Capacity Building Foundation. (2017). *Youth unemployment in Africa: Capacity building and innovative strategies*. Harare Zimbabwe: The African Capacity Building Foundation.

African Youth Charter (2006). African Union Commission. Retrieved from: http://www.un.org/en/africa/osaa/pdf/au/african_youth_charter_2006.pdf [accessed 22.03.2018]

Almeida, R., Berhman, J., & Rozbalino, D. (2012). *The right skills for the job? Rethinking training policies for workers.* Washington, DC: World Bank.

Altman, M., Mokone, Z., & Wright, G. (2014). Social security for young people amidst high poverty and unemployment: Some policy options for South Africa. *Development Southern Africa*, *31*(2), 347-362.

Aring, M. (2011). *Technical and Vocational Education and Training: A study of promising models in international Development*. Education Quality Improvement Programme 3. Boston: Education Development Centre Inc

Assidmi, L., & Wolgamuth, E. (2017). Uncovering the dynamics of the Saudi youth unemployment crisis. *Systemic Practice & Action Research, 30*(2), 173-186.

Attipoe-Fittz, S. (2010). Interview with Selasi Seth Attipoe-Fittz, Deputy National Coordinator, National Youth Employment Programme (NYEP) in Accra on 20th September 2010.

Babbie, E., & Benaquisto, L. (2010). *Fundamentals of social research*. Canada: Nelson Education.

Baía, A., & Viveiros, H. (2017). Youth unemployment among university graduates in a depressed area in Portugal. *Regional Formation & Development Studies, 1*(21), 7-18.

Balogun, A. (2018). “We are going to join millions of unemployed youth graduates.” The problem of incorporating entrepreneurship courses into youth service programmes in Nigeria. *Modern Africa: Politics, History and Society, 6*(1), 85-106

Barusch, A. S. (2009). *Foundations of social policy: Social Justice in Human Perspective (*3rd ed). Australia: Brooks/Cole Cengage Learning.

Beck, V. (2018). Capabilities and choices of vulnerable, long-term unemployed individuals. *Work, Employment and Society, 32*, 3-19.

Bist, R. B., (2014). Research Procedure: An Introduction, NELTA *Surkhet*, *4*, 34-40.

Bless, C., Higson-Smith, C., & Sithole. S. L. (2013). *Fundamentals of social research methods: An African perspective* (5th ed). Cape Town: Juta & Company Ltd.

Booysen, D., & van Eeden, A. (2013). Deprivation among unemployed South African youth: Intergenerational or transitional. *Stads-en Streekbesplanning/Town and Regional Planning*. 2013 (63), 64-75.

Booysen, S. (2006). *Public policy-making in South Africa.* In A. Venter., & C. Landsberg, (Eds.) *Government and politics in new South Africa* (3rd Ed). Pretoria: Van Schaik.

Bozalek, V., & Dison, A. (2013). Using the human capabilities approach as a normative framework to evaluate institutional teaching and learning interventions at UWC. *South African Journal of Higher Education, 27*(2), 383–400.

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

Brixiova, Z., Ncube, M., & Bicaba, Z. (2014). Skills and youth entrepreneurship in Africa: Analysis with evidence from Swaziland. *Institute for the Study of Labour (IZA).* Discussion Paper No. 8192.

Brown, M. E., Livermore, M., & Ball, A. (2015). Social work advocacy: Professional self-interest and social justice. *Journal of Sociology and Social Welfare, 42*(3), 45-63.

Bryman, A. (2012). *Social research methods* (4th ed). New York: Oxford University Press.

Brynard, P. A. (2011). The implementation of unemployment policies in South Africa. *African Journal of Public Affairs, 4*(2), 67-78

Byrak, R., & Tatli, M. (2018). Determinants of youth unemployment: A panel data analysis on OECD countries. *The European Journal of Comparative Economics, 15*(2), 231-248.

Calvert, M., Emery, M., & Kinsey, S. (2013). *New directions for youth development: Youth programs builders of social capital.* San Fransisco: Wiley Periodicals inc.

Carey, M. (2013). *The social work dissertation: Using small-scale qualitative methodology.* England: Open University Press.

Ceptureanu, S. I., & Ceptureanu, E. G. (2015). Challenges and barriers of European young entrepreneurs. *Management Research and Practice*, *7*(3), 34-58.

Children's Act, Act no 38 of 2005. Pretoria. South Africa: Government Printers

Chinomona, E., Popoola, A. B., & Popoola, O. O. (2020). The influence of entrepreneurial training, access to finance, entrepreneurial capacity, entrepreneurial atmosphere on youth entrepreneurship. *African Journal of Business and Economic Research*, *15*(1), 81-107.

