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Perceptions among Gauteng youth on the Tshepo skills empowerment initiative

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A research report submitted to the Faculty of Commerce, Law and Management, University of Witwatersrand, in fulfilment of the requirements for the degree Master of Management Public Development and Management

Supervisor: Professor Pundy Pillay

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ABSTRACT

The youth have always grappled with under-development and unemployment during the apartheid era and they still face the same challenges under the constitutional democracy. To address youth unemployment and development the Gauteng Provincial Government established a flagship programme the Tshepo 1 million (T1M) Skills empowerment programme. At its inception (in 2014) it was meant to transform the lives of 500 000 unemployed youth in Gauteng and in June 2017, the Premier of Gauteng David Makhura extended the scope of this programme to 1 million with the aim of empowering 1 million youth to benefit from inclusive employment and inclusive economic participation.

The primary focus of this study was on the perceptions of the youth in Gauteng about whether they perceive that the T1M programme as a mechanism that can be employed to address youth unemployment, the skills gap and lack of marketable skills. The literature review reveals that joblessness dampens young persons' self-esteem and affects their interpersonal relations, often leading to total dependence on their families and despondency. The study used phenomenology, and qualitative data was collected using semi-structured interviews. To protect participants from contracting the Coronavirus, interviews were conducted telephonically.

The study revealed that the youth perceive that there is a link between the qualifications, practical experience gathered from youth empowerment programme and youth employability. The researcher found that the youth who participated in the T1M programme believed that they only acquired job-readiness skills and were not offered any entrepreneurial skills. The study uncovered a myriad of challenges that if left unattended may thwart T1M's youth empowerment initiatives. These challenges include lack of visibility, poor branding and marketing, non-existence of a funding model for youth-owned businesses, lack of entrepreneurial skills training and connecting the youth to job opportunities that are far from their residential areas. This research make recommendations on how the T1M programme can improve on how it rolls out its youth empowerment programme and increase its visibility within the province.

DECLARATION

I, Agnes Nthabiseng Mahase declare that this research report is my own unaided work. All sources consulted are acknowledged and properly referenced. I am submitting this research report in partial fulfilment of the requirements of the degree of Master of Management in Public Development and Management at the university of Witwatersrand, Johannesburg. I have not submitted this report before for any other degree or examination at another institution.

AN Mahase	05 September 2022
…….	……
Agnes Nthabiseng Mahase	**Date**

DEDICATION

I dedicate this research report to my three children, and my loving and courageous mother.

To Mamello, Kabelo and Bokang, I did this for you. You unknowingly carried me on your shoulders each day through those small gestures of support. To my grown-up kids Mamello and Kabelo thank you for sacrificing time for your own studies and supporting me through this journey. To Bokang thank you for always being there to bring me a cup of tea and everything I needed and sitting beside me when studying and showing interest in my work and asking me about it despite your limited understanding. All of you gave me the reason to push hard to succeed and complete this degree despite all odds. Now the baton has been handed to you to follow suit and do better than me.

To my mother Mampolokeng Clementine Mokae, the previous system did not place any value on women empowerment, and you were the victim of such, but you sacrificed every little penny you had and invested your soul, time, and efforts in ensuring that I see the value of education. You made sure that I have all that is required at school from lower grades until I could fly on my own. Thank you for raising my children and made sure that I focus on my studies. I salute you! I am where I am because of your love, support, and sacrifices.

To my friend and prayer partner Mr Lubisi, thank you so much for always reminding that I must complete this degree and that I need to set the bar high for Mamello, Kabelo and Bokang. Thank you for your unwavering support and encouragement. Thank you for allowing me to stand on your shoulders as this made me to see far. For allowing me to lean and draw on your strength in difficult times. You are truly a pillar of strength.

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Lastly, a word of appreciation goes to all research participants, your contributions and insights contributed to the finalisation of this report. Thank you for availing yourselves and voluntarily participating in this process.

LIST OF ABRREVIATIONS

ANC	**African National Congress**
ASGISA	**Accelerated Shared Growth Initiative of South African**
ECD	**Early Childhood Development**
EPWP	**Expanded Public Works Programme**
EU	**European Union**
GEAR	**Growth, Employment and Redistribution Programme**
GPG	**Gauteng Provincial Government**
ILO	**International Labour Organisation**
IT	**Information Technology**
LFPR	**Labour Force Participation Rate**
MTSF	**Medium Term Strategic Framework**
NDP	**National Development Plan**
NYDA	**National Youth Development Agency**
POS	**Perceived Organizational Support**
RDP	**Reconstruction and Development Programme**
SOPA	**State of Province Address**
T1M	**Tshepo 1 Million**
TCA	**Thematic Content Analysis**
UN	**United Nations**
UNDG	**United Nations Development Group**
UNDP	**United Nations Development Programme**
USAID	**United States Agency International Development**

Table of contents

ABSTRACT **2**
DECLARATION **3**
DEDICATION **4**
ACKNOWLEDGEMENTS **5**
LIST OF ABBREVIATIONS **6**
LIST OF TABLES **10**
LIST OF FIGURES **10**

CHAPTER 1: INTRODUCTION AND CONTEXT **11**

1.1 Introduction 11
1.2 Context of the study 11
1.3 Problem statement 13
1.4 Purpose of research 14
1.5 Research questions 14
1.6 Significance of the study 15

CHAPTER 2: LITERATURE REVIEW **16**

2.1 Introduction 16
2.2 Studies on youth perception 16
2.3. Evolution of youth development 17
2.3.1 Global Context 17
2.3.2 South African Context 19
2.3.2.1 Policies and youth development 20
2.4 Youth Perceptions, attitudes, and empowerment 21
2.5 Theoretical Framework 23
2.5.1 Self-efficacy and youth development 24
2.5.2 Sources of self-efficacy 25
2.6 Conceptual Framework 27

CHAPTER 3: RESEARCH METHODS **29**
3.1 Introduction 29
3.2 Strategy and Framework 29

3.3 Research Design 30
3.4 Sampling method and Sample size 31
3.5 Data collection 36
3.6 Data analysis 36
3.7 Trustworthiness of the data 40
3.8 Delimitations of the study 45
3.9 Positionality 45
3.10 Consent and ethics 46
3.11 Summary 46

CHAPTER 4: PRESENTATION AND DISCUSSION OF RESULTS 47
4.1. Introduction 47
4.2 Background 47
4.2.1 What does the T1M skills empowerment programme stands for? 48
4.2.2 Interaction with Tshepo 1 Million 51
4.3 Primary Research question 1 52
4.3.1 Perceptions on the role of T1M in preparing the youth 52
4.3.2 Alternative ways of addressing youth unemployment 54
4.4 Secondary question 1 56
4.4.1 Linkages between qualifications, skills empowerment, and employability 56
4.5 Secondary question 2 59
4.5.1 Relevance of the T1M programme in beaching skills gaps 59
4.6 Secondary research question 3 62
4.6.1 Perceptions on the aptness of the T1M programme in alleviating poverty 62
4.6.2 Approaches to address youth unemployment 64
4.6.3 Perceptions of youth T1M programme and Entrepreneurship 66
4.7 Summary of presentation and discussion of findings chapter 69

CHAPTER 5 : Conclusions, Limitations and Recommandations 71
5.1 Introduction 71
5.2 Conclusions of the study 72
5.3 Limitations of the study 73
5.4 Recommendations 74
6. References 75

Appendices.....86
Appendix A: Data collection instrument.....86
Appendix B: Letter of introduction.....89
Appendix C: School level ethical clearance form.....91
Appendix D : Participant consent form……102
Appendix E: Letter of permission (Gauteng Premier) 104
Appendix F: Letter of permission (Harambee).....107

LIST OF TABLES

Table 1: Information on participants

Table 2: Trustworthiness of data

Table 3: Responses on participating in the T1M programme

LIST OF FIGURES

Figure 1: Sources of self-efficacy

Figure 2: Conceptual framework

Figure 3: Number and gender of participants

Figure 4: Employment status of participants

Figure 5: Legislative frameworks and Accords that inform development

Figure 6: Benefits of aligning course content to market requirements

Figure 7: Responses on linkages between qualification, T1M and youth employability

Figure 8: Responses on appropriateness of the T1M to tackle youth challenges

Figure 9: Skills set for youth employment

Figure 10: Ways of increasing youth employability

Figure 11: Reasons for entrepreneurship

CHAPTER 1

INTRODUCTION AND CONTEXT

1.1 Introduction

This research focused on the Gauteng Provincial Government's (GPG) flagship youth empowerment programme, the Tshepo 1 Million (T1M) skills empowerment initiative. The T1M programme was launched in 2014 with the aim of changing the lives of 500 000 unemployed youth in Gauteng by providing employment opportunities through skills training, job placement and offering entrepreneurial skills (https://www.polity.org.za). In June 2017, the Premier of Gauteng, David Makhura, extended the scope of the programme to 1 million with the aim of ensuring that over a period of 5 years the programme reaches and transforms the lives of 1 million youth residing in Gauteng (Gauteng Office of the Premier Newsletter, 2017). The emphasis of this research is on the perceptions, opinions, and views of T1M programme beneficiaries, i.e., the youth, and whether they perceived this programme as a mechanism that could be used to alleviate youth unemployment, skills shortage, and skills incompatibility. Furthermore, this research sought to gain insights on whether the youth in Gauteng are aware of the existence of T1M, and the enrolment criteria along with the outcomes of joining the program. This chapter provides context to what prompted this research; it also outlines the problem statement, purpose of the research, research questions and research propositions.

1.2 Context of the study

The study took place in Pretoria, Gauteng. Pretoria falls under the City of Tshwane Metropolitan Municipality. The Gauteng population accounts for 25.9% of the entire population of South Africa (Statistics South Africa, 2019). In 2019, mid-year population estimates indicated that Gauteng had a total youth population of 5 715 021 aged between 15-34 years (Statistics South Africa, 2019, p.16). This research was motivated by the high rate of youth unemployment in Gauteng despite the implementation of the youth empowerment initiatives by the provincial government. Quarterly labour force surveys revealed that in quarter 2 of 2019, youth between the ages 15-24 years, had an unemployment rate of 56.4%, while the youth aged 25-34 had an unemployment rate of 35.6% (Statistics South Africa, 2019, p.11). This demonstrates that the Gauteng Province has been hit harder than other parts of the world by youth unemployment. In 2017

Gauteng had 2.7 million youth between the ages of 15-34 who were not enrolled in schools or tertiary institutions nor employed. Moreover, 50% of these youth had not completed matric (http://www.gauteng.gov.za/Tshepo1m/Pages/index.html#features; Gauteng Office of the Premier Internal Newsletter, 2017). This demonstrates that the youth of Gauteng grapples with low literacy levels and unemployment, strengthening the view expressed by Everatt, Gots and Jennings (2004) that literacy levels impact on youth employment. A study by Mashabela (2016) found that the Expanded Public Works Programme (EPWP) contributes to reducing unemployment in Gauteng by offering skills to the unskilled and allows its beneficiaries to gain access to the labour market. The study highlighted the importance of training and skills development for all sectors of society but did not pay attention to how the youth can be empowered and encouraged to participate in building the Province's economy by starting their own businesses and by being given other skills such as work readiness proficiency, computer literacy and business skills that could increase their employability in both the public and private sectors. Mashabela' s research (2016) did not explore perceptions of youth around youth development programmes either. As a result of the challenges and gaps identified above, this study was necessitated by the need to explore perceptions, opinions, and views of the youth to gain insights on whether the T1M programme could be used as a mechanism to address a myriad of challenges faced by the youth in Gauteng.

Educational background, marketable skills and experience play a major role in alleviating youth unemployment and in assisting the youth in closing the skills and work experience gap, the Gauteng Provincial Government (GPG) has invested in the T1M programme and it targets youth at different phases in their lives. The objectives of T1M as outlined in the Gauteng Office of the Premier (2017, p.5; https://www.tshepo.mobi) are:

> *To provide job readiness skills, self-employment and entrepreneurial skills to 1 million youth residing in Gauteng; To give hope to 1 million young people in Gauteng who are unemployed and looking for a way to access the skills and learnings that will prepare them for the world of work and business; and to accommodate youth without grade 12 and who have never worked, youth with grade 12 but without experience, youth with vocational training but with no experience and youth who did not*

complete their university education or those who graduated but are still unemployed.

The main purpose of the T1M programme is to ensure inclusive youth employment and inclusive economic participation for youth in Gauteng (Gauteng Provincial Government, 2017). This initiative is implemented in partnership with a non-profit organisation (NPO) Harambee Youth Employment Accelerator (Gauteng Provincial Government, 2017). Harambee was chosen due to the capacity it possesses in terms of expertise, systems, facilities, and human capital as well as past performance in fast-tracking youth employment and economic participation. The partnership between these two organisations is governed by the Memorandum of Understanding (MoU). Harambee is a Swahili name which denotes *'all pull together'* (www.harambee.co.za). This organisation was established in 2011 to deal with the misalignment between labour market demand and supply (www.harambee.co.za; https://www.leonfoundation.co.za). Harambee connects young unemployed work-seekers to different opportunities to enable them to participate in the Province's economy (www.Harambee.co.za; https://www.leonfoundation.co.za). To bring the youth into the system, Harambee has developed mobile sites 'Tshepo.mobi' and harambee.mobi that enables the youth to record their details and outline their needs. This mobile application is then used as a first line database to contact and bring the youth into the T1M empowerment system and to connect them to opportunities according to their needs. This study explores perceptions of the youth on whether the youth view the T1M programme as a vehicle that could be used to empower them to actively participate in the economy of this province and secure jobs within Gauteng Province.

1.3 Problem statement

The Gauteng Provincial Government (GPG) established the Tshepo 1 million (T1M) programme to address skills shortage and unemployment in youth with the intention of reaching 1million youth in Gauteng. The GPG efforts to stimulate inclusive employment for the youth through the T1M are hampered by low labour force participation rate (LFPR) for the youth. Data from Statistics South Africa reveal that in quarter 2 of 2019, youth aged 15-24 had an LFPR rate of 26% while youth aged 15-34 years had an

LFPR of 74% (Statistics South Africa, 2019, p.10). Most scholarly work focused on youth development legislation, Expanded Public Works Programme and not how the youth perceive the T1M youth empowerment programme. Thus, the focus of this research was on the perceptions of some youth aged 18-35 in Gauteng, on the Tshepo 1 million (T1M) skills empowerment initiative on whether they perceive it to be helpful in enabling them to secure jobs and be self-employed. This study demonstrates that some of the youth perceive that the T1M skills empowerment programme breaches the experience gap and offer skills that enable them to be employable but not to be entrepreneurs.

1.4 Purpose of research

The purpose of this research was to explore perceptions of the youth in Gauteng on the efficacy of the Tshepo 1 million (T1M) youth skills empowerment project. Efficacy refers to the ability to produce anticipated results (Oxford Advanced Learner Dictionary). This study will focus on their perceptions on the efficacy of the T1M programme in breaching skills gap and offer them experience that enable them to be employable and start their own businesses. The research was undertaken in Pretoria, Gauteng and youth aged 18-35 were interviewed to share their experiences on the T1M programme and whether there are other mechanisms that can be used to empower the youth

1.5 Research questions

1.5.1 Primary question

Do youth believe that the T1M programme sufficiently prepares them to enter the labour market and/or become entrepreneurs?

1.5.2 Secondary questions

a. Do the youth think that the T1M program breaches the mismatch between their qualifications and the labour market requirements?
b. Do the youth in different age groups view the benefits of participating in the skills empowerment programmes differently?
c. Do the youth perceive the T1M program as a mechanism that can be used in the alleviation of poverty and as a means of enabling participation in inclusive

employment whilst closing the gap in skills and knowledge required in starting their own business and subsequently creating employment for other youth?

1.6 Significance of study

The current literature on youth development has focussed more on unemployment in general, legislation on youth development and poverty alleviation programmes like EPWP. This research focussed specifically on the role played by T1M programme in reducing youth unemployment through offering skills and experience to unemployment youth. The findings from this research provide information on how youth perceive empowerment initiatives and propose measures that would ensure that such programmes do not only focus on job placements. Research findings emanating from this study will help programme implementers and funders on effective branding and marketing of T1M programme to increase its visibility and awareness. Insights from this study should encourage T1M partners to include mechanism that will lead to youth enrolling for qualifications that will increase their chances of being employed and/or encourage the youth to be self-employed. The outcomes from this study should assist provincial government to strengthen stakeholder relations i.e., Non-profit organisation (NPOs) and private sector partners to structure youth empowerment programmes in a manner that encourages youth participation.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature relevant to perceptions of the youth on empowerment initiatives. A literature review helps in developing a theoretical framework that will be utilised in examining and evaluating empirical findings (Wotela, 2017). A review of literature assists in summarising, analysing, evaluating and synthesis of an existing body of knowledge sourced from various scholarly works (Onwuegbuzie, Leech and Collins, 2010). Section 2.2 reviews studies that were undertaken to understand and explain perceptions of the youth around empowerment. Section 2.3 provides an outline of how youth development evolved in South Africa and elsewhere. Furthermore, section 2.4 gives a critical analysis of whether policies that were developed to address youth challenges in South Africa achieved what was intended. Section 2.4 reviews literature on perceptions and attitudes of youth and their impact on youth development, it further concludes on the literature review and outlines knowledge gap in the reviewed literature. section 2.5 outlines the theoretical framework applicable to this research. Lastly, section 2.6 discusses the conceptual framework relevant to this research.

2.2 Studies on youth perceptions

This section examines research on perceptions of youth in order for the researcher to have a better understanding of how to carry out this research.

Charumbira and Chituri (2013, p.21) studied perceptions and attitudes of Zimbabwean youth towards the European Union (EU) Development policy. This research found that the main challenges facing the youth were, lack of support to create their own jobs due to the lack of funding, lack of business training, lack of cooperation from other youth and the lack of a vocational centre where these youths can get skills. The Zimbabwean youth felt that they were side-lined and not allowed to participate in the decision-making forums dealing with their development (Charumbira & Chituri, 2013). This indicates that the youth need to be involved from

conception, policy development and implementation phases of the initiatives targeted at changing their lives.

The study by the Local Government Sector Education & Training Authority (LGSETA) (2015) sought to gain an understanding of career related perceptions of the South African youth with the intention of gaining knowledge on why they want to join the workplace, what their expectations are and how they differ from the older generation. This study found that the youth is willing to sacrifice a salary for a flexible work arrangement and are willing to donate their time to a public service of some sort. This indicates that there is a need to adopt a new approach in rolling out youth empowerment activities to ensure that the new breed of entrepreneurs and employees is accommodated and allowed to showcase their new work ethic to revolutionise the workplace and the way business is conducted.

Magagula and Tsvakirai (2020) investigated the nature of youth perceptions in Mpumalanga and how such perceptions influence their decisions to engage in agri-business. The study revealed that the youth had a positive attitude towards economic opportunities presented by the agricultural sector. The research found that the perceptions of these youth coupled with secondary school agricultural education and significant financial support had a positive impact on their willingness to participate in the entrepreneurial activities (Magagula & Tsvakirai, 2020, p.234). This study also revealed that family involvement, parents' education levels played a key role in ensuring willingness to participate in empowerment activities to develop positive attitudes and good work ethic. These findings demonstrate that a holistic approach where different stakeholders play a key role in the development and nurturing of these youths needs to be adopted.