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

Creswell, J. (2014). *Research design* (4th ed.). California: Sage Publications.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed method approaches* (3rd ed). Thousand Oaks: Sage.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative and mixed methods approaches*. (5th ed) California: SAGE publications.

Dalziel, P., Saunders, C., & Saunders, J. (2018). *Wellbeing economics: The capabilities approach to prosperity.* Switzerland: Palgrave Macmillan.

Dane, F.C. (2011). *Evaluating research: Methodology for people who need to read research.* California: Sage.

David, M., & Sutton, C. (2011). *Social research: An introduction* (2nd ed.). London: Sage. In De Lannoy, A., Graham, L., Patel, L., & Leibbrandt, M. (2018). *What drive youth unemployment and what interventions help? A systematic overview of the evidence and theory of change.* High level overview report. Cape Town: REDI 3X3.

DeJaeghere, J., Baxter, A. (2014). Entrepreneurship education for youth in sub-Saharan Africa: A capabilities approach as an alternative framework to neoliberalism's individualizing risk. *Progress in Development Studies, 14*(1), 61-76

De Lannoy, A., Graham, L., Patel, L., & Leibbrandt, M. (2018). *What Drives Youth Unemployment and What Interventions Help? A Systematic Overview of the Evidence and a Theory of Change. High Level Overview Report.* REDI 3X3

Deneulin, S., & Shahani, L. (2009). *An introduction to human development and capabilities approach: Freedom and agency.* London: Earthscan.

Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE handbook of qualitative research.* (5th ed). Los Angeles: SAGE.

De Wet, N., Somefun, O., & Rambau, N. (2018). Perceptions of community safety and social activity participation among youth in South Africa. *PLOS ONE*, *13*(5).

De Witte, H., Rothmann, S., & Jackson, L. T. B. (2012). The psychological consequences of unemployment in South Africa. *South African journal of economic management and sciences. 15*, 235-252.

Ebrahim, A., Leibbrandt, M., & Ranchhod, V. (2017). *The effects of the employment tax incentive on South African employment* (UNUWIDER Working Paper No. 2017/5). Helsinki: United Nations University. World Institute for Development Economics Research. Retrieved from https://www.wider.unu.edu/publication/ effects-employment-tax-incentive-south-african78employment

Edoho, F. M. (2015). Entrepreneurialism: Africa in transition. *African Journal of Economic and Management Studies, 6*, 127 – 147.

Egdell, V., & McQuaid, R. (2016). Supporting disadvantaged young people into work: Insights from the capability approach. *Social Policy and Administration*, *50,* 1-18.

Engel, R., & Schutt, R. (2010). *Fundamentals of social work research*. London: SAGE.

Femi, A. F. (2014). The impact of communication on workers' performance in selected organisations in Lagos State. *Journal of Humanities and Social Science, 19*(8), 75–82.

Ferreira, L., & Rossouw, R. (2016). South Africa's economic policies on unemployment: A historical analysis of two decades of transition. *Journal of Economic and Financial Sciences, 9*(3), 807-832.

Fouche, C. B. (2011). Evaluation research. In A. S. De Vos, H. Strydom, C. B. Fouche & C. S. L Delport (Eds.), *Research at Grassroots* (4th ed.). Pretoria: Van Schaik.

Fouche, C. B., & Schurink, W. (2011). Qualitative research designs. In A. S. De Vos, H. Strydom, C. B. Fouche & C. S. L Delport (Eds.), *Research at Grassroots* (4th ed.). Pretoria: Van Schaik.

Fox, L., Senbet, L., & Simbanegavi, W. (2016). Youth employment in Sub-Saharan Africa: Challenges, constraints and opportunities. *Journal of African Economies*, *25*, 3-15.

Frediani, A. A., Clark, D. A & Biggeri, M. (2019). In Clark, D. A., Biggeri, M., & Frediani A. A (Eds). (2019). *The capability approach, empowerment and participation: Concepts, methods and applications*. United Kingdom: Palgrave Macmillan.

Gauteng Provincial Department (2017). *Tshepo 500 000 Programme profile, 25.04.2017*. Johannesburg: South Africa

Global Internship Programme for Unemployed Youth. (2018). Retrieved from https://www.iie.org/Programs/Global-Internship-Program-for-Unemployed-Youth

Grabrucker, K., & Grimm, M. (2018). Does crime deter South Africans from self-employment? *Journal of Comparative Economics, 46*(2)*,* 413, 435.

Graham, L., & Mlatsheni, C. (2015). Youth unemployment in South Africa: Understanding the challenge and working on solutions. *South African Child Gauge, 9,* 51-59.

Graham, L., Patel, L., Chowa, G., Masa, R., Kghan, Z., Williams, L., & Mthembu, S. (2019). Siyakha Youth Assesstss for employability: Long-term Outcomes of Eight youth employability interventions. Johannesburg: Centre for Social development in Africa, University of Johannesburg

Greeff, M. (2011). Information collection: Interview. In A. S. De Vos, H. Strydom, C. B. Fouche & C. S. L Delport (Eds.), *Research at Grassroots* (4th ed.). Pretoria: Van Schaik.Gries, T., & Naudé, W. (2011). Entrepreneurship and human development: A capability approach. *Journal of Public Economics*, *95*(3–4), 216–224.

Grinevica, L., & Rivza, B. (2018) Economic costs of youth unemployment in the European Union. *Economic Science for Rural Development, 1,* 299-305.

Gumede, V. (2016). Towards a better socio-economic development approach for Africa's renewal. *Africa Insight, 46*(1), 89-105.

Gyampo, R. (2012). Youth participation in youth programmes: The case of Ghana's national youth employment programme. *The Journal of Pan African Studies*, *5(5)*, 13-28.

Hendriks, S. (2013). South Africa's national development plan and new growth path: reflections on policy contradictions and implications for food security. *Agricultural Economics Association of South Africa, 52*(3), 1-17.

Herrington, M., Kew, P., & Kew, J. (2009). *Tracking entrepreneurship in South Africa: A GEM perspective*. Cape Town: University of Cape Town.

Herrington, M., Kew, P., & Mwanga, A. (2017). *Global Entrepreneurship Monitor* (2016/2017). Cape Town: University of Cape Town.

Hirvilammi, T., Väyrynen, M., Stamm, I., Matthies, A., & Närhi, K. (2019). Reflecting on work values with young unemployed adults in Finland. *Nordic Journal of Working Life Studies*, *9*(2), 87-104.

Hlungwani, P. M., & Sayeed, C. N. M. (2018). Youth empowerment as a driver of economic growth: Policy implementation challenges in Zimbabwe. *Journal of African Union Studies, 7*(3), 105-126.

International Labour Organisation. (2012). *Youth employment interventions in Africa- A Mapping Report of the Employment and Labour Sub-Cluster of the*

Regional Coordination Mechanism (RCM) for Africa. Geneva: International Labour Office

International Labour Organisation. (2017). *Global employment trends for youth 2017: Paths to a better working future*. Geneva: International Labour Office.

International Labour Organisation. (2020a). *Global employment trends for youth 2020: Technology and the future of job. (*March) (Geneva).

International Labour Organisation (2020b). Youth and Covid-19: Impacts on jobs, education, rights and mental well-being. (August) Geneva.

International labour Organisation. (2020c). *Preventing exclusion from the labour market: Tackling the COVID-19 youth employment crisis.* Policy brief. *(*May) Geneva.

International Labour Organisation. (2020d). *ILO Monitor: COVID-19 and the world of work (4th ed.). (June)* Geneva. Retrieved from https://www.ilo.org/wcmsp5/groups/public/---dgreports/ comm/documents/briefingnote/wcms_745963.pdf

International Labour Organisation (2018). *World Employment Social Outlook: Trends 2018.* Retrieved from http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_615672.pdf

Izzi, V. (2013). Just keeping them busy? Youth employment projects as a peacebuilding tool. *International Development Planning Review, 35*(2), 103-117.

Kanjere, M. (2016). Perceptions of South African youth of leadership development programmes: A case in the Lepelle-Nkumpi municipal area. *Commonwealth Youth and Development, 12*(2), 77-89.

Kheswa, J. G. (2017). The impact of unemployment on the sexual behaviour of male youth in Quzini, Eastern Cape, South Africa: A Qualitative Study. *Oriental Anthropologists*, *17*(1), 59–76.

Kirst-Ashman, K. K. (2013). *Introduction to social work and social welfare. Critical thinking perspective* (2nd ed.). USA: Thomson Brookes/Cole.

Korstjens, I., & Moser, A. (2018). Series: A Practical Guidance to Qualitative Research. Part 4: Trustworthiness and publishing. *European Journal of General Practice, Vol. 24,* 120-124.

Kumar, R. (2014). *Research methodology: A step by step guideline for beginners* (4th Ed.). London: SAGE.

Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, Arts-Based and Community-Based participatory research approaches.* New York: The Guilford Press.