In conclusion, the studies listed above outlined the importance of getting the views of the youth on development to ensure that they take ownership of such initiatives and participate fully. These studies did not provide guidance on how the youth as beneficiaries of such programmes are encouraged to influence how they are structured and implemented, instead they are expected to adjust to the top-down approach which does not consider the actual needs of the youth. Furthermore, there is a need to undertake an in-depth study on how different youth programmes should

be structured to encourage voluntary youth participation, change in attitudes, and improve the literacy levels of youth. The Public Sector has developed many policies on youth development, and it is partnering with the private sector in rolling out youth empowerment programmes, but more work needs to be done to determine the level of visibility and accessibility of such programmes in communities where this youth resides. Furthermore, additional work needs to be done to determine whether youth empowerment programmes do transform and improve the living conditions of these youth.

2.3 Evolution of youth development

2.3.1 Global perspective

Youth unemployment and under-development are not new phenomena. For instance, Britain experienced it during the Margaret Thatcher era (1979-1990) (Matthews & Minford, 1987; Fontana & Parsons, 2015). Thatcher's government adopted conservative economic policies and their outcome was an unemployment rate of over three million people (The Socialist, 2010, p.10). Serious reflections on creating opportunities for youth and providing skills development to enable them to enter the labour market were part of initiatives taken by Thatcher's administration (Matthews et al.,1987). Despite well intended policy imperatives, in 1981 most people felt that the "government had left the youth on the shelf with no job to be found in Britain" (The Socialist, 2010, p.10). Any government following conservative economic policies allows itself to be at the mercy of a free economic system where there is no egalitarianism of opportunities since the allocation of resources lies in the hands of the private owners. These private owners tend to have a different view from that of government when it comes to stimulating economic growth for inclusive employment.

In Australia, youth unemployment is regarded by some as more than an economic loss (Australian Youth Office, 2013). Some Australians view youth unemployment as a lost opportunity, to fully attain necessary skills to increase job prospects, and that it makes unemployed individuals feel isolated from society (Australian Youth Office, 2013). Employers are looking for technical savvy employees, who have positive attitudes, who are competent and reliable, this calls for youth empowerment

to incorporate training on technical and soft issues such as attitudes, good interpersonal skills, and communication skills. writers often cite that unemployment is a result of youth's inability to acquire and maintain the skills necessary in securing employment (ILO, 2010).The skills development programmes must view skills revolution holistically and not limit it to formal qualifications, this is key as skills obtained in youth development programmes do not only change the individuals' lives but goes beyond and allows an empowered individual to have a positive impact on other people's lives (Christens & Peterson, 2012). To align to the global perspective there is a need to look at how youth development evolved in South Africa and critically analyse how policies that were adopted in different eras impacted youth development and these are discussed below.

2.3.2 South African Context

One can never speak about youth development in South Africa without examining the role played by the education system pre-1994 and around the 1950s and 1970s and how policies that were developed by different administrations affected youth empowerment. This is in no way an attempt to venture into a political discourse nor to raise a racial discrimination or a class segregation question. Rather the purpose is to link how endorsing certain policies like the *Bantu Education Ac*t, no 57 of 1953 (Boddy-Evans, 2019; Heaton, Amoateng & Dufur, 2012) affected the then youth and quality of education which disempowered the youth. The Bantu Education Act deterred the youth from participating in inclusive employment and hindered inclusive economic participation. This culminated into a low-quality education that was not meant to empower the youth and ensured that they amounted to nothing but being labourers. In 1976, the South African youth realised that there were forced to adapt to an Afrikaans dominated sub-standard education with the intent of exposing them to a lifetime of poverty (Heffernan & Niefgodien, 2016), they then confronted what they perceived to be a flawed apartheid education system. Heffernan and Niefgodien (2016) views on the plight of the youth are of interest as these scholars highlight that even in the post-apartheid dispensation, the youth are still grappling with challenges like those of the apartheid system era. This calls for a review of the role played by various policy frameworks that were development by the ANC-led government to indicate whether they played any significant role in

addressing the challenges faced by today's youth as alluded to above by Heffernan and Niefgodien (2016).

2.3.2.1 Policies and youth development

In the post-apartheid era, the South African government sought to redress the inequalities of the past with a specific focus on youth development. Three policy frameworks were introduced, namely, Reconstruction and Development Programme (RDP), Growth, Employment, and Redistribution (GEAR) Programme, and the Accelerated Shared Growth Initiative of South Africa (ASGISA) (Michie & Padayachee, 1998; Pauw & Mncube, 2007; ASGISA Annual Report, 2007). In 1994 the Reconstruction and Development Programme (RDP) was pitched as a government policy to address the socio-economic challenges facing South Africa (The RDP, 1994). The implementation of the RDP was problematic due to poor integration and coordination within government departments (Seroto, 2012, p.3). The RDP was disguised as a policy to address the plight of the poor (which includes the youth), but its existence led to their exploitation (Manomano,2013). Everatt (2001, p.2), highlights that the ANC-led tripartite alliance lacked the ardour and will to craft a clear plan on youth development instead "presented the youth with a less than two pages insertion in the RDP on youth development" and saw youth potential as nothing more than being recruits of what is known in today's terms as Expanded Public Works Programme (EPWP).

In 1996, the RDP office was closed. Everatt (2005, p. 5) asserts that dropping the RDP in favour of Growth, Employment and Redistribution (GEAR) programme was "seen by many as a betrayal by the ANC-led government". GEAR's focus seemed to gravitate towards free market economy rather than on much needed poverty alleviation programmes which would also address a myriad of challenges facing the youth (Everatt, 2005; ASGISA Annual Report,2007, p.6). To the dismay of many, GEAR was also abandoned for the adoption of the Accelerated Shared Growth Initiative of South Africa (ASGISA) in 2006 (The Presidency, no date). Under President Thabo Mbeki ASGISA sought to address the "skills shortage, reduce unemployment by half and push barriers to entry into investment opportunities, and curb uncompetitive practices" (https://www.sahistory.org.za; ASGISA Annual

Report, 2007, p.6). ASGISA did not perform as anticipated and in 2013, the government needed a strategy to address, amongst other things, poverty, inequality, and youth unemployment and introduced the National Development Plan (NDP) (National Planning Commission, 2011; https://www.sahistory.org.za).

To be aligned with the objectives of the NDP, youth development and empowerment had to be prioritised and in 2015, the National Youth Policy was also introduced to deal specifically but not exclusively with social ills affecting the youth (National Youth Development Agency (NYDA), 2015). The NYDA (2015), highlighted low skills, inadequate economic participation and inadequate skills empowerment as major challenges facing the South African youth and the youth residing in Gauteng is no exception to this. All these policies highlighted above amongst other things sought to address youth development and break barriers for entering the workplace and business sector. Despite all these well-intended efforts, the youth remain under-developed, with no skills or with a lack of sought-after skills to secure employment or make it in business and are left unemployed as a result. There is a need to review policies on youth development with the view of ensuring improvement in the living conditions of the youth. Bartelmus (1994) highlights that meaningful youth development should transform people's lives for the better. In addition to the challenges highlighted above, the youth seem to be grappling with soft issues necessary in securing and sustaining employment and these are discussed below:

2.4 Perceptions, attitudes, and youth empowerment

Goel, Vohra, Zhang, and Arora (2006, p.3), highlighted that a belief in entrepreneurial spirit is central to youth development and cautioned that entrepreneurship can be promoted and championed through "government policies, availing funding, setting up academic support for imparting soft skills, entrepreneurial and business skills". The South African Government and the private sector supports students enrolled in academic programmes through various bursary schemes such as the National Student Financial Aid Scheme (NSFAS) and bursaries from various entities such as ESKOM, National Research Foundation (NRF), South African Institute of Chartered Accountants (SAICA's Thuthuka

bursary scheme) and others. Despite the support offered to acquire skills, perceptions carried by the youth seem to discourage them from embarking on self-employment initiatives to create employment for other youth. Perceptions refer to "organised process in which an individual interprets situations from an environment and draws subjective inferences and conclusions from these to take certain actions or behaviours" (George, 2002, p. 225; Quinn, 2000, p.73). Negative attitudes emanate from the youth discontent due to strict laws, lack of information and stringent requirements they are expected to comply with before they can be given business loans and offered business opportunities. All these factors have negatively affected the youth's perceptions around empowerment. There is a need to take a closer look at how youth attitudes and perceptions towards youth empowerment programmes affect their development, be it in a good and or bad way. For this, research perceptions refer to the way the youth view, perceive and understand development as well as how they interpret the effectiveness and efficiency of such programmes in transforming their lives.

Goel, Vohra, Zhang, and Arora (2006), explored attitudes of Chinese and Indian youth to understand how they influence participation in programmes meant to stimulate self-employment. The research by Goel et al (2006), found that youth perception tends to differ between the youth in more developed regions than in less developed areas. This study revealed that the Indian youth had a positive attitude towards entrepreneurship as they perceived that working for themselves was better than working for someone else. Azjen and Fishbein (1980) highlight that attitudes form the basis for participating and engaging in any activity. This means that if youth have negative attitudes toward government policies and development programmes, they are less likely to support nor get involved in such initiatives (Gnyawali & Fogel, 1994) and may opt to remain unemployed. The reason for negativity towards government initiatives can be due to lack of consultation and imposing policies on the youth that do not address the real needs of these youths. According to the expanded definition unemployed individuals comprise of individuals who have ceased searching for work and are classified as disheartened work seekers (Statistics South Africa, 2013). Opinions and attitudes of the youth towards skills development are key determinants of whether they would be involved and exploit opportunities that are offered by these programmes. Perceptive attitudes in youth

are formed through socialisation and globalization. Socialisation refers to “messages about what is good and positive, what lends status and what is valued by others” (Goel et al., 2006, p.6). Globalisation refers to “the interconnectedness and interdependence between individuals regardless of who they are or where they are in the world” (Jansen, 2018, p.3). Globalisation enables the youth from different parts of the world to engage with each other on many issues, learn from each other and simulate values learned from each other. This interconnectedness, interdependence and socialisation indicates that adults, family, and societal structures along with other role players from elsewhere in the world play a key role in imparting attitudes and values in youth which helps them to be productive, employable, and focused individuals. Below is a description of a theoretical framework on how acquiring soft skills through youth development initiatives leads to self-efficacy in youth.

2.5 Theoretical framework

The theoretical framework to enable a better understanding of youth development will be explained through the self-efficacy theory. This theory is based on Bandura’s social cognitive theory (Bandura, 1977, 1986, 1997) and will be employed in describing how youth behaviour, motivations and attitudes lead to self- efficacy (Rockow, Kowalski, Chen & Smothers, 2016). Youth have their own expectations, and youth development programmes should assist the youth to meet their career and efficacy expectations as employers are looking for competent and self-driven employees. Bandura (1977, 1986, 1997) in Rockow et al (2016, p.2) refer to “efficacy expectations as individual belief in his/her capabilities to engage in a specific behaviour, these expectations vary on three dimensions namely magnitude, generality and strength”. For this research, the third dimension being strength is applicable as youth need perseverance and drive to tackle and overcome countless hindrances to their growth and development (Rockow, et al.,2016) such as low literacy levels, (Everatt, Gots & Jennings, 2004) incompatible skills and employers’ attitudes towards youth which often affects their employability (Mtembu & Govender, 2015). Employability refers to the ability to get and keep a job (Coetzee, Ferreira & Potgieter, 2015). The youth go through various transitional and human development phases and failure to complete these stages can lead to

self- doubt, isolation, failure to forge meaningful relationships with other people and low levels of self-efficacy (Cherry, 2019; Murithi, 2019; Furlong, 2016). The meaning of self-efficacy and how it impacts youth development is discussed below.

2.5.1 Self-efficacy and youth development

According to Bandura (1994, p.1) “self-efficacy beliefs determine how people feel, think, believe, motivate themselves and behave”. Finding and keeping a job are crucial for youth as it makes them feel that they are adding value and makes them believe in themselves (Furlong, 2016). Joblessness affects a young person’s self-esteem and affect how they relate with other people in their communities, leads to despondency, poverty, and dependency on their families and on state welfare grants (MacDonald, Shildrick & Furlong, 2016). To ensure that youth get, sustain employment, and maintain the income-earning trajectory they need to be self-efficient. Bandura (1977a, 1997) in Zimmerman (2000, p.83) describes self-efficacy as a “personal judgement of one’s capabilities to organise and execute courses of action to attain designated goals”. Being able to secure employment and perform it well boosts the young person’s self-esteem, future income-generation and creates a sense of belonging in the community they reside in (World Bank, 2012). Confidence and involvement in the youth development initiatives and societal structures are key in shaping youth values, belief in themselves and positive behaviours necessary to perform well at work (Pieters, 2013). Youth empowerment programmes are meant to build a strong foundation by offering skills to build confidence and breach a gap between skills set possessed by the youth and the market expectations (Raheem, 2016). Self-efficacy and youth work efficacy are key concepts in ensuring that youth development activities produce positive results (Rockow et al, 2016).

Kowalski, Gassman and Konecny, (2011) refer to youth work efficacy as the confidence youth workers have in their abilities to work with other youth. Youth work efficacy depends largely on perceived organizational support (POS) that these youth experience (Rockow et al., 2016). Youth development role players and organisations seek to offer skills to the unemployed, inexperienced, and unskilled youth to empower them to be competent and productive whether at the workplace

and/or in business. Self-efficacy theory is applied in this research to demonstrate how mastery of skills obtained on youth empowerment programmes affect youth self-beliefs and their attitudes and opinions about the role played by the empowerment initiatives towards employability and enabling them to be successful entrepreneurs. This is done by examining four sources of self-efficacy and how they can affect how the youth behaves and interact with such programmes. These sources are “mastery of experiences, vicarious experience, verbal persuasion and psychological states” (Bandura,1994, p.1). Below is a diagrammatic depiction of the sources of self-efficacy.

2.5.1.1 Sources of self-efficacy and how they affect youth development

Self-efficacy explains how human behaviour gets affected by interactions with other people, past experiences, past performances, ability to express oneself and physical and psychological health (Bandura,1994; Esters & Bowen, 2005). A description follows of the four sources of efficacy and how they impact youth efficacy.

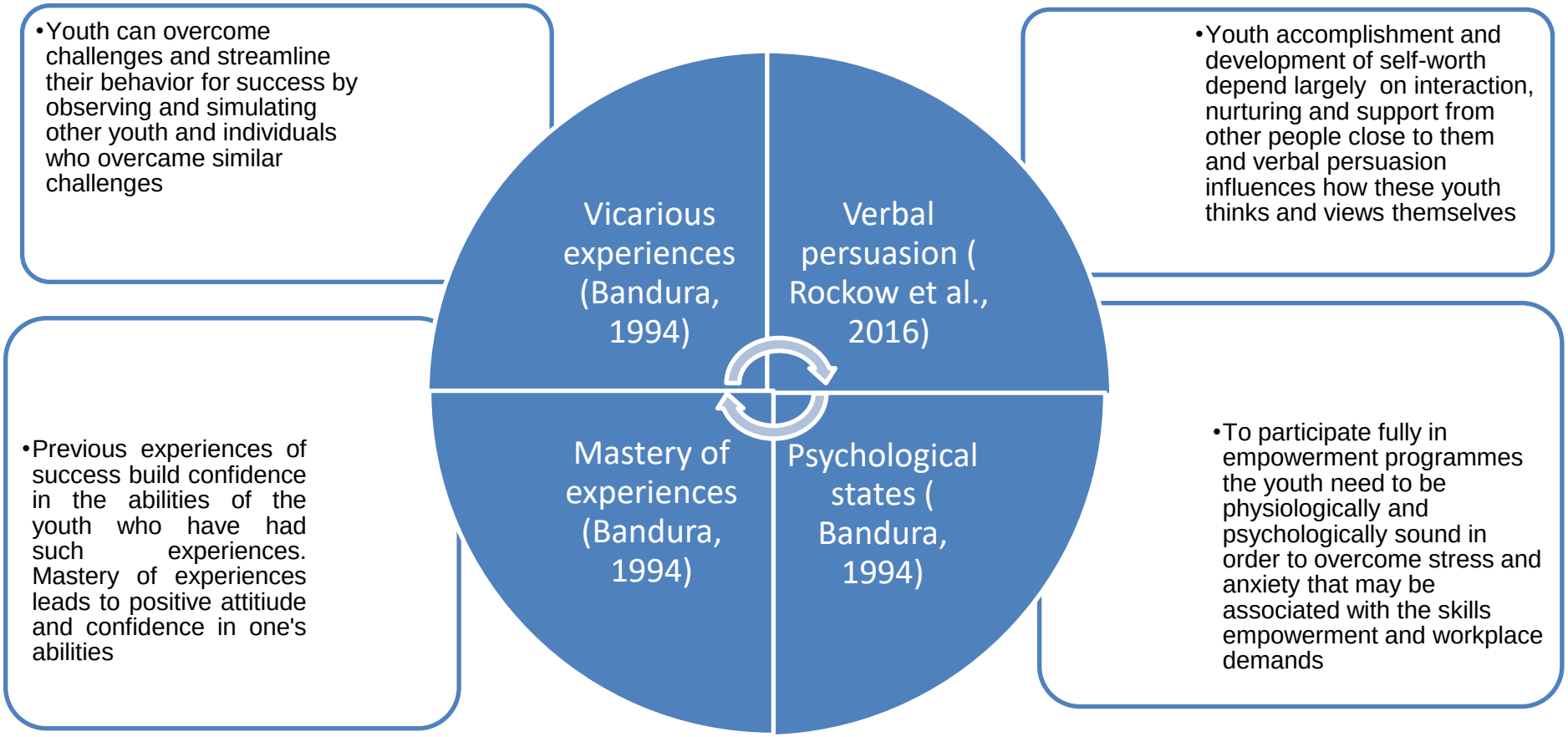


Figure 1: Sources of Self-Efficacy. Sources : (Bandura, 1994 ; Rockow et al.,2016)

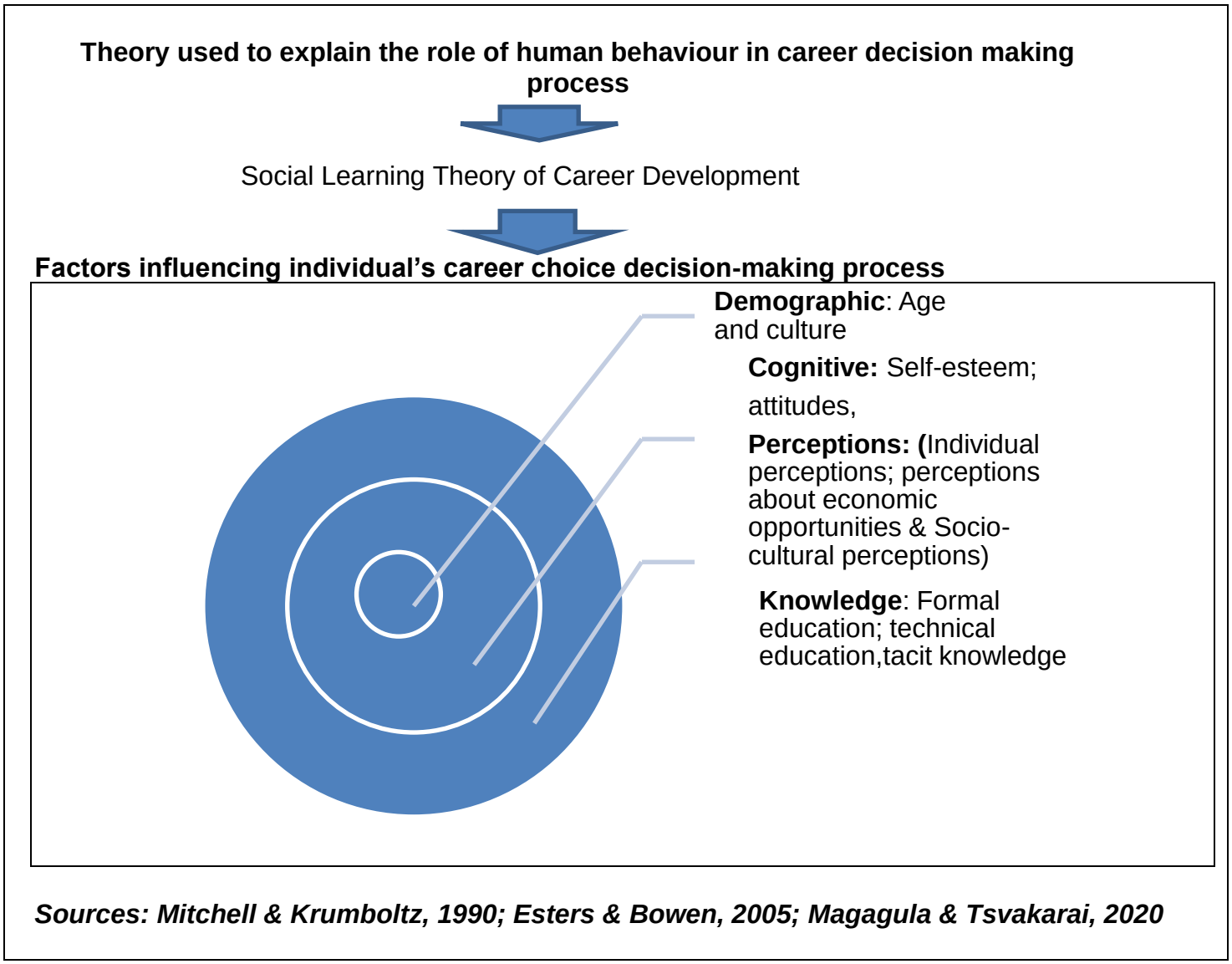
The self-efficacy theory provides a useful framework for understanding how youth behaviours, opinions and attitudes are formed and the role they play in ensuring their employability and success in business but does not provide guidance on how these youths can influence their empowerment process by being involved from policy setting, planning, and implementation stages. The theory highlights the importance of role-modelling and drawing strength from the success stories of other individuals who were in similar situations and managed to succeed but does not give guidance on how other role players in youth development like families, community, non-governmental organisations can influence youth empowerment process to ensure that these youth reach their full potential.