Leshilo, A., & Lethoko, M. (2014). The contribution of youth in local economic development and entrepreneurship in Polokwane municipality, Limpopo province. *Skills at Work: Theory and Practice Journal, 8*(14), 45-58.

Love, Z. M., Bowler, J. L., & Bowler, M. C. (2020). The influence of humor on workplace mentoring and employee attitudes. Social Behavior and Personality: An international journal, *48*(9), 1-12.

Lune, H., & Berg, B. L. (2017). *Qualitative research methods for social sciences* (9th ed). England: Pearson Education Limited.

Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical step-by-step guide for leaning and teaching scholars. *Ireland journal of teaching and learning in higher education*, *8*(3), 1-14.

Mahiya, I. T. (2016). Urban youth unemployment in the context of a dollarised economy in Zimbabwe*. Commonwealth Youth and Development*, *14*(1)*,* 97-117

Malaj, A., Dollani, P. (2018). Youth entrepreneurship barriers. Retrieved from (https://www.researchgate.net/publication/324132249_youth_entrepreneurship_barriers_albanian_youth_case_study)

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: a guide to design and implementation* (5th ed). San Francisco: Jossey-Bass.

Mnisi, K. L., & Rankhumise, E. M. (2016). Factors affecting the running of small and medium enterprises in Giyani municipality. *Commonwealth Youth Development, 12*(2), 72-85.

Moore, Y. S., Lapan S. D., & Quartaroli, M. T. (2012). Case study research. In S. Lapan, S. Quartaroli, M. T. & Riemer. F. *Qualitative research*. San Francisco: Jossey-Bass.

Moretti, F., van Vliet, L., Bensing J., Deledda, G., Mazza, M., Rimondini, M., Zimmermann, C & Fletcher, I. (2011). A standardized approach to qualitative content analysis of focus group discussions from different countries. *Patient Education & Counselling, 82. 420-428*

Mubangizi, B. C., & Mkhize, N. F. (2013). The effectiveness of the expanded public works programme on job creation: A look at a South African metropolitan municipality. *African Journal of Governance and Development, 2,* 28-39.

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

Mohamed, A. (2014). Youth unemployment A Global Security Challenge. *Harvard International Review, 36*(1), 13-17.

National Development Plan 2030 (2012). Pretoria, South Africa. Retrieved from http://www.imf.org/external/pubs/ft/fandd/2004/12/pdf/masson

National Youth Development Agency (2018). Retrieved from http://www.nyda.gov.za/About-Us/nyda/Pages/default.aspx

National Youth Policy 2020 (2015). The presidency Republic of South Africa. Pretoria, South Africa: Government Printers

Naudé, W. (2012): *Entrepreneurship and economic development: Theory, evidence and policy*. Maastricht Economic and Social Research Institute on Innovation and Technology.

Nesi, J. (2020). The impact of social media on youth mental health: Challenges and opportunities. *North Carolina Medical Journal, 81*(2), 116-121.

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, *16,* 1-13.

Nussbaum, M. (2000). *Women and Human Development: The Capabilities Approach*. New York: Cambridge University Press.

Nyamunda, J., & Van der Westhuizen, T. (2018). Youth unemployment: The role of transformative learning in making the youth explore entrepreneurship. *Journal of contemporary management, 15*, 314-343.

Nyika, R. (2016). Evaluation of the impact of integrated skills out-reach programme (ISOP) in rural communities of Zimbabwe. *European Journal of Research in Social Sciences, 4*(3): 53-61

Okon, F. I., & Friday, U. A. (2015). Entrepreneurial education: A panacea for youth unemployment in Nigeria*. International Journal of Small Business and Entrepreneurship Research, 3*(5), 11-22.

Oseni, E. F. (2017). The relevance of entrepreneurship education to the development of micro, small and medium enterprises (MSMEs) in Nigeria. *Journal of Public Administration, Finance and law,* (2017) (11), 137-144.

Patel, L. (2014). *Social welfare and social development in South Africa*. Cape Town: Oxford University Press.

Parsons, D. (2017). *Demystifying evaluation*. Chicago: Policy Press.

Polit, D. F., & Beck, C, C. T. (2012). *Nursing research: Principles and methods.* Philadelphia, PA: Lippincott Williams & Wilkins.

Rahman, S. (2017). The advantages and disadvantages of using qualitative and quantitative approached and methods in language testing and assessment research: A literature review. *Journal of Education and Learning, 6*(1); 102-112.

Rambe, P., Chipunza, C., & Ng'ambi, D. (2020). Using whatsapp for co-creation of learning resources: A case of a South African University. *The Journal for Transdisciplinary Research in Southern Africa, 16*(1), 1-15.

Rambe P., & Mosweunyane, l. (2017). A poverty-reduction oriented perspective to small business development in South Africa: A human capabilities approach*. African Journal of Science, Technology, Innovation and Development, 9*(3), 289-302.

Ramohale, R. L., & Rachidi, M. F. (2018). Involvement of unemployed graduate youth in SMME support programmes: The case of Mankweng area, Limpopo province. *Commonwealth Youth and Development, 16(2), 1-15.*

Rankin, N., Roberts, G., & Schöer, V. (2015). The success of learnerships? Lessons from South Africa's training and education programme. In D. Resnick, & J. Thurlow. *African youth and the persistence and marginalisation: Employment, politic and prospects for change*. New York: Routledge.

Ravitch, S. D., & Carl, N. (2016). *Qualitative research: Bridging the conceptual, theoretical and methodological*. California: SAGE.

Robeyns, I. (2006). The capability approach in practice. *The Journal of Political Philosophy, 14*(3).

Robeyns, I. (2017). *Wellbeing, freedom & social justice: The Capability Approach re-examined*. Cambridge: Open Book Publishers

Rohleder, P., & Lyons A. C. (2015). *Qualitative research in clinical and health psychology.* New York: Palgrave Mcmillan.

Ronald, Y., Malar, S., & Laavanya, P. V. (2013). *Social work: Introductory text book*. New Delhi: Regal Publications.

Rubin, A., & Babbie, E. R. (2011). *Research methods for Social work* (7th ed). Belmont, CA: Brooks/Cole Cengage.

Republic of South Africa. (2013). *Employment Tax Incentive Act (No. 26 of 2013)*. Pretoria: Government Printer.

Rotar, L. J. (2014). Youth unemployment and entrepreneurship. *Ekonomika, 60*(4), 43-56.

Sakala, B. E. (2017). Youth entrepreneurship support interventions in Africa: The role of the family: A critical review. *Journal of Arts and humanities, 4*(2), 71-82.

Salikind, N. J. (2010). *Encyclopaedia of research design* (1st ed.). New York: SAGE Publications.

Schurink, W., Fouche, C. B., & De Vos, A. S. (2011). Qualitative data analysis and interpretation. In A. S. De Vos, H. Strydom, C. B. Fouche, & C. S. L Delport (Eds.), *Research at Grassroots* (4th ed.). Pretoria: Van Schaik.

Sen, A. (1999). *Development as freedom*. New York: Alfred A. Knoff, INC.

Sen, A. (2000). *Social exclusion: Concepts, application, and scrutiny.* Social Development, Papers No 1. Office of Environment and Social Development, Asian Development Bank: Manila Philippines.

Sharma, G. (2017). Pros and cons of different sampling techniques. *International Journal of Applied Research, 3(7);* 749-752.

Shemfe, O. A., & Oladele, O. I. (2018*).* Extension officers' perception towards accreditation and regulation of extension services in North West province, South Africa. *South African Journal of Agricultural Extension, 46*(1); 44-58

Sociology index. (2018). Socioeconomic development. Retrieved from http://sociologyindex.com/socio-economic-development.htm

Southern African Development Community. (2018). *Orphans vulnerable children and youth.* Retrieved from https://www.sadc.int/themes/social-human-development/orphans-vulnerable-children-youth/

Spaull, N. (2015). Schooling in South Africa: How low quality education becomes a poverty trap. In S. de Lannoy, L. Swartz, L. Lake, & C. Smith (Eds.), *The South African Child Gauge 2015.* Cape Town: Children's Institute, University of Cape Town.

Statistics South Africa. (2012). *Census 2011 municipal report Gauteng.* Report no 03-01-55. Pretoria: Statistics South Africa.

Statistics South Africa. (2015). *National and provincial labour market: Youth Quarter 1 2008 - Quarter 1 2015, Statistical release PO211.4.2*. Pretoria: Statistics South Africa.

Statistics South Africa. (2015b). *Quarterly labour force survey: Quarter 1 2015.* Statistical Release No. P0211. Pretoria: Statistics South Africa. Retrieved from http://www.statssa.gov.za/84 publications/P0211/P02111stQuarter2015.pdf

Statistics South Africa (2018). *Quarterly labour force: Quarter 1 2018.* Statistical Release P0211. Pretoria: Statistics South Africa

Statistics South Africa (2018). *Local municipalities*. Retrieved from http://www.statssa.gov.za/?page_id=993&id=city-of-tshwane-municipality

Statistics South Africa. (2019). *Quarterly labour force survey. Quarter 3 2018.* No. statistical release PO211. Pretoria: statistics South Africa.