2.6 Conceptual framework

The researcher needs to be "able to interpret and explain the data; therefore, a conceptual framework needs to be developed and data classified" (Henderson, 2015, p.8). Youth go through a thought process in choosing a career and in deciding whether to participate in developmental activities to achieve their career aspirations. Mitchell and Krumboltz (1990) Social Learning Theory of Career Development is applicable to this research and is used to explain how youth perceptions, attitudes, views, and socio-economic circumstances influence the way they interact with youth empowerment programmes i.e., Join the labour force or be entrepreneurs. Díaz-Pichardo, Cantú-González, López-Hernández and McElwee (2012) in their exploration of the interfaces between sociopsychology and organisation management found that "human behaviour is influenced by mental processes like perceptions or attitudes, personality traits and socio-economic factors" (Magagula & Tsvakarai, 2020, p.236). This was applicable to the youth on T1M as participants perceptions, personal choices, socio-economic factors influenced their involvement with the skills empowerment programme. Furthermore, these youth participated in the T1M programme with the hope that securing a job will their socio-economic conditions and increase their self-effiacy. The Social Learning Theory suggests that in deciding on which career to follow, individuals are influenced by various factors (Esters & Bowen, 2005, p.24; Magagula & Tsvakarai, 2020, p.236; Mitchell & Krumboltz, 1990) and these are outlined in figure 1 below. The factors highlighted below, form a knowledge base that individuals employ in evaluating and deciding whether to exploit

available opportunities, start a business venture and invest energy and resources to develop themselves (Mitchell & Krumboltz, 1990). The Social Learning Theory postulates that each one of these factors influences an individual's career choices and that interfaces between them enable an individual to select more than one career choice (Esters & Bowen, 2005). Below is a diagrammatical depiction of the conceptual framework.

Figure 2: Conceptual Framework



Sources: Mitchell & Krumboltz, 1990; Esters & Bowen, 2005; Magagula & Tsvakarai, 2020

CHAPTER 3

RESEARCH METHODS

3.1 Introduction

This chapter introduces and outlines the research methods. The chapter starts with outlining the strategy and framework used. Secondly it outlines the research design, sampling and data collection process. Thirdly, it deals with data analysis and trustworthiness of the data. Fourthly, the chapter deals with the delimitations of the study, researcher's positionality, consent and ethics. Lastly, it provides chapter summary.

3.2 Strategy and Framework

The research methodology is important in guiding the researcher in collating, capturing, examining, analysing, and interpreting the information to ensure that the research objectives are met (Wilson, 2010). The qualitative research method specifically phenomenology was preferred for this research, as it enabled the researcher to get an in-depth understanding of the youth and their opinions and experiences (Neuman, 2006). Kothari (2004, p.5), asserts that a "qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour". This study explored perceptions, experiences, and views of youth around Tshepo 1 Million (T1M) skills empowerment programme, therefore a qualitative research approach was preferred. Brink (1993, p.35) argues that qualitative research is concerned with gaining an "understanding of people's beliefs and their experiences". Employing qualitative research techniques enables qualitative researchers to delve deeper into perceptions of others and examine how they organize and construe their daily lives (Lune and Berg, 2017). The focus of qualitative research strategy is on people's opinions and their experiences and this method assisted in collecting and interpreting data on participants' opinions, beliefs, experiences, and views.

The research paradigm, epistemology and philosophy underpinning this research is constructivism/interpretivism. Interpretivism addresses "understanding the world as others experience it and believes that truth lies within the human experience" (Wagner, et.al., 2012, p.55). This research focused on the participants opinions, experiences, and perceptions of how the T1M programme has impacted their lives. The Social Learning Theory of Career

Development was applied in understanding youth perceptions on the skills empowerment programme and (i) how it affected their career pathing and choices; (ii) whether there were marketable skills obtained on this programme; (iii) whether the qualifications they possess increased their employability; (iv) and/or enabled and motivated them to start their own businesses and (v) whether based on their experiences they anticipate that the T1M programme can be enhanced.

Bryman (2012, p.33) asserts that social experiences and inferences are being influenced by human beings on an ongoing basis. Wagner, et al., (2012, p.56), highlights that “reality depends on the individual’s mind and is therefore a personal or social construct”. The youth shared their opinions and views about T1M skills empowerment programme, and their responses were based on their attitudes, personal experiences and their own/ personal truths. The researcher as a partaker brought in her proficiency, comprehension, and skills into the research process. The interface between researcher and participants paradigm enhanced the research process and results.

3.3 Research Design

The research design provides the structure for collecting and analysing data (Wotela, 2017; Bryman, 2012). A research design informs how the research is undertaken, which research methods are apposite, guides in selecting a data collection strategy and techniques that will be used in analysing data (Wagner, Kawulich & Garner, 2012). The research design ensures that there is consistency between a selected research design, title, research methods and procedures (Wagner, et al.,2012). Qualitative data was collected, and phenomenology was chosen as a research design for this research. Moustakas (1994, p.13), states that the phenomenology assists in determining “what an experience means for the persons who have had the experience and are able to provide a comprehensive description thereof”. Phenomenology as a research design enabled the researcher to put aside personal prejudices in describing and understanding participants’ experiences and opinions around the usefulness of the skills empowerment programmes. This approach provided an in-depth understanding of what an efficient and helpful youth empowerment programme should entail to address the real needs of the youth.

3.4 Sampling method and sample size

A non-probability sampling method was used to select individuals who participated in this study. According to Wagner et al., (2012, p.93), a researcher who uses “purposive sampling relies on own experiences or ingenuity to find participants that can be representative of the population and uses specific selection criteria to identify the most suitable individuals”. A non-probability purposive sampling method was used to select a sample of youth from Harambee’s database and participants were selected according to gender and age. Following a purposive sampling method ensured that the most suitable participants formed part of the sample. A selected sample comprised of 8 Females and 8 males between the ages 18-35. The reason for selecting 16 individuals was to have a sample that is representative of the different characteristics of the population being studied. A sample that is higher than 16 could not be accommodated due to resource constraints. Fusch and Lawrence (2015), point out that the inability to reach a data saturation point affects the quality of the research. In selecting a sample for qualitative research, Morse (1995, p.147) in Wagner et al., (2012, p.88) warns that “sample sizes should not be so small that it is difficult to achieve data saturation, also referred to as data adequacy”. Data saturation should not be viewed in terms of the numbers but by deciding on the quality and concreteness of data to be collected. For this study, data saturation was reached by collecting and analysing data for each interview to identify and eliminate repetitive data until there was no new data emanating from such an analysis (Wagner, et al., 2012).

Furthermore, in selecting participants, the following were taken into consideration, gender parity, age (from the youngest youth to the oldest youth), spread in terms of where participants resided within Pretoria. Selecting participants in this way provided rich data and ensured inclusion of youth in different phases in their lives and ensured that selected sample included different age groups and assisted in testing propositions 1 and 2 and answering research questions. To collect rich data the researcher allowed interviewees to express themselves in their own languages. The researcher is conversant with the languages spoken by participants i.e., Isizulu, Sesotho, Setswana, IsiXhosa and Sepedi. The table below gives details on the individuals who were interviewed:

Table 1: Information on participants

Gender	Age	Residential area	Employment Status	Highest Qualification	Preference criteria
Male	26 years	Pretoria North	Unemployed	National Diploma: Call Centre Management	Age, gender, highest qualification and residential area
Female	21 years	Silverton	Unemployed	Matric/Grade 12	Age, gender, highest qualification and residential area
Female	34 years	Pretoria central	Unemployed	Higher Certificate: Groupier	Age, gender, highest qualification and residential area
Male	23 years	Soshanguve	Unemployed	Higher Certificate: Civil Engineering	Age, gender, highest qualification and residential area

Gender	Age	Residential area	Employment Status	Highest Qualification	Preference criteria
Female	26 years	Menlyn Park	Unemployed	BCOM Honours: International Relations	Age, gender, highest qualification and residential area
Female	29 years	Pretoria	Unemployed	Higher Certificate: Human Resource Management	Age, gender, highest qualification and residential area
Female	20 years	Nelmapius	Unemployed	Matric/Grade 12	Age, gender, highest qualification and residential area
Male	29 years	Mamelodi	Employed	N3 Diesel Mechanic	Age, gender, highest qualification and residential area

Gender	Age	Residential area	Employment Status	Highest Qualification	Preference criteria
Female	30 years	Mamelodi West	Unemployed	Matric/Grade 12	Age, gender, highest qualification and residential area
Male	23 years	Meyerspark	Employed	Diploma: Software Development	Age, gender, highest qualification and residential area
Female	26 Years	Atteridgeville	Employed	National Diploma: Financial Management	Age, gender, highest qualification and residential area
Male	25 Years	Sunnyside	Employed	National Diploma: Mechanical Engineering	Age, gender, highest qualification and residential area

Gender	Age	Residential area	Employment Status	Highest Qualification	Preference criteria
Male	24 Years	Atteridgeville	Unemployed	Matric/Grade 12	Age and Gender highest qualification and residential area
Male	21 Years	Pretoria North	Unemployed	Higher Certificate: Tourism	Age, gender, highest qualification and residential area
Male	26 Years	Saulville	Employed	Certificate: Computer Systems Engineer	Age, gender, highest qualification and residential area
Female	31 Years	Mamelodi East	Unemployed	Matric/Grade 12	Age, gender, highest qualification and residential area

Participants' age and gender did not influence how they perceive the skills empowerment programme.

3.5 Data collection

3.5.1 Data collection Instrument

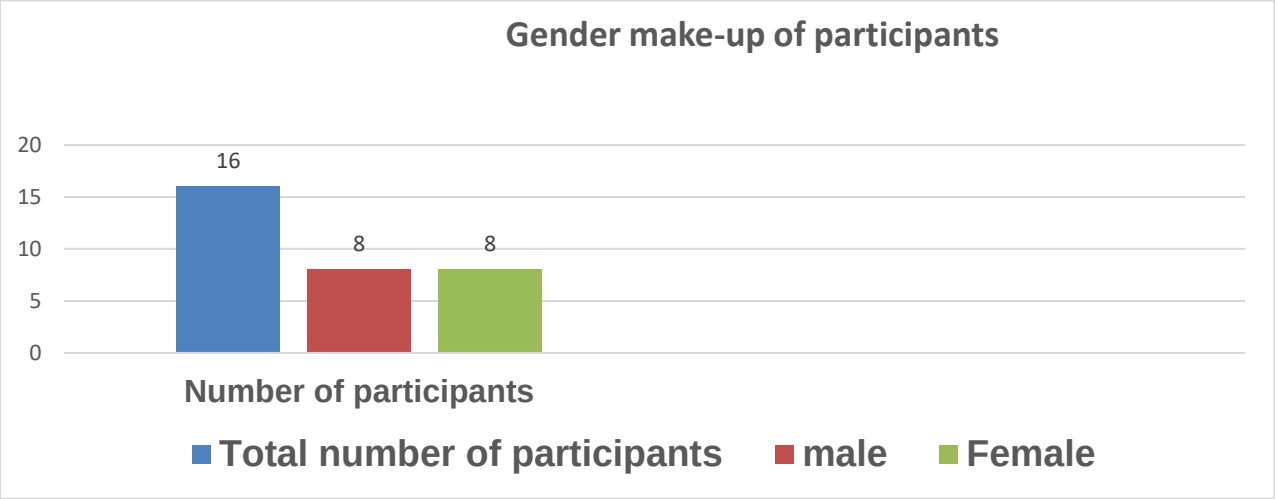
The semi-structured interview schedule **(Appendix A)** was the preferred data collection instrument for this research**.** The semi-structured interviews were preferred as they enabled the researcher to enquire further on responses given by participants and triangulate information coming from other data sources (Wagner, et al.,2012). The researcher developed a semi-structured interview schedule **(Annexure A)** and included the introductory paragraph informing the participants on how long the interview would last and the rights of participants i.e., right to participate voluntary or withdraw when necessary from the research process. The questions started from section A to section D. Section A focused on the participants' profile; section B had questions that sought to assess the participants' opinions on the role played by educational qualifications and skills on youth employability and career aspirations; section C had questions on whether youth's perceive that T1M programme offered them entrepreneurial skills and whether skills offered on this programme increased the level of employability; and lastly section D had questions on the suitability, visibility and effectiveness of T1M in addressing the needs of the youth in Gauteng. Sequencing questions in this manner assisted in obtaining information to answer the research questions and test the research propositions. Interviews were conducted with selected participants and they comprised of 8 males and 8 females. Most female candidates could not be reached on their phones and when they were reached some were unwilling to participate in the research and as a result the researcher had to select new participants more than three times. After various attempts 8 males and 8 females availed themselves and were interviewed. Due to the challenges in reaching selected interviewees, data collection process took longer than anticipated. The interviewing process started on 13 November 2020 and ended on 19 January 2021.

3.5.1.1 Demographics of participants

The researcher interviewed 16 participants in the months of November 2020, December 2020, and January 2021. The purpose of this study was to explore perceptions of the youth to gain an understanding on how the T1M skills empowerment programme has affected the lives of these

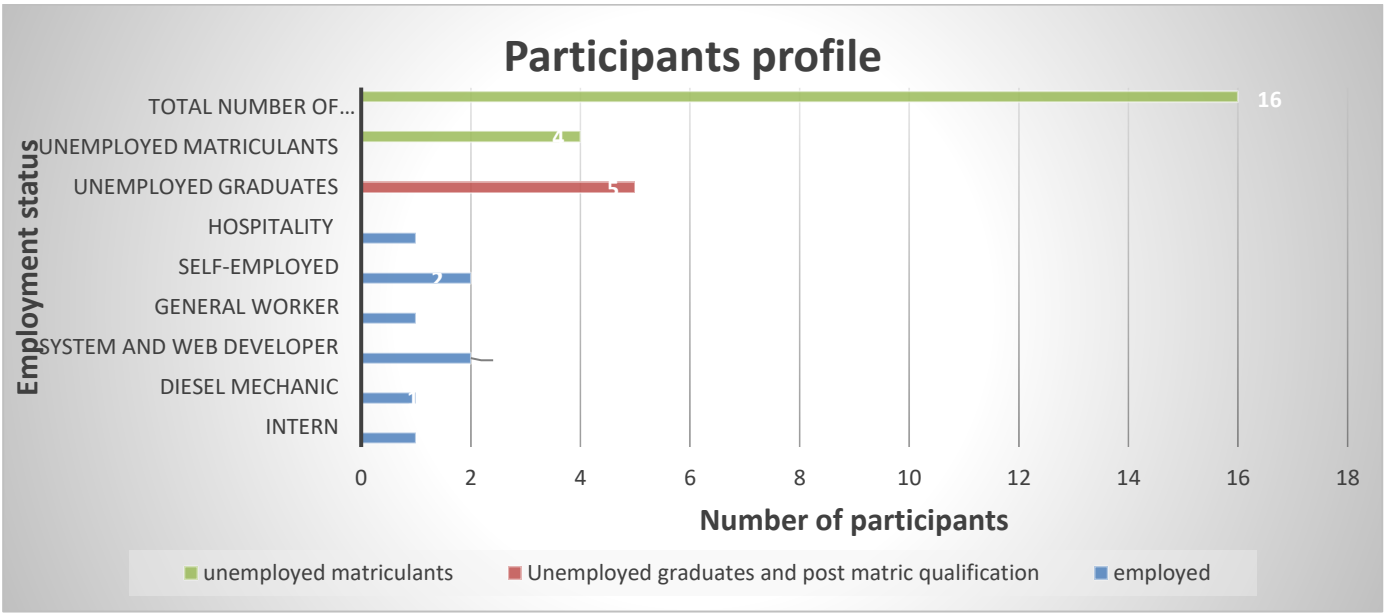
youth and to determine whether there is a link between the level of education, theoretical knowledge and skills required to enter the job market, whether experience gained on skills development programmes increase employability for these youths. Furthermore, the study sought to gain insights on whether different age groups of youth have differing views around skills empowerment initiatives. For participants to form part of the sample their gender and age were used as the qualifying criteria. Figures 3 illustrates the number of participants; their gender and Figure 4 indicates their age and their employment status.

Figure 3: Number and Gender of participants



Some participants were employed while others were unemployed. Below is a graphical representation of the participants employment status.

Figure 4: Employment status of participants



3.5.2 Data collection procedure

According to Wagner, Kawulich and Garner (2012, p.133), “an interview is a two-way conversation and a purposive interaction in which the interviewer asks the participant questions to collect data about ideas, experiences, beliefs, views, opinions and behaviours of the participant”. A list of the youth on T1M programme was obtained from Harambee’s database and participants were contacted through telephone and email (for participants with active email accounts). Due to the national lockdown, to avert the spread of the novel corona virus, face to face interviews could not be conducted but participants were interviewed telephonically. The interview schedule **(Annexure A)** was used to interview respondents. This guided the interview process and ensured that participants were asked the same questions and in the same sequence. Prior to conducting an interview, interviewees were informed of how collected data is going to be handled, their right to anonymity and confidentiality, that they may withdraw from the study at any stage when they deem necessary, the research topic, purpose of the interview and why they were selected to be form part of the interview sample. The interviews were held telephonically, and at the start of interviews participants’ consent was requested, and participants granted permission verbally.