Statistics South Africa (2020). *Quarterly labour force: Quarter 1 2020.* Statistical Release P0211. Pretoria: Statistics South Africa.

Statistics South Africa (2020). *Mid-year population estimate*. Statistical Release P0302. Pretoria: Statistics South Africa.

Steenekamp, A. G., Van der Merwe S. P., & Athayde, R. (2011). An investigation into youth entrepreneurship in selected South African secondary

schools: An exploratory study. *Southern African Business Review, 15*(3), 46-75

Strydom, H., & Delport, C. S. L. (2011). Sampling and pilot study in qualitative research. In A. S. De Vos, H. Strydom, C. B. Fouche, & C. S. L Delport (Eds.). *Research at Grassroots* (4th ed.). Pretoria: Van Schaik.

Strydom, H. (2011). The pilot study in qualitative paradigm. In A. S. De Vos, H. Strydom, C. B. Fouche, & C. S. L Delport (Eds.). *Research at Grassroots* (4th ed.). Pretoria: Van Schaik.

Strydom, H. (2011) Sampling in the qualitative paradigm. In A. S. De Vos, H. Strydom, C. B. Fouche, & C. S. L Delport (Eds.). *Research at Grassroots* (4th ed.). Pretoria: Van Schaik.

Symonds, J., Schoon, I., Eccles, J., & Salmela-Aro, K. (2019). The development of motivation and a motivation to study and work across age-graded transitions in adolescence and young adulthood. *Journal of Youth and Adolescence*, *48*(6), 1131-1145.

Taylor, S., DeVault, M., & Bogdan, R. (2016). *Introduction to qualitative research methods,* (4th ed.). Hoboken, N.J.: Wiley.

The South African National Treasury. (2011). *Confronting youth unemployment: Policy options for SouthAfrica*. Discussion paper for public comment. Pretoria: National Treasury.

Uddin, P. S. O., & Uddin, O. O. (2013). Causes, effects and solutions to youth unemployment problem in Nigeria. *Journal of Emerging Trends in Economics and Management Sciences, 4*(4), 397-402.

United Nations (2015). *Sustainable Development Goals 2030.* Department of Economic and Social Affair, Sustainable development. Retrieved from http://www.sdgs.un.org.za [accessed on 26.06.2018]

United Nations. (2017). Trends in International Migrant Stock: The 2017 revision (New York, NY, Department of Economic and Social Affairs)

Van de Sande, A., & Schwartz, K. (2011). *Research for social justice: a community based approach*. Canada: Frenwood.

Vis, C. (2012). Education women entrepreneurs in Kigali, Rwanda, expanding capabilities for enhancing entrepreneurship in a socially just context. Master's Thesis, University of Amsterdam.

Walker, M., & Unterhalter, E. (2007). The capability approach: Its potential for work in education. In M. Walker, & E. Unterhalter (eds). *Amartya Sen's capability approach and social justice in education*. New York: Palgrave Macmillan Ltd.

Were, S. M. (2017). Effect of social economic development on youth employment in the informal and formal sectors in Nairobi Kenya. *International journal of business*, *22*(2), 158-174.

White Paper for Social Welfare (1997). Pretoria, South Africa: Government Printers

Wilkinson, A., Pettifor, A., Rosenberg, M., Halpern, C. T., Thirumurthy, H., Collison, M. A., & Kahn, K. (2017). The employment environment for youth in rural South Africa: A mixed-method study. *Development Southern Africa, 34*(1), 17-32.

World Programme of Action for Youth (2010). Economic and Social Affairs. Retrieved from: http://www.un.org/esa/socdev/unyin/documents/wpay2010.pdf. [accessed 03.06.2018]

Yes4youth. (2018). Retrieved from https://www.yes4youth.co.za/ [accessed 30 September 2018]

Yin, R, K. (2016). *Qualitative research from start to finish* (2nd ed). New York: The Guilford Press.

APPENDICES

Appendix A

Request to conduct research on Tshepo Programme

Title of Study: **Outcomes evaluation of Tshepo programme in promoting socio-economic development among unemployed youth in Tshwane, Gauteng**

Dear Sir /Madam

My name is Whitney Maimela, I'm a Social Development Masters student at University of the Witwatersrand. For my Master's dissertation, I wish to conduct an evaluation research on the Tshepo 1million program. The title of the study is: "Outcomes evaluation of the Tshepo Progamme in promoting social development among the youth in Tshwane". The research project will be conducted under the supervision of Dr Poppy Masinga –University of the Witwatersrand.