3.6 Data analysis

Berg (2001) in Wagner et al., (2012, p.229), refers to analysis as the “process of data reduction, data display and conclusions/verifications”. Prior to analysis, the researcher took time to study collected data to contextualise it and to get the gist of what participants’ responses meant (Hsieh & Shannon,2005). To analyse qualitative data, an inductive approach was adopted, and this approach was preferred as the researcher undertook a phenomenological study (Burnard, Gill, Steward, Treasure & Chadwick 2008). For this research Thematic Content Analysis (TCA) was used to analyse and interpret data. Burnard et al., (2008, p.429) highlights that in “qualitative research, thematic content analysis involves analysing transcripts, identifying themes within data and gathering examples of those themes from the text”. Oliveira, Bitencourt, dos Santos and Teixeira, (2015, p.74), highlight that thematic content analysis involves describing content by using themes and explain that it involves utilisation of analytical techniques like syntactic analysis, lexical analysis, and thematic analysis.

For this study the researcher employed thematic analysis, as the focus was on theme construction and categorisation to identify patterns in the data that are necessary for interpreting

collected data (Maquire & Delahunt, 2017). Braun and Clarke (2012) thematic analysis are helpful where the researcher seeks to “understand a set of experiences, thoughts and behaviour across a data set” (Kiger and Varpiro, 2020, p.2; Braun & Clarke, 2012). The most important attribute of thematic analysis is its methodical procedure of coding, exploration of meaning and giving account of the social reality by constructing themes (Vaismoradi, Jones, Turunen & Snelgrove, 2016). This method involves investigating vast amounts of qualitative data through systematic coding and categorisation with the intent of discovering trends and patterns of words used and the number of times they appear in the text data (Vaismoradi, Turunen & Bondas, 2013). Thematic content analysis was preferred for its flexibility and it assisted the researcher in the identification of themes and patterns (Maquire & Delahunt, 2017). Before analysis of data, the researcher considered the purposes of analysing collected data, immersed herself in reading the data with the purpose of identifying elements that are relevant and in organizing data to be analysed (Oliveira, et al.,2015). The material to be analysed was in a form of audios and written format captured on a word document. The originality of recorded audios and field notes were protected from unauthorised changes and manipulation by using encryption and use of passwords to access the information. After interviewing all selected interviewees, the researcher commenced with the transcription and coding. Cope (2010, p.1) describes transcribing as “the process of creating textual version from an audio or video recording of some kind of interaction, media report, or research event”. The verbal responses from interviews were transcribed verbatim to ensure accuracy and impartial presentation of collected data (Cope, 2016). This assisted in uncovering themes and categories that are embedded in the data (Burnard, Gill, Stewart, Treasure & Chadwick, 2008). Maguire and Delahunt (2017, p.3356) define a theme as “a pattern that captures something significant or interesting about the data and/or research question”.

Despite the strenuous nature of the transcribing process and listening to the recordings, the researcher conducted the interviews herself, recorded and transcribed them herself. This enabled her to interact closely with the data as it was critical to scrutinise it, to make sense of it (Akinyode & Khan, 2018). Interacting with the data offered an opportunity to gain a deeper understanding of the themes and patterns in the data (Cope, 2016). This was done through coding and the coding process helped in assessing, arranging, and making sense of what is represented and meant by the data (Cope, 2010; Burnard et al., 2008). Furthermore, the coding process assisted in data reduction to identify themes (Akinyode & Khan, 2018; Cope, 2010). Identified themes and patterns helped in a coding and transcribing process to identify important

meanings represented by such themes and codes. An excel spreadsheet was used as a coding framework and it helped in reducing categories and classifying codes and themes (Akinyode & Khan, 2018; Burnard et al., 2008). Using a coding framework assisted the researcher in identifying themes and patterns that are useful in understanding how participants view and perceive a phenomenon (Wagner et al., 2012). Trustworthiness is key during data collection and analysis phases and below is a discussion of how the researcher ensured trustworthiness of data:

3.7 Trustworthiness of the data

Lincoln and Guba, (1985); Geertz, (1973) in Wagner et al., (2012, p.243) highlight that for data to be accepted as trustworthy it needs to be credible, transferrable, dependable, and confirmable. To ensure truthfulness and credibility of the research results, there was a logical flow between interview questions, research problem, research questions and research methodology. Phrasing and sequencing of interview questions was standardised to ensure consistency in questions being asked from each respondent. To inform the basis for making similar judgements (transferability) at a later stage, interviews were recorded and were stored in their original form (Wagner, et al., 2012) and protected through passwords and encryption of an external medium and storing the external medium in a locked safe. To ensure credibility of research results a data analysis process was aligned to the research methodology and research title to enable linking and confirmation of research outcomes. Taking a cue from (Nowell, Norris, White and Moules, 2017, p.2) on credibility, the researcher ensured that there is “fit between respondents’ views and the researcher’s representation of them” through triangulation and is discussed under 3.6.1 below.

Dependability “provides the means for ensuring the confirmability of the findings, allowing for reconstruction of events and processes that led to the conclusions in the research” (Nowell et al., 2017; Wagner et al., 2012, p.243). This was done by clearly outlining the research process and method followed and explaining why it was chosen. Tobin and Begley (2004) in Nowell et al., 2017, p.3) highlight that “confirmability is concerned with establishing that the researcher’s interpretations and findings are clearly derived from the data, requiring the researcher to demonstrate how conclusions and interpretations have been reached”. To ensure confirmability of the research results, the researcher ensured that there is alignment between research title, research propositions, research questions, conceptual framework, research methods, research

paradigm and a data analysis method (Koch, 1994). The researcher recognized the interconnectedness between data collection stage, data analysis as well as presentation of research results (Lincoln & Guba, 1985) and followed stages indicated below to ensure trustworthiness of the thematic content analysis phase as outlined by (Nowell et al., 2017, p.4; Kiger & Varpio, 2020, p.4; Maguire & Delahunt, p.3354; Braun & Clarke, 2006). Below is an indication of how the researcher ensured trustworthiness of the data and is linked to different phases in the data analysis process.

Table 2: Trustworthiness during data analysis

Stage description	**Explanation of the researcher ensured trustworthiness during data analysis**
Stage 1: Familiarisation with data	The researcher listened to the interview audios over and over and transcribed them into a word document. This assisted in familiarizing the researcher with the entire data before commencing with the coding and theme identification process. Audios of the interviews were stored in a password protected device and saved in a way that is easy to link to each respondent by using numbers per the sequence with which the respondents were interviewed. All fieldnotes, transcripts and notes on the researcher's initial thoughts and impression of raw data were stored in a systematic manner for easy of reference. Listening to the audios over and over and reading through fieldnotes and transcripts assisted the researcher in comprehending the participants views and in identifying repetitive themes.

Stage description	Explanation of the researcher ensured trustworthiness during data analysis
Stage 2: Generation of initial codes	After familiarsation and immersion, the researcher commenced with the reflective process and identified codes. This assisted systematic organisation of data, reduction of data, interpretation and identifying attributes in collected data with certain meanings. The researcher developed a coding framework. Important parts of textual data were highlighted, labelled, and indexed for later use in developing themes.
Stage 3: Searching for Themes	Participants' responses were interrogated and categorised into significant themes that seek to reveal something interesting about the phenomenon. Themes are key in revealing significant elements within the data and interrelatedness between codes to give meaning to what the data represents. In searching for themes, the researcher noted the interconnectedness between code generation and theme identification phases. This assisted in identifying and developing themes. The researcher engrossed herself in examining, linking, and mapping how generated codes connect to each other, to construct themes. The emerging themes were closely linked to the interview questions and participants responses.
Stage 4: Reviewing Themes	The researcher spent time filtering through initial themes to determine if there is a need to rephrase and/or effect any changes to them. Coded data was reviewed to establish whether there is a link between codes and the theme to decide on which one to maintain and which ones are not supported by data and need to be discarded due to being meaningless. The researcher re-examined the coded data for interconnectedness and to develop new themes and the coding processes were revisited to support new themes.

Stage 5: ***Defining and naming themes***	This was the last step in the theme refinement process and the researcher spent time make sense of what the themes meant and sought to demonstrate. Some themes were merged while other themes became subthemes to an overall theme. At this stage, the researcher focused on defining and naming themes, determining how the themes link to the data and establishing how these themes relate to the research questions and research propositions.
Stage 6: Producing a Report	At this stage the researcher embarked on writing a report and presenting the research outcomes which can be found in Chapters 4 and 5 of this report.

Adapted from the following sources (Nowell et al., 2017, p.4; Kiger & Varpio, 2020, p.4; Maguire & Delahunt, p.3354).

In addition to employing a six-step process as outlined by (Nowell et al., 2017, p.4; Kiger & Varpio, 2020, p.4; Maguire & Delahunt, p.3354) to establish trustworthiness, triangulation and reflexivity were used as strategies to ensure validity/trustworthiness of data. These strategies assisted in confirming the researcher's observations and evaluating the consistency of research findings and they also assisted in minimising the researcher's impartiality (Rettke, Pretto, Spichiger, Frei & Spirig,2018; Berger, 2013) and are discussed below:

3.7.1 Triangulation

Carter, Bryant-Lukosius, DiCenso, Blythe and Neville (2014) explain that triangulation involves "the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of a phenomenon". The use of triangulation in qualitative research enhances trustworthiness and credibility of research results (Stavros & Westberg, 2009) and it also "enables a qualitative researcher to saturate the data" (Fusch & Ness, 2015; Fusch, Fusch & Ness, 2018, p.20). Flick, von Kardorff and Steinke (2004, p.178) highlight that triangulation can be used as a validation strategy and mention the following forms by which it can be done; (i) Triangulation of data, data gets collected from different people, at varying intervals and at different places (Denzin, 2009); (ii) Investigator Triangulation, more than one researcher

undertake the same study to provide numerous interpretations and conclusions (Carter, et al., 2014); (iii) triangulation of theories, different theories are employed in analysing and interpreting data (Denzin, 2009 in Carter, et al., 2014) and (iv) methodological triangulation “involves the use of multiple methods of data collection about the same phenomenon” (Carter, et al., 2014, p.545).To ensure trustworthiness of collected data and research outcomes, a methodological triangulation was used in this study (Fusch, et al., 2018). The following data collection techniques were employed, interviews, field notes and reports from the implementing agency (Harambee) were inspected (Fusch, et al., 2018). Methodological triangulation (Wagner et al., 2012), assisted in obtaining each participant’s view of the T1M programme and assessing how many youths were reached and whether those reached were empowered. This was done by inspecting and analysing progress reports submitted by Harambee to the Office of the Premier, on how many youths were brought into the skills empowerment programme, how many were offered skills and how many we connected to opportunities/ empowered. These reports were compared to interviewees responses to assess whether the skill empowerment programme offered skills that led to youth employability and/or starting their own businesses. During the interview participants responses necessitated further questions that were not included in the interview schedule. Asking further questions assisted in getting rich information and data triangulation.

3.7.2 Researcher Reflexivity

Researcher’s reflexivity was employed as a quality control strategy. Reflexivity refers to a critical self-evaluation undertaken by the researcher during data collection, data analysis and when research results are presented (Cope, 2010). To ensure credibility of the research results the researcher considered the impact of her positionality, personal and past experiences, and professional beliefs (Berger, 2013) on the data collection, data analysis and interpretation and reporting of research findings. Utilisation of reflexivity as a quality control strategy enabled the researcher to be aware of her biases, personal beliefs, assumptions, and experiences and ensured that these did not affect how the research is conducted, how data is collected and interpreted. Rekkte et al., (2018) emphasise that reflexivity is the best stratagem to employ in qualitative research to ensure rigour and trustworthiness. The researcher was aware of her prior Positionality, knowledge about the T1M programme and her assumptions and views about this programme. The researcher’s prior knowledge about this programme emanates from being the employee of the Office of the Premier, but she has no role in transferring money to the

implementing agency Harambee and the implementation of the T1M. Prior to undertaking this study; the researcher had never interacted with the T1M youth, but she only engaged with them at the data collection phase. The implementer of the programme (Harambee) provided the database of the T1M youth to the researcher and the identities of these youth were not known to the researcher. The researcher did not introduce herself as an official from the Gauteng Office of the Premier, but as a Wits student **(Refer to Annexure B).** The researcher viewed participants' responses objectively and allowed the data to direct her evaluation. All these initiatives were undertaken to eliminate preconception and partiality.

3.8 Delimitations of the study

Youth residing in different parts of Gauteng did not form part of the scope of this research. The study focused on different age groups and gender to gain insights on whether different age groups perceive the youth empowerment programmes differently.

3.9 Positionality

The researcher works in the Office of the Gauteng Premier. The Office of the Premier transfers money to the implementing agency Harambee and the researcher has no role in this process. The researcher does not interact with the Tshepo 1 Million (T1M) youth. The implementer of the programme (Harambee) keeps the database of the T1M youth, and the identities of these youth were not known to the researcher. The researcher did not introduce herself as an official from the Gauteng Office of the Premier to, but as a Wits student **(Refer to Annexure B).**

3.10 Consent and Ethics

In conducting this research participants were not exposed to any harm; they were not deceived and were not promised nor given any reward **(Refer to Annexure B)**. To protect participants from harm that may emanate from contracting the novel Covid-19 virus, interviews were conducted telephonically with participants' permission. Participants could participate on a voluntary basis and were informed that they can withdraw at any time and their consent **(Annexure C)** to participate in this research was sought before commencing with interviews. Identities of participants has not been revealed and each participant was assured that they will remain anonymous. The participants real names are not revealed in this research report, but participants will be referred to using pseudo names. Participants' confidentiality has been protected and the information collected from them will be kept confidential during and after report writing. Harambee

is implementing the T1M on behalf of the Gauteng Office of the Premier and keeps the database of the youth, permission to conduct the study **(Annexures E & F)** has been sought from both organisation (Gauteng Office of the Premier and the implementing agency (Harambee). All data sourced from Harambee, Gauteng Office of the Premier and from participants was stored in a password protected computer and external medium, the external medium has been encrypted and stored in a lockable unit and only the researcher has access to the key and external medium. All information recorded on the data collection instrument will be destroyed after completion of this research.

3.11 Summary

To study and be able to describe lived experiences, opinions, and perceptions of the youth a qualitative research method specifically phenomenology was preferred. Qualitative data was collected, semi-structured interview schedule was used for collecting data and 16 participants comprising of 8 males and 8 females between the ages 18-35 were interviewed. An inductive approach to data analysis was adopted and thematic content analysis was used to analyse qualitative data. To ensure trustworthiness of data a six-step approach was utilised and to minimise researcher's bias, the following strategies: triangulation and researcher's reflexivity were utilised. Information was requested from Harambee as this agency keeps a database of the youth. Information received from Harambee and participants was kept confidential and protected from unauthorised access. Permission to conduct the research was obtained from both Gauteng Office of the Premier and Harambee. The departmental and Harambee's records were reviewed to gain an understanding of how the programme is being implemented to link the achievement to how the youth perceive the efficacy of the T1M programme.

CHAPTER 4

PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

The objective of this chapter is to present and discuss the research results emanating from the data. The research was undertaken to answer the questions as indicated in the first chapter of this report. In this chapter research outcomes are presented in the following order: Background of Tshepo 1 Million (T1M) programme, participants' interaction of T1M programme, discussion of research findings and linking them to each research questions. Each section outlines participant responses to interview questions and discussion of such responses. Respondents will not be referred to by their names, but they will be referred to using participants' numbers. These numbers have no connection to respondents' true identities. Participants were selected from the database of the T1M programme. However, during interviews the researcher observed inconsistencies in participants's responses. Most of them denied having participated on the programme and having any knowledge of what the T1M was. The researcher noted that some participants could not differentiate the T1M from the implementing agendy Harambee and this could have led into the inconsistencies in their responses.

The research themes emerging from three research questions are tabled. To demonstrate the interconnectedness and relationships between research questions, and responses, links between themes and codes, figures and tables are used and referenced accordingly. Participants' responses are included in this report and direct speech is used with quotations marks to indicate that responses are quoted verbatim. These will be used to strengthen and validate findings. To ensure that what was meant by the participants is not lost in translation, responses are not materially changed but only grammatic errors are corrected. The chapter ends with the summary of findings.

4.2 Background

In addressing challenges faced by the youth in Gauteng and aligning to the MTSF requirements (Department of Planning, Monitoring and Evaluation, 2019-2024) on youth development, the GPG is partnering with Harambee in providing skills that will ensure inclusive youth employment

and inclusive economic participation. A provincial government flagship programme T1M is a mechanism used to offer skills that empower the youth to either be self-employed and/or enter the labour market. The T1M's purpose is to transform the lives of 1 million unemployed youth and aims to reach 200 000 youth annually. Past performance of the T1M did not culminate into empowering the planned 200 000 youth but only managed to reach 94 422 youth. Gauteng has a total youth population of 5 715 021 (Statistics South Africa, 2019) and for the year ending 31 March 2019, only 94 422 youth were reached, this casts doubt on the efficacy of this programme in addressing youth struggles. Perceptions of the youth around the T1M programme are key in determining whether the T1M is the only mechanism that can be used to transform the lives of the young people in Gauteng or whether there are other mechanisms that can be brought into the youth empowerment space. Studies on youth perceptions revealed that some youth prefer flexible work arrangements, self-employment and being involved in youth empowerment decision making but did not give clear guidance on how these youth and other role players can influence how the empowerment programmes are structured before their implementation.

4.2.1 What does the Tshepo 1 Million (T1M) skills empowerment programme stands for?

The T1M programme emanates from various legislative frameworks, accords, strategies, and reports on the youth. The T1M initiative derives its goals from the National Youth Policy 2015-2020 which stems from the Constitution of South Africa and the National Development Plan (The Presidency, 2015). Secondly, T1M objectives on skills empowerment are aligned to the National Youth Development Agency (NYDA) Act, 2008. The NYDA Act, 2008, informs the development of the Integrated Youth Development of South Africa (IYDSA). The NYDA is charged with the responsibility of looking at the past and present challenges that bedevils the youth and come up with an integrated strategy on youth development to allow the youth to participate in the economy, benefit from education, skills development initiatives and secure youth work (National Youth Development Agency,2011, p.8). Linked to the IDYSA is the Gauteng Integrated Youth Development strategy, 2015 which was developed in line with the preceding legislative frameworks, strategy, and international frameworks on youth with the aim of enhancing youth potential by offering support through establishing and implementing programmes to assist the youth to develop social, ethical, emotional, physical, and cognitive competencies (Gauteng Provincial Government, 2015, p.10).

The T1M Skills Empowerment initiative is a conduit used by the Gauteng Provincial Government (GPG) to turn the tenets of all the above-mentioned policies and strategies into a reality for the Gauteng youth. In championing the course of the youth, the T1M programme seeks to push the barriers that hinder the youth from participating in the economy whether they have any form of education including the ones who do not have matric and empower them according to their needs (Gauteng Office of the Premier, 2017, p.5). To drive the youth development agenda, this programme categorises the youth as follows (Gauteng Office of the Premier, 2017, p.5):

- *Empower youth without matric and with no experience by offering them temporary placements to allow them to learn on the job and prove themselves while developing their skills through the online learning platforms.*
- *Identify youth who have never worked and connect them to entry level jobs with the group of companies.*
- *Allow youth who have vocational training or with experience working in a small business to acquire entrepreneurial skills by being part of a new business that services larger businesses through-out the province or a new micro franchise providing local service; and*
- *Help youth who did not complete university education or unemployed graduates to find jobs which match their skills and device means to update their current training to bridge them from where they are to where the market needs them to be.*

The youth categorization described above was backed by the research population as it comprised youth that meet the programmes classification. There are various laws, prescripts, accords, reports, and strategies that were developed globally and locally which informs how each country and province should deal with youth empowerment and these informs global, local collaborations and partnerships between governments, youth development organisations, civil society, non-governmental organisations, and faith-based organisations. These are represented graphically below.

Figure 5: Legislative frameworks and accords that inform youth development

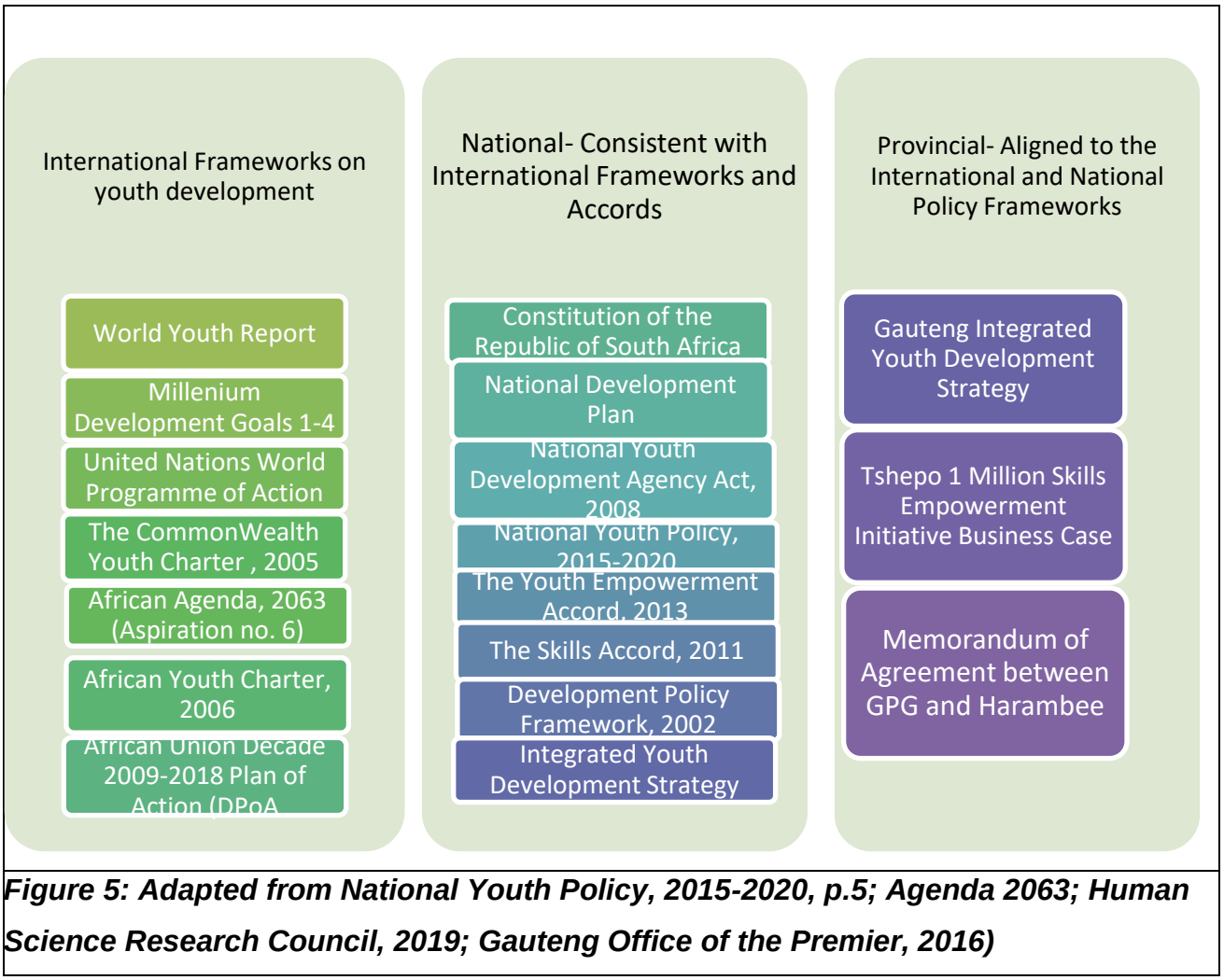


Figure 5: Adapted from National Youth Policy, 2015-2020, p.5; Agenda 2063; Human Science Research Council, 2019; Gauteng Office of the Premier, 2016)

The Policy Frameworks, Accords, Prescripts, Plans and Strategies informs youth development, youth voluntarism, approaches to address youth challenges such as “education, skills shortage, poverty, employment, hunger, participation and others” (United Nations Department Development Programme, 2012). In addressing the needs of the youth in Gauteng, the T1M programme is aligned to the vision, goals and objectives of these policies and Agenda 2063 aspiration 6 on youth development (African Union Commission, 2015; African Union, 2018; African Union Charter, 2006). Below are findings on how the youth in Gauteng perceive the T1M programme and whether they believe interaction with this initiative addresses youth development, underdevelopment, entrepreneurship, skills development, and employment.

4.2.2 Interaction with Tshepo 1 Million (T1M)

The United Nations acknowledges that, “Youth unemployment is a difficult issue to address given its multifaceted nature and the fact that it is perpetuated by jobs and skills scarcity” (United Nations, 2016, p.30). Involving the youth of Gauteng in T1M Skills empowerment programme is key in preparing them to enter the market by offering them skills and experience necessary to secure employment. This section indicates how many young people confirmed their participation in this programme. Most participants reported that they got to know and interact with the T1M youth empowerment programme when they moved from their respective provinces to Gauteng. What emerged from some responses was that the youth was aware that they were on a youth empowerment programme but did not know that it was the T1M programme, and some said they were on Harambee’s youth development programme. For example, participant 01 said, *“I do not know Tshepo 1 Million, and I am not sure whether it does anything for the youth, but I feel that all the other initiatives in place failed to generate sufficient jobs for the youth”* (Participant 1, Interview 03 December 2020). Their lack of awareness of the T1M programme will be revealed in the sections 4.3 through to 4.6. These youth only understood and conceded that they may have interacted with this programme after the researcher explained the link between Harambee the implementing agency and the T1M programme.

On further engagement and probing, some participants highlighted that they got to know about the programme through their friends who informed them that this programme offers employment opportunities. Other participants reported that they have moved back to their provinces of origin when the contracts ended and when they could not get another stable job. Participants’ response below indicate that youth move between provinces in search of job opportunities and in the process, they get in contact with youth empowerment programmes in those provinces. For example, participant 11 said, *“I used to stay in Sunnyside, but I have moved back to Phalaborwa, Limpopo because I could not get a stable job in Pretoria”* (Participant 11, Interview, 13 November 2020).

It seems that at times the youth are placed in jobs they are not qualified for but for the sake of generating income. Participant 05 is an example. *“I was once on this programme, I am a qualified Groupier, but I ended working at the shoemaking company”* (Participant 05, Interview, 01 December 2020). Most youth remain unemployed despite their participation in the T1M programme. Participant 01, 06 and 13 are examples of such youth. For example, one

participant said, *"Yes, I have interacted with the T1M programme, but I am still unemployed"* (Participant 06, Interview, 01 December 2020). Participants 16 is the only one still employed after being connected to the job opportunity. As an example, participant 16 said "*I am currently on T1M programme and it has placed me on the Province's youth brigade programme*" (Participant 16, Interview, 19 January 2021).

All the other nine participants denied being on the T1M programme, interacting with it or getting any help from them. When looking at the T1M tenets in 4.2.1 above and juxtaposing them to the participants' responses it seems that the programme has not managed to connect these youth to long term job opportunities and it perpetuates skills incompatibility as some youth ended up doing other jobs they are not qualified for. Linking to Hartley (2015) views on youth development, the data reveals that more needs to be done to ensure that a bigger pool of the youth is brought into the T1M skills programme. The findings from this section indicate that there is a need to invest more resources to the Tshepo 1 Million (T1M) and ensure that it is taken to where the young people reside and marketed effectively to ensure its visibility. The youth that was part of the T1M need to be tracked followed up to check whether they succeeded in securing jobs and business opportunities. There is a need for bilateral agreement between the Gauteng Provincial Government and other provinces, as this can be used as a referral mechanism to ensure that the youth who could not be assisted in Gauteng get accommodated within the provinces they came from.

4.3 PRIMARY QUESTION

RESEARCH QUESTION 1: Do youth believe that the T1M programme sufficiently prepares them to enter the labour market and/or become entrepreneurs?

4.3.1 Perceptions on the role played by T1M in preparing the youth to enter the market

This part of the interview sought to confirm whether youth view the T1M as the only programme that can be employed to empower them and if not, to propose alternative ways that can be used over and above the T1M programme. Most participants were not aware of this programme but proposed other mechanisms that could be applied to prepare the youth to enter the labour market and assist them to gain work experience. Themes that emerged from this section are misinformation and lack of visibility. Participants 01,02,03,05,08,09,10,12 and 14 seemed misinformed as they did not know the T1M programme and what it does for the youth in Gauteng *i.e., participant 01 said, "I do not know the Tshepo 1 Million, and I am not sure whether it does anything for the youth"* (Participant 1, Interview 03 December 2020). Responses from participants indicate loss of hope in youth empowerment initiatives, highlights the plight of youth unemployment and how it affects young persons' morale, confidence, and self-esteem. The responses further indicate that the T1M programme is not known by most of the youth and is not adequately marketed. Visibility of the T1M programme in communities where youth reside seems to be a challenge as majority of the youth knew nothing about it. This means that majority of the youth misses an opportunity to be empowered.

Participants 04,06, 07,11,13,15 and 16 confirmed that they are aware of the T1M programme and that they are the beneficiaries of skills offered on this programme. In response to the assistance to start their own businesses, participants were of the view that the T1M programme did not offer entrepreneurial skills. The following response is an example of how the youth above perceived the T1M. *"Yes, I think it prepares the youth for the workplace. But I doubt that it prepares us to join the business community"* (Participant 13, Interview 01 December 2020). There are concerns over longevity and sustainability of job opportunities offered on the T1M programme. For example, participant 11 said *"My answer is yes, the T1M is helpful, and I am the beneficiary of this programme myself. The challenge is that when we get connected to opportunities it is for a short term" (*Participant 11, Interview 13 November 2020). This suggested

to the researcher that the programme needs to look at how these youth can be offered long-term and sustainable job opportunities. Participants indicated that the T1M offered motivational talks which encouraged them to not give up pursuing the careers of their dreams. When analysing responses further it emerged that the youth felt that they were not given any job specific and business skills. This indicates that the programme addresses the psychological aspects of looking for a job but lacks specifics when it comes to technical and business skills.

In conclusion, the responses from participants indicate that there is a breakdown in the flow of information from the implementing agency to the youth. Furthermore, it indicates that more needs to be done to put this programme out there and inform the youth about what it stands for and where can they go to participate in its programmes. This finding is aligned to the Human Science Research Council (HSRC) findings, which discovered that the youth did not know much about the T1M programme and recommended that the "Gauteng Provincial Government engages in an awareness campaign to introduce the Tshepo 1 Million Programme to the youth in Gauteng" (HSRC, 2019, p.81). A small minority of participants was aware of the T1M programme and assumed that it somehow offers work-readiness skills. Fifty six percent of participants indicated that they knew nothing about the programme, confirming that they have not received any kind of skill which is necessary in ensuring their employability. This confirms that many youths still lack skills, will struggle to secure employment and are still facing devastation of lack of income. Shankar, Cooper, and Koh (2013, p.6) confirms that failure to prepare the youth to enter the market translates into youth unemployment and "represents a moral tragedy of lost young lives and livelihoods for young people and their families and a business loss for employers who struggle to fill entry-level jobs with good and skilled workers".

4.3.2 Alternative ways of addressing youth unemployment

This section of the interview asked follow-up questions to participants on whether there are other ways of addressing youth unemployment. In response to this question most participants did not mention the T1M programme as part of the mechanisms that can be used to avert youth employment. Despite many participants not mentioning the T1M programme in their responses, some participants demonstrated optimism that there were other methods that could be employed to increase youth employment. For example, participant 2 said, *"I believe social media should be used to get and provide information about jobs*" (Participant 02, Interview 01 December 2020).

In terms of ensuring a long-term effect, participants believed that youth empowerment programmes should start at the high school level and encourage the youth to start working on their career path and building experience at that point. Participants 05,07, 08 and 11 believed that to curb youth unemployment, it is important to invest in community programmes aimed at offering different skills and allow the youth to volunteer in development programmes to allow them to gain experience and acquire skills that will make them employable. For example, participant 07 said "*There should be community programmes to empower the youth on different skills and programmes to empower people with disabilities (PWDs). Volunteering in various organisations would be beneficial in helping the youth to gain experience and be employable"* (Participant 07, Interview 01 December 2020).

Participants 06, 09 and 13 highlighted that youth unemployment can be addressed by providing career guidance to the youth, by providing funding for studies. For example, participant 06 said, *"In my opinion to decrease youth unemployment, youth should be taught how to use their own hands. Government must provide funding and the youth must focus on mechanical subjects, operating hair salons and must engage in street vending. It is my view that at times degrees and experience are incompatible. The youth expect to earn more money while they have no experience"* (Participant 06, Interview 01 December 2020*)*. This shows that over and above the employers' sentiments on incompatibility of skills to jobs applied for, the youth themselves also acknowledge that lack of experience, funding and studying general subjects affect their income earning potential.

Mentorship and collaboration between various stakeholders who have interest in youth empowerment were also emphasised as other ways that can be used to address youth unemployment. In response to a question to alternative ways of addressing youth unemployment, participant 16 highlighted that there is a need to shift from recognising formal education as the only way that can be used to address youth unemployment. This participant said, *"South Africa need to refrain from focusing more on formal education as this leads to unemployment because there is less focus more on giving requisite skills. I normally check countries like China and the USA, these countries invest more on skills. We focus too much on accumulating certificates that does not translate into one acquiring skills. We need to revisit our curriculum*" (Participant 16, Interview 19 January 2021).

Failure by participants that are aware of T1M to include it indicates that they may not have confidence in it. The data indicate that the youth in general grapples with the effects of joblessness and as supported by literature, they are despondent, they live in poverty, are dependent on their families and social grants (Furlong, 2016; MacDonald et al., 2016). Further analysis of data indicates that youth attitudes on entry level salaries also play a role in hindering their employability and this supports (Mtembu & Govender, 2015) views on youth unemployment. Responses from participants emphasised that all youth including those living with disability need to be empowered to be financial independent, be allowed to work as volunteers to acquire job readiness skills and develop self-efficacy (Rockow et al, 2016).

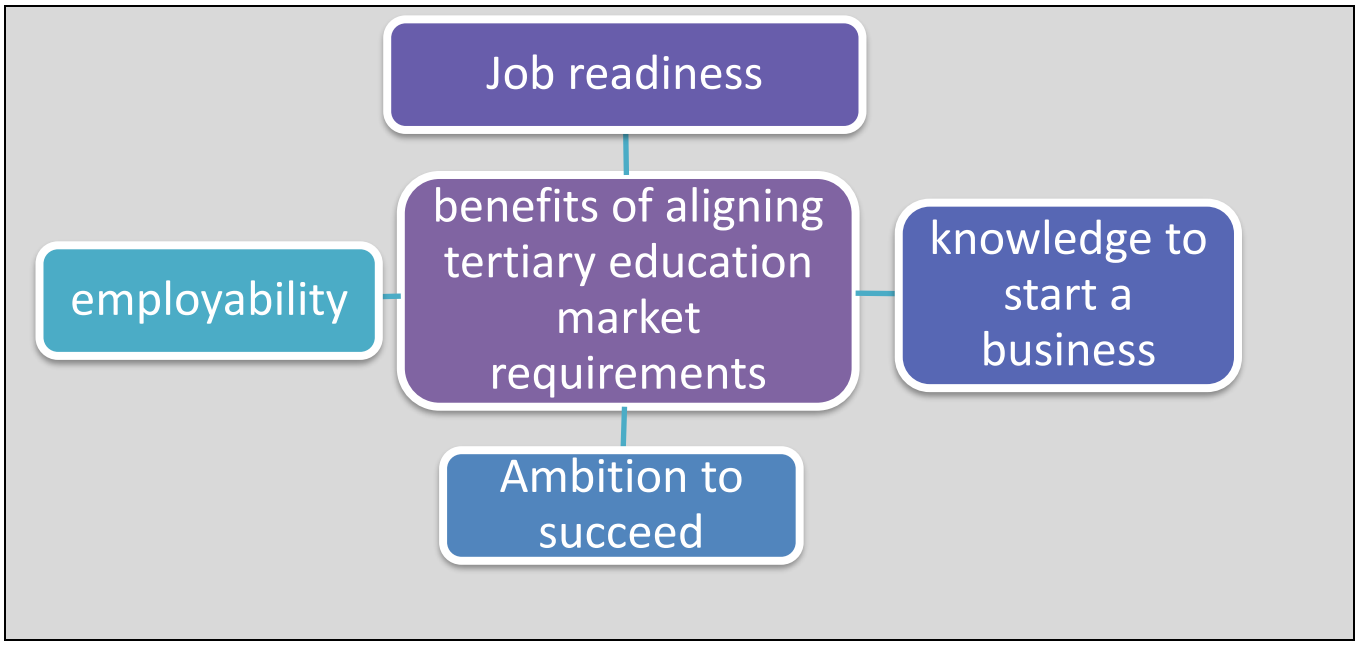
4.4 SECONDARY QUESTION

Question 1: Do the youth perceive that the Tshepo 1 Million (T1M) programme breaches the mismatch between their qualifications and the labour market requirements?

4.4.1 Linkages between qualifications, skills empowerment, and employability

Alignment between what participants learned from school and institutions of higher learning is key in assessing their level of employability and skills required to enter the labour market and/or start a business. Some participants conceded that there is a link between the theory learned at school and their careers of choice. Those that agreed that there is a link between their qualifications, skills required to secure a job and/or start a business highlighted that their qualifications prepared them to enter the labour market. These participants emphasised that entering the workplace will allow them to apply what they have learned at school and the university. Furthermore, participants confirmed that the alignment between tertiary education and requisite skills leads to job readiness, employability, also gives them knowledge to start their own businesses and drives them to work harder to succeed. Advantages of ensuring compatibility between theoretical knowledge and market requirements is depicted diagrammatically below.

Figure 6: Benefits of aligning course content to market requirements



Fourteen out of sixteen participants conceded that what they learned at university is aligned to the labour market requirements and that it offered them skills that enable them to secure a job. Most participants demonstrated confidence that the knowledge acquired at the university did prepare them to enter the labour market and start their own business Participants also believed that to a certain extent there is a link but highlighted that at times the course content get too broad and ends up confusing the youth on which career paths to follow. Participant 05 response serves as an example. *"I believe to a certain degree that there is a link between the course content and the job I want to do. My International Relations degree forced me to touch on different disciplines and at times this defocused me and as a result I cannot tell you exactly which stream. I now want to follow in line of business or career wise"* (Participant 05, Interview, 04 December 2020).