My research is based on exploring the ways in which the programme is improving the socio-economic development of unemployed youth based in Tshwane. I am aware that the programme is aimed at Gauteng as a whole, but due to the scope of expectations, the study is area bound to Tshwane.

The research will be looking into the experiences of the youth who are beneficiaries and to also grant them the opportunity to suggest ways in which the programme may be improved. This will also be an opportunity for the beneficiaries to share their success stories that are a result of the programme.

Lastly the study will also be looking at the chances of expanding the programme to other provinces as a way of reducing the increasing unemployment rate in the country.

I hereby request consent to have access to your beneficiaries based in Tshwane who will be interviewed. I also request a key informant from your office who will also be interviewed regarding the programme.

Your office will receive a copy of the research report once it completed.

For more information, please do not hesitate to contact me on the following details:

Mobile number: 076 471 9555

Email: wmaimela@gmail.com

Thank you for your time and your consideration of my request.

Kind regards

Whitney Maimela

02.09.2019

Appendix B

Permission to conduct research on Tshepo Programme

Title of Study: **Outcomes evaluation of Tshepo programme in promoting socio-economic development among unemployed youth in Tshwane, Gauteng**

GAUTENG PROVINCE
OFFICE OF THE PREMIER
REPUBLIC OF SOUTH AFRICA

Ms. Whitney Maimela
Student: Masters in Social Development
Wits University

PERMISSION TO CONDUCT A STUDY

Dear Ms. Maimela,

The Programme Management Office of Tshepo 1Million hereby grants you permission to conduct a study on the programme through interviews with relevant stakeholders, which will consist of the implementation team, as well as the programme partners should the need arise.

We also acknowledge the receipt of ethical clearance letter from your institution to conduct research on the programme and the PIS letter outlining what this is about.

Yours faithfully,

.....

Mr. Bongani Mabuse
Director: Tshepo 1Million
Date: 18/07/2019

Tel: (011) 355 6000 | Fax: (011) 355 6834 | Web: www.gautengonline.gov.za
30 Simmonds Street, Marshalltown, Johannesburg, 2001 | PO Box 61, Marshalltown, 2000
www.gautengonline.gov.za | Hotline: 0860 428 8364

Appendix C

Ethical clearance to conduct research on Tshepo Programme

Title of Study: **Outcomes evaluation of Tshepo programme in promoting socio-economic development among unemployed youth in Tshwane, Gauteng**

SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

DEPARTMENTAL HUMAN RESEARCH ETHICS COMMITTEE (SOCIAL WORK) CLEARANCE CERTIFICATE

PROTOCOL NUMBER: SW/18/10/63

PROJECT TITLE: Outcomes evaluation of Tshepo programme in promoting socio-economic development among unemployed youth in Tshwane, Gauteng Province

RESEARCHER/S: Whitney Maimela

STUDENT NUMBER: 1822945

SCHOOL/DEPARTMENT: Social Work

DATE CONSIDERED: 25 October 2018

DECISION OF THE DEPARTMENTAL COMMITTEE: Approved

EXPIRY DATE: 21 November 2022

DATE: 21 November 2019

CHAIRPERSON: Dr F. Masson

Cc: Supervisor: Dr Poppy Masinga

DECLARATION OF RESEARCHER(S)

To be completed in **DUPLICATE** and **ONE COPY** returned to the Administrative Assistant, Room 8, Department of Social Work, Umthombo Building Basement.

I/~~We~~ fully understand the conditions under which I am/~~we~~ are authorised to carry out the abovementioned research and I/~~we~~ guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/~~we~~ undertake to resubmit the protocol to the committee. **For Masters and PhD an annual progress report is required.**

SIGNATURE

10/01/2020
DATE

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix D

SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473 • E-mail: socialwork.SHCD@wits.ac.za

Participant information sheet

Title: **Outcomes evaluation of Tshepo programme in promoting socio-economic development among unemployed youth in Tshwane, Gauteng**

Good day

My name is Whitney Maimela and I am a postgraduate student registered for the degree of MA in Social Development at the University of the Witwatersrand. As part of the requirements for the degree, I am conducting research on the outcomes of the Tshepo programme in alleviating youth unemployment in Tshwane, in the Gauteng province. It is hoped that the research would give an indication of the effect it has had on the lives of the unemployed youth of Tshwane. It is hoped that the result of the study might inform development of programmes aimed at addressing youth unemployment.