Some responses suggest that sometimes the youth enrol for qualifications without doing market research to establish whether they will be able to penetrate the market after completing their studies. Participant 03 confirmed "*Yes there is a connection between the two. I am in possession of Higher Certificate in Groupier. The course content has prepared me for the workplace and business environment. I am not working now, the market I want to enter into has high demands and I cannot afford to pay all the fees necessary to get an operating licence"* (Participant 03, Interview 03 December 2020). Some responses suggested that certain qualifications channel the youth to be job seekers and not entrepreneurs and that should they wish to venture into business, they may need to go back and enrol for business degrees.

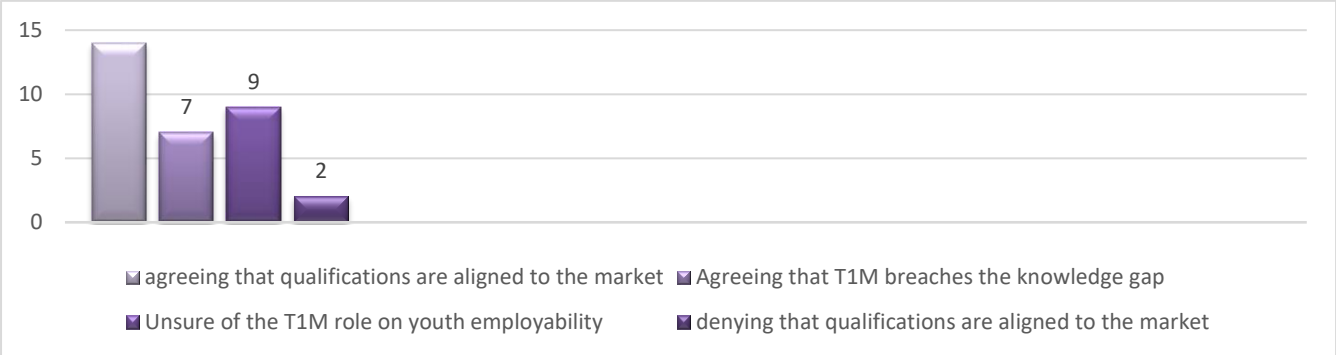
Participants highlighted that employers tend to focus more on employing people without degrees and use them as cheap labour at the detriment of graduates. For example, participant 08 said, "*Yes, I believe that there is a link, but I feel that the labour market focusses more on youth without post matric qualification because they pay them little salaries to generate big profits"* (Participant 08, Interview 04 December 2020). This indicated that to some extent the youth feel that not having tertiary qualifications and experience expose to exploitation and low salaries. Matriculants seemed misinformed and unaware of the labour market shifts and the advantages of having a post-matric qualification. *Participant 09 response serves as an example. "Yes, there is a link between what I was taught at high school and the job market. I believe my matric subjects contributed to me getting a job"* (Participant 09, Interview, 04 December 2020).

Two of the sixteen participants denied that there is any link whatsoever between the course content learned either at school or university and the labour market requirements. These participants perceived that the theoretical knowledge imparted at the university does not really empower the youth to acquire skills necessary to compete in the market. These respondents highlighted that being self-taught and doing internships provided them with the learning they needed to secure a job and start a business. For example, participant 14 explained as follows, *"No, I don't think that there is any link between the two. The theory is very different from the real world. I needed to go do internship to breach skills gap. The theory does not help in turning an idea into reality."* (Participant 14, Interview 18 November 2020).

The researcher observed that most of the respondents were not working, and some worked for a short time despite having requisite qualifications and having participated in the T1M skills empowerment programme. This might have contributed to the respondents not mentioning any link and role played by the T1M programme in breaching skills gap between their theoretical knowledge and practical experience acquired on this programme. Another phenomenon that emerged was that the youth tend to take any job that comes their way, and this is a sign that they have given up and I just going by to earn a living. It also suggested the youth require exposure to experiential learning and provide funds and business mentorship to those that are interested in entrepreneurship. Participants' response indicated that the youth values qualifications and experiential learning and entrepreneurial skills. This is in line with the research by the Human Science Research Council (HSRC) undertaken to assess the state of youth in Gauteng. This study found that the youth grappled with the skills to develop entrepreneurial mindset and indicated that the youth needed to be taught business skills (HSRC, 2019, p.73).

It was observed that most participants based their career choices and quest for employability on the knowledge they acquired through formal education, technical education, and tacit education and this is in line with the conceptual framework per Mitchel and Krumboltz (1990) Social Learning Theory of Career Development. Programmes like T1M should assist the youth in acquiring all kinds of knowledge identified by Mitchel and Krumboltz to increase their employability and income generating potential.

Figure 7: Responses on linkages between qualifications, T1M and youth employability



4.5 SECONDARY QUESTION

Question 2: Do youth in different age groups view the benefits of participating in the skills empowerment programmes differently?

4.5.1.1 Relevance of the skills empowerment initiative in breaching skills incompatibilities

This section of the interview sought to determine whether youth in different age groups view the benefits of participating in the T1M skills empowerment initiative differently and whether they perceive that such programmes address the mismatch between what they have learned during their studies and the skills that are necessary to be marketable. Themes emerging from this section are financial independence, self-employment, dissatisfaction, branding, and marketing. Only seven of sixteen participants confirmed that they participated in the T1M programme and they are aged between 20 and 31 years old. Participant's responses will be compared between the younger youth (18-25) year old and older youth (25-35 years).

Participants 07 and 11 are aged between 18 and 25 years old confirmed that they had an opportunity to participate in the T1M Skills empowerment programme and had different views

on the benefits of doing so. There other four are in the same age category as participant 07 and 11 above did not participate in the T1M programme and said they do not know anything about the T1M programme. For example, participant 07 is 20 years old, said, *"skills acquired from Tshepo 1 Million prepared me to face both worlds. This programme works with the youth and I believe skills offered on this programme breaches the experience gap and enable the youth to deal with real life issues such as unemployment, poverty, and skills shortage* (Participant 07, Interview, 01 December 2020). Responses from participants aged between 20 and 25 indicate that the youth value, business coaching, mentorship and acknowledge that experience is necessary to succeed in the market.

Responses from other participants who participated in the T1M programme indicate that while the youth appreciate acquiring skills that enable them to be employable, they place more value on being empowered to be financial independent, by being provided business skills, funding and being taken through business incubation process. For example, participant 11 is 25 years old, said, "*Yes, the programme offers skills, and these assisted me in securing my current job, but I was not given business skills. I hope that the Tshepo 1 Million will give me training and sponsorship to start my own business"* (Participant 11, Interview,18 November 2020).

It emerged that some youths were not aware that they were offered skills by the T1M programme. Two participants aged between 26 and 35 years conceded that they were offered skills but did not know that it was the T1M skills empowerment programme that assisted them. For example, participant 12 aged 26 years old explained as follows, "*Harambee gave me skills that I believe added to what I have learned at school but actually I did not know that it was the T1M programme initiative"* (Participant 12, Interview, 18 November 2020). It emerged that the skills empowerment programme does assist the youth to be focussed and mentally fit to enter the job market, but it has not been successful in offering skills necessary to make it in the labour market and business sector. For example, participant 15 is 31 years old explained "*I can confirm that I participated in the T1M skills development programme. We were taken through classes to motivational talks. We were not given job specific skills, nor business skills but it was mostly generic skills*" (Participant 15, Interview 04 December 2020). Participants 08 and 14 are 29 years old and have participated in the T1M programme highlighted that they did not benefit anything from this initiative. This suggests that the programme uses a '*hit and miss* approach to youth empowerment and there is a need to have clear training and development plans that will be aligned to the beneficiaries' (youth) needs. There seems to be low participation rate when it

comes to the T1M programme. Nine out of sixteen participants aged between 20 and 35 years old confirmed that they did not participate in the T1M skills empowerment programme. Below is an indication of how many youths participated and confirmed that they benefited from the T1M programme.

Table 3: Responses on participating in the T1M programme

Participants Number	Participant's Age	Confirmed Participation in T1M programme (Yes/No)	Benefited from Participating in the programme
O1	26 years old	No	No
02	21 years old	No	No
03	34 years old	No	No
04	23 years old	No	No
05	26 years old	No	No
06	29 years old	Yes	Yes
07	20 years old	Yes	Yes
08	29 years old	Yes	No
09	30 years old	No	No
10	23 years old	No	No
11	25 years old	Yes	Yes
12	26 years old	Yes	Yes
13	21 years old	No	No
14	26 years old	Yes	No
15	31 years old	Yes	Yes
16	26 years old	Yes	Yes

In conclusion, most of the youth conceded that the post-tertiary education and post-high school skills development assisted them to close the gap between theoretical knowledge and practical experience requirements. They also suggested that more still needs to be done to expose the youth to experiential learning. Furthermore, their responses suggested that there is an urgent need to focus more on offering entrepreneurial skills, business mentorship and on offering financial support in the form of business loans and sponsorships. There is also a need to bring more role players into the youth empowerment space and have more business coaches and mentors to encourage the youth to start business and hold their hands until they are ready to run sustainable and profitable businesses. The researcher observed that differences in age did not influence how the youth respond to the questions, instead participants responses indicated their daily experiences and realities they grapple with before entering the labour market and business.

4.6 SECONDARY RESEARCH QUESTION

Question 3: Do the youth perceive the T1M program as a mechanism that can be used in the alleviation of poverty and as a means of enabling participation in inclusive employment whilst closing the gap in skills and knowledge required in starting their own business and subsequently creating employment for other youth?

4.6.1 Perceptions on the Aptness of the T1M in alleviating poverty

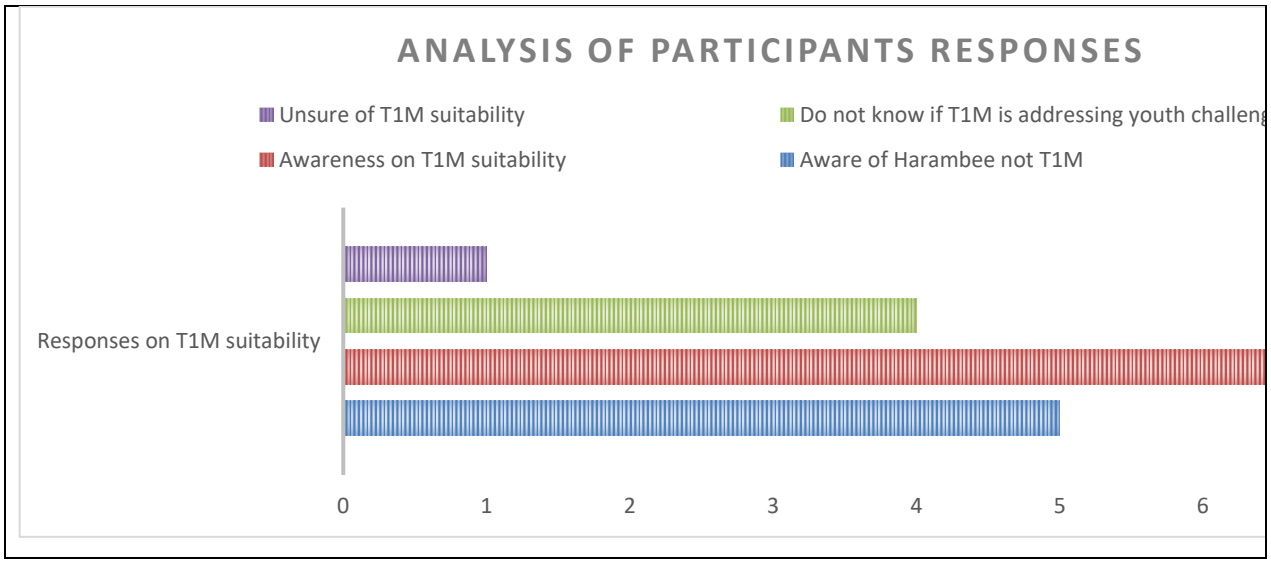
This part of the interview focused on participants perceptions on whether the T1M programme is a mechanism that can assist the youth in dealing with the challenges they face. The researcher noted that even when a different question was asked on the T1M programme, that most participants still responded with either I am not aware of this programme or I do not anything about the T1M programme as they did to questions in preceding sections above. There were some participants who knew about the programme and knew that it is a youth skills empowerment programme. Below is the discussion of participants responses:

Forty four percent of participants could not comment on whether the T1M programme can be used to address poverty in youth in Gauteng because they have never heard of it. participants 05 and response is an example; *“I have never heard of it. I cannot comment”* (Participant 05, Interview 04 December 2020). Participant 01,02,03,08,09 and 10 gave similar responses to

participant 05. Seven of the nine participants that have interacted with the programme conceded that the T1M programme can be employed as a mechanism to alleviate poverty in youth by giving them different skills. The youth also believe that extending the services of the T1M programme to other provinces can assist the youth in those locations to get jobs. For example, participant 06 said *"Yes, it is best suited. I believe it should be extended to other provinces to help the youth secure employment"* (Participant 06, Interview 04 December 2020). It was noted that despite some youth participating in the T1M youth empowerment programme, that did not translate into them being employed or assisted to start businesses.

There were mixed feelings on the suitability and effectiveness of the T1M in assisting the youth to get out of poverty. For example, participant 15 said *"Yes. I believe that it does help. However, I have not met anyone who is a T1M beneficiary and who has made it in life through their assistance"* (Participant 15, Interview 04 December 2020). This indicates that the programme has not managed to offer skills that enable its beneficiaries to secure real and sustainable jobs. Some participants did not believe that the T1M programme can assist to alleviate the plight of poverty in Gauteng. Participants recommended that for the T1M programme to be effective in addressing youth challenges, it would need to assist the youth to develop business acumen. There are indications that sometimes the T1M programme fails to meet the objective of youth empowerment. For example, participants 14 said, *"I am unsure of their suitability but the T1M needs to assist the youth with business skills to start and sustain a business. If I can be honest with you, I was once offered a job opportunity that was not going to recognise my skills. If I had accepted, it meant that I would have accepted to live in poverty for the rest of my life"* (Participant 14, Interview 18 November 2020).

Figure 8: Responses on appropriateness of the T1M to tackle youth challenges

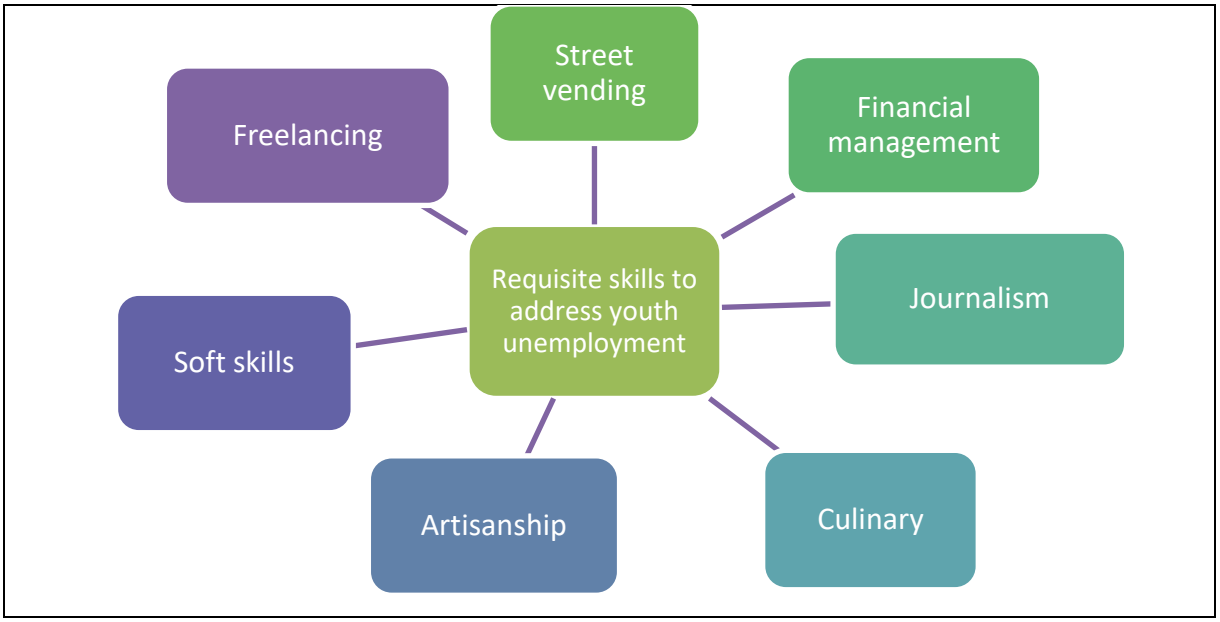


4.6.2 Approaches to address youth unemployment

To get more information on other methods that could be employed to address youth unemployment follow-up questions were asked. This section of the interview sought to obtain participants' opinion on whether, over and above the T1M programme, there are other ways that can be applied to address youth poverty. Furthermore, participants could suggest any other way that they believed can be used to alleviate poverty. Participants conceded that youth unemployment is a major challenge which often leads to poverty. All respondents suggested that government has a bigger role to play in addressing it. Various skills set were highlighted as key in averting youth poverty, and it was emphasised that these can be acquired by participating on different skills development programmes. Most participants suggested various approaches, and these include on-the-job training, voluntary work and learnerships and highlighted that these can be used as alternative ways to address skills shortage, inexperience, and the scourge of unemployment. Only one of participant believed that the Tshepo 1 Million programme is part of the approaches that can be used to address youth employment. The themes emerging from this section are support, funding, entrepreneurship, and volunteering. Participant 03 response indicates that the youth is desperate for jobs and emphasised that they should not be selective in their job search. *"Poverty in youth can be addressed through just accepting any job offer and growing from there. Furthermore, government needs to create more jobs for the youth"* (Participant 03, Interview, 01 December 2020).

The youth believe that, to avert poverty, they should be trained in various trades that will enable them to create jobs for other youth as opposed to only focusing on being jobseekers. For example, participant 05 said, *"In my view, to curb youth poverty, they must be trained to be chefs, artisans, welders, boiler makers, plumbers, carpenters, bricklayers, electricians and others. This will enable them to survive even if they do not go to varsity"* (Participant 05, Interview, 04, December 2020). While participant 07 shared the same sentiments as participant 05, she also highlighted the department of Education must be involved in curriculum development to ensure that learners acquire skills as early as high school. It was emphasised that the youth should be encouraged to focus on getting education as a mechanism that can be employed to address youth unemployment and stressed that innovation, passion, training, mentorship, and impetus are important in driving the youth to succeed. It suggests that youth need to also acquire soft skills and that youth development programmes should consider training youth on both soft and hard skills. While participants referred to some careers regarded as critical, none of the participants referred to most of skills regarded as occupations in high demand in the Government Gazette No.43937 (Department of Higher Education and Training, 2020). Below is a diagrammatic presentation of skills set suggested by participants as alternative ways that can be used to curb youth unemployment.

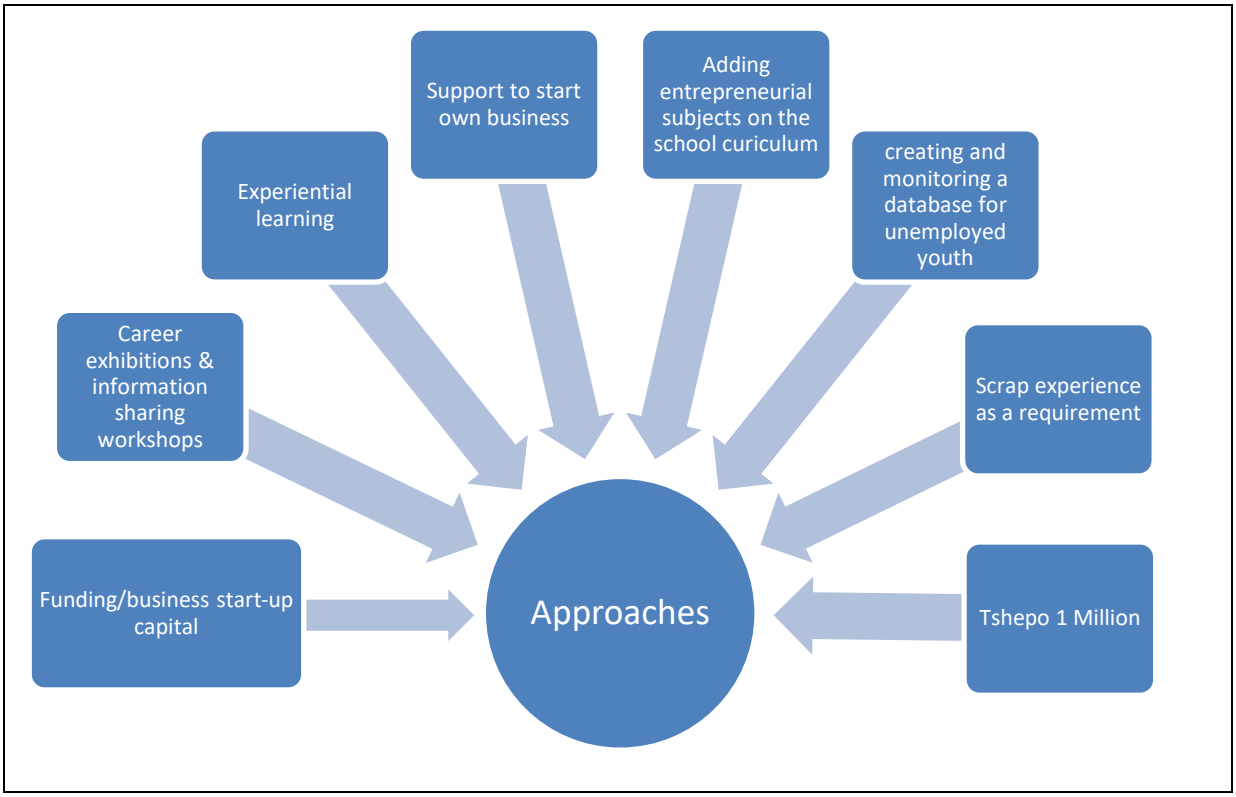
Figure 9: Skills set for youth employment



One of the sixteen participants believed that the Tshepo 1 Million (T1M) programme should be used to tackle youth unemployment and confirmed that she is the beneficiary of such an initiative and said *"I am concerned about youth unemployment and the rate is too high. I*

assume that the advent of covid-19 made matters worse. The Tshepo 1 Million Programme must continue to offer temporary employment to the youth to allow them to earn a living and gain experience" (Participant 16, Interview 19 January 2021). The data shows that youth believe implementers of the T1M programme need to work closely with the youth in finding solutions. Fifteen participants proposed other mechanisms that could be used in reducing youth unemployment but not the T1M programme. Despite most participants not mentioning T1M as a contributor to youth employment, ninety four percent of participants mentioned various approaches that can be used to curb youth poverty and inexperience, and these are summarised in a graphical diagram below.

Figure 10: Ways of increasing employability



4.6.3 Perceptions of youth on T1M programme and Entrepreneurship

This part of the interview checked whether the youth perceive that the T1M programme inculcate the entrepreneurial spirit. All participants despite their involvement in the T1M programme indicated that they would like to be entrepreneurs someday to create employment for other youth. Reasons cited for engaging in entrepreneurial activity were to be financial independent, have income to take care of self, take care of immediate family and empower others.

Participants also demonstrated an understanding on how business methods have changed and highlighted that they would like to do business for a higher purpose. They emphasised that such businesses will not only focus on self, but they will be operated for greater good which is to empower others within the society they reside in. The researcher noted that the young people are driven and want to start businesses as a matter of urgency to create employment. Some participants highlighted that should they succeed in business; they would employ other youth in their communities and extend this service to other youth nationally. Most participants demonstrated a deeper understanding of the challenges facing the youth which include unemployment. These youths indicated that such challenges cannot be resolved unilaterally but can be addressed through collaboration and partnering with other role players in the youth development space. The themes that emerged from this session are poor branding, misinformation, self-employment, and experience.

Twenty five percent of participants that did not interact with the T1M programme conceded that they would like to run their own businesses to gain economic independence, to be job creators and to have stable income. Participant 01 response serves as an example, *"I have not interacted with the T1M programme, I cannot comment on whether they assist us to be employable or start businesses. I wish to start my own business to generate other income and not depend on one income stream."* (Participant 01, Interview 03 December 2020). Participants 02,03,04 and 15 shared the same views as participant 01 above and added that youth need to focus on being self-employed instead of waiting for the T1M programme to give them handouts. For example, participant 02 said, *"I do not know anything about any youth development programme and how they assist the youth to get employment or get funding to start businesses. However, I believe that self-employment and running my own business will assist me to be independent and not to work for somebody. I also need to be able to employ unemployed youth"* (Participant 02, Interview, 01 December 2020).

These responses indicate that the T1M programme should collaborate with other youth development programmes and invest more resources on youth entrepreneurship and provide business coaching and funding. Participants' response also suggests that to instil the spirit of entrepreneurship in youth, the T1M programme need to partner with institutions of higher learning to ensure that training on entrepreneurship forms part of the compulsory subjects. Majority of interviewed youth appeared to have realised that doing business is a way out of poverty and unemployment. These youths acknowledge that conventional ways of doing

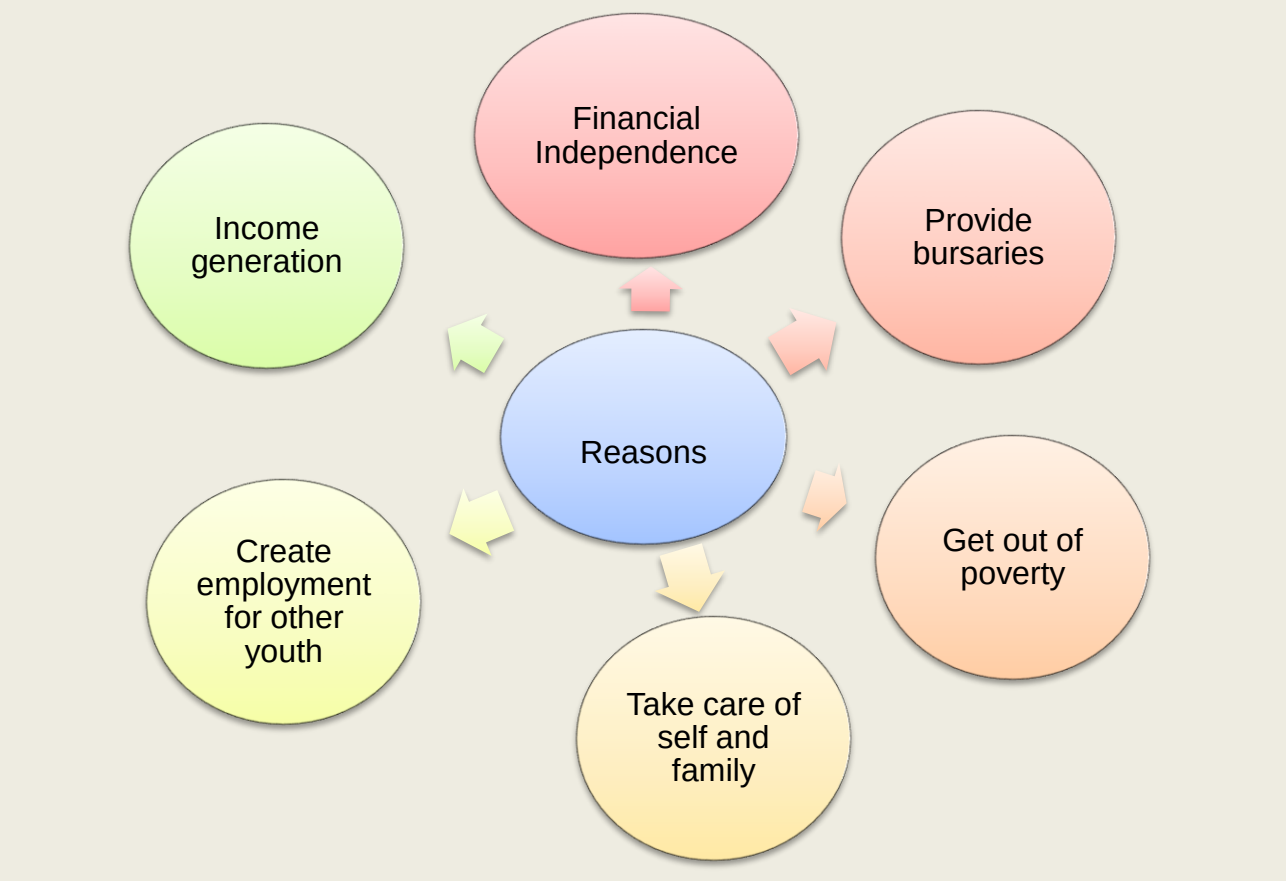
business are no longer effective and believe that these come with high rental costs, procurement of fancy office space and furniture and set-up costs. It seems that the youth would like to explore new ways of doing business which do not require high start-up capital but that allow them to reach global clients with a click of a button. For example, participant 05 did not participate in the T1M programme said *"I cannot comment on whether the programme assist the youth to start their own businesses as I have not seen them doing so. I would like to start an online business to avoid costs associated with building rental. I am more comfortable with the virtual space because it will expose my business to the global clients. This type of a business does not come with high capital and operating costs"* (Participant 05. Interview 04 December 2020).

Some of the youth that had interacted with the T1M seemed to believe that it could assist them in securing business funding. For example, participant 06 said *"Yes, I believe the T1M programme encourage the youth to stand, and it do it for themselves. I would like to start a business of sewing graduation attire and curtains and my mom will be my mentor. My biggest problem is money. I also want to do marketing and advertising for my sewing business"* (Participant 06, Interview 01 December 2020). It emerged that family has a role to play in assisting and influencing the youth to start and operate their own businesses. This in line with the literature review on Bandura (1994) self-efficacy theory as this theory emphasises that role models from families, community and non-governmental organisations are important in influencing and guiding the youth to enable them to reach their full potential be it in business or at the workplace.

There are some youth that are already running their own businesses and were not assisted by the T1M programme. These youth reported that they are not as successful as they would like to be due to lack of funding, shortage of business skills and lack of business mentorship. Some participants highlighted that they decided to start their own business to generate income and work closer to home. For example, *participant 08 said "Yes, I believe that to an extent the youth T1M programme does address youth employability and entrepreneurship. I am already running a fast foods business and a car wash to provide for my children and my family. My biggest challenges are funding, business skills and business mentorship and now matters are worse under covid-19. I started the business to create employment for myself" (Participant* 08, Interview 04 December 2020). Data also indicates that the youth prefer to work close to their homes and that the T1M need to take spatial challenges into consideration when assisting these

youths. Below is a graphical presentation of reasons why the youth are willing to engage in an entrepreneurial activity.

Figure 11: Reasons for entrepreneurship



4.7 Summary of presentation and discussion of findings

The data collected suggests that there is confusion between the T1M programme and Harambee and that more needs to be done on branding and marketing. Some participants highlighted that they derived some form of benefit from being on this youth empowerment programme in the form of securing temporary employment, acquiring interview skills and life skills. Majority of participants highlighted that they did not derive any benefit and they are still unemployed while others said that they turned the job opportunities down because they were far away from their residential areas and that the salaries were so small that it would just service transport costs. Participants indicated that youth unemployment can be tackled through partnerships between public and private sector. Respondents raised concerns on the negative impact of fraud, corruption, nepotism, bribery, cadre deployment and political alignment on

youth employment. The youth indicated that their way out of poverty is quality education, ability to secure a job and/or venturing into business. They also expressed the view that incompatible skills, inexperience, and shortage of funding thwart youth empowerment efforts. The majority of the participants accepted that there is alignment between what they learned during their studies and their career aspirations and emphasised that having a tertiary qualification prepared them to enter the market. Less than 10% of participants believed that the time they spent at the institutions of higher learning was wasted in acquiring knowledge that proved useless when they joined the workplace. Collected data indicates that the youth do not appreciate low salaries they normally get paid and blamed this on employers' perceptions on the work experience and skills required to enter the labour market. Despite dissatisfaction with youth empowerment initiative, employers' attitudes towards the youth, participants are still optimistic and still believe that there are alternative ways over and above exiting initiatives that can employed to empower them. It emerged that participants lack understanding and awareness when it comes to different occupations that the Department of higher Education have classified as rare and scarce and some occupation where supply is still exceptionally low.

CHAPTER 5

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises the research, concludes and make recommendations for further research. This research sought to explore perceptions of the youth in Gauteng on the efficacy of the Tshepo 1 million (T1M) youth skills empowerment project. Furthermore, this study aimed to gain insight on whether the youth perceive that the T1M programme is the only mechanism that can be used to transform their lives. The study aimed to gain an understanding on whether the youth perceive the T1M programme as instrumental in helping to overcome countless challenges faced by the youth. The study was informed by the desire to know whether the youth is aware of the T1M programme, whether interacting with this programme enables them to close the skills gap between the qualification they possess and the market requirements. At the start of the research, it was not known whether the youth in Gauteng is aware of the T1M programme and whether they perceive that participating on this initiative will make them employable and offer entrepreneurial skills. It became clear that there is a need to invest more resources on marketing, branding, and ensuring visibility of this programme in areas where the youth reside. The researcher does not know whether the Gauteng Provincial Government encourages youth participation in extending the scope, reach and objective and target setting for the T1M programme. The researcher's view is that this is an area of further research to ensure that it targets challenges that are relevant to the youth of Gauteng and ensure that they take ownership of the proposed solutions. Furthermore, the researcher observed that there was a knowledge gap, and that more awareness is needed to inform the youth about a myriad of occupations that are classified as rare and scarce which still have low supply. For the benefit of the reader and the youth in general, occupation in high demand is refers to "those occupations that show relatively high employment growth based on past, present and future trends and are in shortage" (Department of Higher Education and Training, 2020, p.5). Occupation classified as an occupation in high demand must meet the criteria set out in below per (Department of Higher Education and Training, 2020, p.5):

- *must have shown relatively strong employment growth over the past years.*

- *Are currently showing relatively strong employment growth.*
- *Are expected to show relatively strong employment growth in the future.*
- *Have been identified as being in shortage in labour market; or*
- *Are new and are expected to emerge soon because of innovation, technological advancements, the development of new industries, or government's strategic priorities*

5.2 Conclusions

The research reveals that tertiary qualifications empower the youth to take control of their destinies and can decide whether they want to be employed or pursue a business career. The research found that some qualifications do not sufficiently prepare the youth to enter the labour market; instead, after graduating they still need to enrol on skills development programmes to gather experience and be taught how to apply the theoretical knowledge from the university to real life situation like the workplace and business. It was concerning to note that none of the participants mentioned the role played by the Technical and Vocational Education and Training (TVET) colleges, schools of technology in offering skills to our young people to ensure their employability. Participant responses revealed that the youth have limited knowledge when it comes to different careers they can follow and the initiatives that are available to alleviate youth unemployment. None of the participants mentioned anything about participating in skills empowerment programmes that are in the green economies, initiatives to protect the environment against degradation and pollution, renewable energy sector, agriculture and to pursue training for occupations that are classified as critical and rare by the Department of Higher Education.

The research found that most of the youth values a tertiary qualification and are optimistic that they will secure the jobs of their dreams one day. There is a common trend emerging from this research, namely that the youth value experiential learning, mentoring, and coaching more as they believe that learning from someone with experience will empower them to succeed. It was concerning to note that only 44% of the youth confirmed that they participated in the T1M programme and that small minority perceived this programme to be helpful in breaching skills gap and contributing to youth employability. All participants that interacted with the T1M programme highlighted that the programme does not offer entrepreneurial skills, and some were never connected to job opportunities despite being in this programme's database. Despite low

awareness and low confidence in the T1M skills empowerment programme, beneficiaries who received help believe that it is an appropriate mechanism that should be used to empower the youth and proposed that it just needed to improve on entrepreneurship, funding, considering spatial challenges and salaries scales when assisting the youth to secure jobs. The research results reveal that there is some confusion between the implementing agency (Harambee) and the T1M programme, and that there is poor marketing, branding and low visibility in the communities. There were 11 participants with tertiary qualifications and only 3 were employed and 9 were unemployed. These research results strengthen Mourshed, et al, 2014 argument that graduates posses' skills that are incompatible to what the labour markets requires. Some participants dropped out of the T1M programme due to their attitude towards entry level jobs and salaries and this is aligned to Adegun, 2013 findings on youth's attitudes and impatience. This reveal that some youths do not want to come through the ranks they just want to start at the top.

5.3 Limitations of the study

Due to resource constraints, the study was limited to the youth residing in Pretoria and this may have denied the opportunity to get information on how the youth from other parts of Gauteng view the skills development programme. Most participants were no longer employed in job opportunities offered through T1M programme and this may have led into being biased and giving inaccurate responses. Most participants knew brand 'Harambee' and did not know much about the brand T1M, and this led to them not adequately answering questions on helpfulness and efficacy of the T1M programme. Phenomenology was a preferred research design for this study and therefore, the outcomes of this research are not generalizable to all youth empowerment initiatives. Semi-structured interviews were used to collect data and this data collection method limits trustworthiness of the collected data. This limitation was addressed through standardisation of the interview questions. Furthermore, to ensure trustworthiness of the data, the researcher applied methodological triangulation to corroborate participants responses and use of multiple data sources to verify the information. Triangulation supported the research outcomes and less than fifty percent of interviewed participants were working, and the departmental reports reveal that the Gauteng Provincial Government has not met the target of empowering 1 million youths to be employable as envisaged. Only 20020 young people benefited from job placements (Gauteng Office of the Premier, annual report 2020/21), this translates to only two percent of the youth that were connected to job opportunities.

5.4 Recommendations

The recommendations below are based on the research outcomes, and the analysis of findings in relation to the research topic.

The Gauteng Provincial Government (GPG) needs to relook at the branding and marketing of the T1M programme as well its scope. There should be a clause in the MOA and Grant Agreement that emphasises that the youth should be informed upon enrolment that Harambee is implementing the T1M programme on behalf of the GPG. The website where the youth register their details and registration documents must carry GPG's logo. Furthermore, the youth must be inducted on what this programme seeks to achieve for the youth in Gauteng. The GPG should strive to use the T1M programme to assist the youth to secure jobs and partner with business to source funding to support the youth who wish to pursue entrepreneurship. GPG and Harambee need to ensure that the buildings and vehicles used for the T1M programme carry the GPG corporate identity colours and are branded with GPG's logo and the mission, vision, and values of the T1M programme are displayed both on the building walls and the website.