As a youth involved in the Tshepo programme you are ideally in a position to contribute to my research. I therefore wish to invite you to participate in my study. If you accept my invitation, your participation would be voluntary and you are free to withdraw at any time without penalty. There are no consequences or personal benefits for participation in this study. If you agree to take part, I would arrange to interview you at a time and place that is suitable for you. This is to ensure that the research is conducted in a way that limits discomfort for you as the participant. The interview will last approximately an hour. If you choose to participate, you may choose to withdraw from the study at any time and you may refuse to answer any question that you feel uncomfortable with answering. If you decide to participate, I will ask your permission to tape-record the interview. No one other than the researcher and the supervisor will have access to the tapes. The tapes will be kept in a locked

cabinet for two years following any publication or for six years if no publications emanate from the study. A copy of your interview transcript without any identifying information will be stored permanently in a locked cupboard and may be used for future research.

Please be assured that your name and personal details will be kept confidential and no identifying information will be included in the final research report. The result of the research may also be used for academic purposes (including books, journals and conference proceeding) and a summary of the findings will be made available to participants on request.
Please contact me on 076 471 9555 or wmaimela@gmail.com or my supervisor Dr Poppy Masinga on 011 717 8329 or Poppy.Masinga@wits.ac.za if you have any questions regarding my study. We shall answer them to the best of our ability. If you have any concerns and complaints about the study, please contact **Human Research Ethics Committee** (Non-Medical) Contact details: Chairperson: Jasper.Knight@wits.ac.za or the administrator Ms Shaun Schoeman Tel 011 717 1408 Shaun.Schoeman@wits.ac.za

Thank you for taking time to consider participating in the study.

Yours sincerely
Whitney Maimela

Appendix E

Participants Interview Schedule

Title of Study: **Outcomes evaluation of Tshepo programme in promoting socio-economic development among unemployed youth in Tshwane, Gauteng**

Demographic information

Ethnicity: _____

Gender: _____

Age: _____

Educational level: _____

Years of involvement in the programme: _____

1. How did you hear about the Tshepo programme?
2. What did you have in mind regarding its goal and objectives when you heard of the programme?
3. How was the application process to become a participant in the programme?
4 What entrepreneurship activity are you currently involved in?
5.What challenges did you experience when starting your entrepreneurship activity?
6. How has the entrepreneurship activity changed your life and that of your family if any?
7. What benefits do you enjoy by being involved in the programme?
8. What are the challenges experienced by being part of the programme?
9. What suggestions do you have for improving the programme?

Appendix F

Consent form for participating in the study

Title of study: **Outcomes evaluation of Tshepo programme in promoting socio-economic development among unemployed youth in Tshwane, Gauteng**

I hereby consent to participate in the one on one in-depth interview for the research study. The purpose and procedures of the study have been explained to me.

I understand that:

- My participation in this study is voluntary and I may withdraw from the study without being disadvantaged in any way.
- I may choose not to answer any specific questions asked if I do not wish to do so.
- There are no foreseeable benefits or particular risks associated with participation in this study.
- My identity will be kept strictly confidential, and any information that may identify me, will be removed from the interview transcript.
- A copy of my interview transcript without any identifying information will be stored in a locked cupboard and may be used for future research.
- I understand that my responses will be used in the write up of a master's project and may be presented in conferences, published in book chapters, journal articles or books

Name of participant: _____

Date: _____

Signature: _____

Appendix G

Consent form for audio-taping of the interview

Title of study: **Outcomes evaluation of Tshepo programme in promoting socio-economic development among unemployed youth in Tshwane, Gauteng**

I hereby consent to the tape-recording of the one on one in-depth interview.

I understand that:

- The recording will be stored in a secure location (a locked cupboard or password-protected computer) with restricted access to the researcher and the research supervisor.
- The recording will be transcribed and any information that could identify me will be removed.
- When the data analysis and write-up of the research is complete, the audio recording of the interview will be kept for two years following any publication or for six years if no publication emanate from the study.
- The transcript with all identifying information directly linked to me removed, will be stored permanently and may be used for future research.
- Direct quote from my interview, without any information that could identify me may be cited in the research report or other write-ups of the research.

Name of participant: _____

Date: _____

Signature: _____

Appendix H

Key informant Interview Schedule

Title of study: **Outcomes evaluation of Tshepo programme in promoting socio-economic development among unemployed youth in Tshwane, Gauteng**

1 What led to the establishment of the programme?
2 Who are the stakeholders that are involved in the programme?
3 What is the inclusion criterion of the programme?
4 How is the programme designed to reduce youth unemployment?
5 How has the programme achieved its set objectives?
6 What have been some of the challenges experienced during the establishment and implementation of the programme?
7 What are the strengths of the programme?
8 Are there any plans of rolling the programme out to other provinces?
9 What suggestion do you have for improving the programme?