The T1M programme needs to consider offering skills that are aligned to 17 sustainable development goals enshrined in the United Nations Sustainable Development Goals. The GPG should partner with organisation's fighting environmental degradation to place the youth to acquire skills in alternative ways of producing safe and clean energy, producing, and selling products that are not harmful to the environment, protecting life at sea, protecting natural resources such water, minerals, and others (United Nations, 2015). To address limited information of careers that are in high demand because they are critical and rare, the T1M programme need to expand its scope and include skills empowerment programmes that channel the youth to pursue such occupations. To enable the youth to acquire marketable skills and possess qualifications that are in high demand, the T1M Skills empowerment Initiative need to educate the youth on them and encourage them to pursue them. This can be done by partnering with high schools and institutions of higher learning and ensure that awareness on these occupations is raised as early as when learners are starting their high school education. Lastly, while it is commendable that the T1M programme connects the youth to job opportunities, it is important that this programme empowers them to be entrepreneurs, partner with business and other youth development agencies to establish a funding model to enable the youth to be independent and to be employers themselves as opposed to all of them seeking employment.

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Appendix A: Data collection Instrument

Semi-structured interview schedule

1. Opening procedure

1.1 Introductions

1.3 Time

Before we start, I would like to highlight to you that this interview will take roughly 30 minutes. Will you be available for the entire session or would you feel more comfortable rescheduling for a more convenient time?

1.4. Participation

Please note that participation on this interview is voluntary and should you wish to withdraw at any time during this session you are free to do so.

1.5 Confidentiality and anonymity

Please note that information you are going to share with me during this interview will remain confidential and will be destroyed once this research is complete. Your identity will not be revealed, you will be referred to using a code and pseudo name in the research report.

1.6 Interview Questions

We are now getting to the interview and I would like to begin with the questions and please feel free to stop me at any time should you wish to add a point to the questions we have already passed or if you are not clear on what is required of you.

A. Profile

1. How old are you?

Response.....

.....

.....

2. Where do you live?

Response.....

.....

.....

B. Opinions on Educational background, skills, and Career aspirations

3. Do you believe that the course content for your chosen qualification has prepared you for the work environment or for the prospect of starting a business in future? If so, how would you say this was done?

   Response.....

   .....

   .....

4. In your opinion would you say that there is a link between the course content of your chosen qualification, skills required to secure employment or start a business and your chosen career?

   Response.....

   .....

   .....

5. In your opinion, how can youth unemployment be addressed?

   Response……

   ……

   ……

C. Perceptions on skills and entrepreneurship

6. Do you wish to start a business some day? and why?

   Response……

   ……

   ……

7. Do you think the skills offered by youth empowerment initiatives like T1M sufficiently prepare youth for the world of business and employment? If yes, why, and how?

   Response……

   ……

   ……

D. Perception on Youth empowerment and T1M in general

8. In your view, is the T1M best suited to address the needs of the youth in Gauteng? and if so, why?

   Response.....

   .....

   .....

9. If not, what are other mechanisms that you believe can be used to alleviate the plight of youth unemployment, skills and experience gap and lack of business skills to start a business?

   Response.....

   .....

   .....

10. Lastly, what would you suggest should be done differently to improve employability of the youth and to encourage them to venture into business?

    Response.....

    .....

    .....

D. End

It gives me pleasure to inform you that we have come to the end of this interview and thank you so much for your time and participation. Is there anything that you would like me to clarify before I let you go?

Appendix B: Letter of introduction

Participant Information Sheet

Wits School of Governance
Saint Andrew Road Parktown
Parktown
Johannesburg

Dear Sir / Madam,

My name is Agnes Nthabiseng Mahase, and I am a master's student in Management at the University of the Witwatersrand in Johannesburg. As part of my studies, I have to undertake a research project, and I am investigating the Tshepo 1 Million skills empowerment initiative. The aim of this research project is to explore the perceptions of youth in Gauteng on the Tshepo 1 million programme.

As part of this project, I would like to invite you to take part in an interview about the efficacy of the Tshepo 1 Million. This activity will involve questions about your age, gender, educational qualification, career choices, your perception of the programme and will take around 45 minutes. With your permission, I would also like to record the interview using a digital device.

Rewards for participation

You will not receive any direct benefits from participating in this research, and there are no disadvantages or penalties for not participating.

Voluntary Participation

Your participation in this research is voluntary and you may withdraw at any time or not answer any question if you do not want to.

Confidentiality and anonymity

The interview will be completely confidential and anonymous as I will not be asking for your name or any identifying information, and the information you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation in my final research report. All information recorded on the data collection instrument will be destroyed after completion of this research.

Discomforts and withdrawal

If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time. If you need some support or counselling services following the interview these are available free of charge at **Wits wellness centre.**

Contact details should you wish to raise any concerns

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the WSG Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email Shaun.Schoeman@wits.ac.za

Yours sincerely,
Agnes Mahase

Agnes Mahase, Email: 2118952@students.wits.ac.za, T: +27 727720040

Professor Pundy Pillay, email: Pundy.Pillay@wits.ac.za, T: +27 11 717 3921

APPENDIX C: SCHOOL LEVEL ETHICAL CLEARANCE

University of the Witwatersrand, Johannesburg

Ethics Application Form* for *Human Research Ethics Committee (HREC Non-Medical)
(SCHOOL ETHICS COMMITTEES: Revised January 2020)

Instructions

1. This form must be completed by Honours (4th year) and Masters by Coursework and Research Report students who require ethics clearance, or for ethics clearance for coursework activities as part of a taught degree. Note that staff non-degree applications, PhD and research Masters students must complete the online form.
2. Completed applications must be submitted to the relevant School Ethics Committee.
3. Applications may be submitted as hard or soft (electronic) copies, but the first page of the application must contain the signatures of the student and supervisor. Final revised versions must be in soft (electronic) copy as all documentation will be archived.
4. Incomplete or handwritten applications will **NOT** be considered, including where signatures are missing.
5. Necessary supporting documents (e.g., *Participant Information Sheet, Consent Form*, copies of instruments, permission letters), must be provided.

SECTION A
Complete this checklist to show what documents you have submitted and that you agree with the conditions of application.

x	Completed ***Ethics Application Form***.
x	Copy of the ***Research proposal.***
x	Copy of proposed ***Research instruments*** (e.g., questionnaires/interview schedules).
x	***Participant Information Sheets*** (for each different sample group and/or instrument used).
x	***Consent forms*** (for each different sample group and/or instrument used).
x	***Relevant permission letters*** if required (from, e.g., company's HR department, National authorities such as Government departments, etc.) - consult the ***Guidance on the Use of Permission Letters*** document.

SIGNATURES (REQUIRED)
Declaration: We, the signatories, declare that all information on this form is correct and that we will strive to maintain the highest ethical standards in this research at all times, according to disciplinary and university expectations, recognising that ethical practice in research is always a continuing process.

I recognise that it is my responsibility to conduct my research in an ethical manner according to Guidelines of the University of the Witwatersrand, according to any laws and/or legal frameworks that may apply, and according to the norms and expectations of my discipline. In preparing this Application for Ethics Clearance form, I have consulted the ***Guidelines for***	**x** Yes ☐ No

Human Research Ethics Clearance Application/Non-Medical (available on this website https://www.wits.ac.za/research/researcher-support/research-ethics/ethics-committees/). In receiving ethics clearance, I agree to abide by the conditions of data collection as outlined in the *Guidelines* document.

By signing this form, the researcher and supervisor of this project undertake to ensure that any amendments to this project that are required by the Human Research Ethics Committee (Non-Medical) and School Ethics Committees are made before the project commences.

	Date	Name	Signature*
Applicant	06 August 2020	Agnes Nthabiseng Mahase	A.N Mahase
Supervisor		Professor Pundy Pillay	

*electronic signatures are permitted but there are requirements governing this – please see *Guidelines* document.

SECTION B

1. Summary of risk categories of this research project

1.1 Does this project involve human participants? [x] Yes [ ] No

1.2 I have read and understood the risk categories table *Applicants must have read the table of risk level category definitions on the final page of this document. This table is also available on the University Ethics Committee webpage.* [x] Yes [ ] No

1.3 The applicant must tick the box for the category that best applies to this project:

Risk category	**Tick the appropriate box**
No risk	
Minimal risk	
Low risk	X
Medium risk	
High risk	

Medium or high-risk applications must be subm
the School ethics committee to the University H

1.4 Are participants selected as **experts**? [ ] Yes [x] No

1.5 Will human participant research involve **vulnerable categories**? [ ] Yes [x] No

If **YES** state which ones:

If **YES**, how will **existing vulnerabilities** among research participants be addressed?
1.6 Does this research expose either the participant(s) or the researcher(s) to any **potential risks or harm** to which they would not otherwise be exposed? ☐ Yes ☒ No
If **YES**, how will **potential risks or harm** be addressed?
NB: Vulnerability is context specific. The term 'vulnerable categories' includes, among others, children under 18, orphans, prisoners, persons with cognitive or communication disorders, people who are traumatised or currently in traumatic situations. Vulnerable categories do not necessarily include poor or marginalised communities, older people, women, people with disabilities (unless it results in diminished capacity to give informed consent). Not all research involving 'vulnerable categories' is Medium or High-Risk research: here vulnerability must be considered in terms of the nature of the research and the context in which the research is carried out. Where necessary, include details of steps to be taken to facilitate data collection across language barriers (e.g., interpretation or translation).

2. Researcher's personal data	
Your family name: Mahase	Your first name: Agnes Nthabiseng
Title: ☐ Mr ☒ Ms ☐ Other: _____	
School:	WSG
Your student number:	2118952
Your email:	2118952@students.wits.ac.za
Your tel number:	0727720040
Name of supervisor(s):	Professor Pundy Pillay
Your supervisor's Wits email:	Pundy.Pillay@wits.ac.za
Your supervisor's Wits tel number:	+27 11 717 3808

3. Research project
3.1 Title of research project: **Perceptions among Gauteng youth around the Tshepo skills empowerment initiative**
3.2 Is this research for degree purposes? ☒ Yes ☐ No

If so, for what degree?

[ ] Honours [x] Masters (research report) [ ] Other (specify) _____

3.3 Has it been **approved** by the relevant School or Faculty higher degrees committee or other relevant unit?

[ ] Yes [ ] No [x] Submitted and pending

3.4 Will any **additional researchers** be covered by this ethics protocol (including translators/interpreters, research assistants, etc. but not including supervisors)?

[ ] Yes [x] No

If yes, please specify their names, affiliations and roles:

3.5 What are the **aims and objectives** of the research? (Please be specific)

To explore perceptions of the youth in Gauteng on the efficacy of the Tshepo 1 million youth skills empowerment project.

3.6 Summary or abstract of the research (give a brief outline of the research plan such that reviewers can understand what will be done, 100 words maximum)

The study seeks to contribute towards the improvement and implementation of youth skills development programmes. by bringing new insights to encourage the government and the private sector to work collaboratively with the youth and invest in sustainable youth development programmes that are aligned with the market expectations, provide funding necessary to start businesses, review, update and align policies to address the current challenges faced by youth. Participants will be contacted by telephone and email and data will be collected through semi-structured interviews. Participants' consent will be sought and assured that they can withdraw at any point they wish to do so.

3.7 Do you have any **financial or material interests or a familial relationship** associated with your research participants or with the organisations that you will be involved with in your research?

[ ] Yes [x] No

If yes, please explain how you will **manage any existing or potential conflicts of interest**, if applicable:

4. Formal permission

4.1 Where will the research be carried out? (Please give a specific location and /or the names of specific organisations or institutions)

Pretoria, Gauteng

4.2 Has appropriate **formal permission been obtained**, if required (e.g., employer, government department, land owner, etc.)?

X	Yes (attached		Not required		Pending (must be supplied before ethics clearance can b given)

NB: Obtaining permission is often necessary when conducting research *within the premises* of a particular site such as an ethnographic study of the functioning of a supermarket or a school, or the way staff interact with clients in a clinic or how members of a closed social media group interact/post on a specific topic. Permission is also required to use data from personal communication with participants or experts. Please note that any research done on Wits University campuses with employees or students of the University requires formal permission from the Registrar. Please read the detailed guidelines on Permission Letters from the Ethics website https://www.wits.ac.za/research/researcher-support/research-ethics/ethics-committees/

5. How will data on human research participants be collected (instruments, methods, procedures)? (tick all applicable boxes) (**NB:** All applicable instruments must be attached to the application)

	Hard copy questionnaires or diagnostic tests, etc.
	Online instruments (e.g. questionnaires, surveys)
X	Individual interviews (e.g., structured, semi-structured, etc.)
	Personal communication (e.g., email or informal conversation with experts)
	Group interviews (e.g., seminar/discussion groups, focus groups, etc.)
	Ethnographic observation, participant observation, other informal descriptive, and/or interactive methods (you must specify ethnographic methods in the box below)
	Autoethnography
	Community-based methods or techniques such as drama workshops, community theatre, training workshops, participant rural appraisal, rapid rural appraisal, etc. (you must specify in the box below)
	Research on/in therapeutic or counselling contexts
	Putting on your own exhibition / public performance
	Observation of other public performances, and/or public behaviour observation
	Photography
	Video recording
X	Audio recording (e.g., of interviews)
	Use of data from social media
	Other research methods or techniques (you must specify in the box below)

Explanation of **research methods** specified above, and / or explanation of any other **research methods that are not listed** above: The semi-structured interview schedule **(Appendix A)** is a preferred data collection instrument for this research. The reason for choosing the semi-structured interviews is that they will enable the researcher to enquire further on responses given by participants and triangulate information coming from other data sources. Data will be collected from selected participants through interviews. Interviews are preferred due to their flexibility and ability to allow the respondents and the researcher to ask further questions. Participants will be asked open-ended questions to enable the researcher to obtain appropriate responses from respondents about their opinions on the strengths and weaknesses of the T1M programme.

6. Who will the research participants be?

6.1 List the **different** participant groups (e.g., experts, community members, key informants) that you will be working with in your project:

Participants will comprise of youth between ages 18-35 years from Harambee and who are residing in Gauteng.

6.2 Description of these participant groups, including **age range** and **sample size**, for **each group**:

Participants will include youth aged 18-35 years old. Sample size: Fifteen males and Fifteen females.

7. How will informed consent be obtained?

7.1 How will **potential participants** be **identified / selected / recruited**?

A list of participants will be sourced from the database kept by Harambee and a purposive non-probability sampling method will be followed in selecting participants. Participants will be selected according to Gender and age. Individuals selected to participate in this research will be contacted by telephone and email. Prior to participating in this research, participants will be requested to give a written consent by filling a participant consent form. Permission to conduct research has been sought from Harambee and Gauteng Office of the Premier.

7.2 Will any **incentives** be offered to participants? (**NB**: it is NOT compulsory to offer any incentives. Please note for any curricula incentives, permission is required from the Registrar's office and DVC. Fiscal incentives are limited to R150 – see *Guidelines* document)

[ ] Yes [x] No

If **YES**, please explain:

7.3 How will informed consent be obtained?

[X] Formal (Signed form) [ ] Informal (e.g., verbal) [ ] Other (e.g., online survey)

If you cannot obtain **formal written consent**, explain why:

NB: Attach *Participant Information Sheets* and *Consent Forms* for each sample group (please label these carefully), and/or other related materials. It is essential that participants in research be fully informed (irrespective of the method used) and then be able to agree on this basis to participate in the research.

8. Protecting participant identities

8.1 Can **confidentiality** of participants' responses be guaranteed throughout the **data collection** process?	[x] Yes [ ] No
8.2 Can **anonymity** be guaranteed throughout the **data collection** process?	[**x**] Yes [ ] No
8.3 Can **anonymity** be guaranteed in **resulting research reports** or publications?	[**x**] Yes [ ] No

8.4 Explain how you will manage issues of **anonymity and confidentiality** in your project (What will participants be told in this regard?):

Anonymity

Identities of participants will not be revealed, and each participants' will be assured that they will remain anonymous. The participants real names will not be revealed in the research report, but participants will be referred to using pseudo names.

Confidentiality

Participants' confidentiality will be protected, and the information collected from them will be kept confidential during and after the study. Harambee is implementing the T1M on behalf of the Gauteng Office of the Premier and keeps the database of the youth, permission to conduct the study has been sought from both organisation (Gauteng Office of the Premier and the implementing agency (Harambee). All data sourced from Harambee, Gauteng Office of the Premier and from participants will be stored in a password protected computer and external medium, the external medium will be encrypted and stored in a lockable unit and only the researcher will have access to the key and external medium. All information recorded on the data collection instrument will be destroyed after completion of this research.

Definitions: ***Confidentiality***: that any information considered confidential by the participant or researcher will not be disclosed to others. ***Anonymity throughout the data collection process****:* that you as the researcher will not be able to identify the participant. ***Anonymity in the resulting reports***: that the participant's name/identifying data will not be disclosed and that anyone reading your results will not be able to identify the participant. **NB**: While confidentiality may be desirable, it cannot be guaranteed in, for example, focus groups, or ethnographic observations. Similarly, anonymity should be preserved in questionnaires, but cannot be offered in workshop methodologies, focus group research, etc. Participants should have the right to remain anonymous in the final report and this must be respected in handling of all data relating to them. Participants need to be informed about these issues through the *Participant Information Sheet*.

9. Protection of data during and after the research

9.1 How will the data be protected while the research is **in progress**? (This includes how the identities of participants will be protected).

Data will be stored in a password protected computer, password protected external medium, the external medium will be stored in a lockable safe and key kept by the researcher. Furthermore, information stored on an external medium will be protected by encryption. No one will be given access to the data collected except the researcher. All information recorded on the data collection instrument will be destroyed after completion of this research

9.2 What is to be done with the research data **after completion** of the project? Please note that usage of data should be consistent with what is indicated to participants in the *Participant Information Sheet* and *Consent Form*.

	Stored in archives (specify below)		Stored in online database (specify below)
x	Stored in password protected computer		Stored in digital form with all identifying features removed
	Stored for future secondary analysis	x	Destroyed after 5 years (insert numbers of years, if applicable)

Please specify which **archives or online databases** will be used (if applicable):

NB: 'Raw' or unprocessed data, especially **where the identity or personal data of research participants is included, must be safeguarded** and preserved from unauthorised access. Data may be destroyed after use, but **preservation in an archive or personal collection** may also be appropriate, desirable or even essential. For instance, datasets that contain **historically important information** or information that relates to **national heritage** must be preserved and should be placed in a public archive where possible and appropriate. All data should be preserved in a way that **respects the nature of the original participants' consent**. If you are unsure about the procedure of data management and storage, please contact the Data Services Librarian.

10. Summary CV of applicant ALL boxes in the following table must be completed by the applicant. Do not attach a formal CV to your application.	
10.1 List your academic qualifications. Include dates or current registration status	Master of Management: Public Development and Management: Wits: (YOS 2) Bachelor of Commerce Honours: Business Management (UNISA) Bachelor of Accounting Science (UNISA) Diploma: Health Education and Promotion (UNITRA)
10.2 Describe any ethics content training you have previously received in the previous 3 years (e.g., ethics short courses; online courses; ethics CPD courses; ethical input as part of a research methods course)	Below are the list certification programmes undertaken to fulfil professional bodies' membership requirement and requirements as an ethics officer in my organisation and is not related to research methods: Ethics Officer's certification programme offered by The Ethics Institute Association of Chartered Certified Accountants (UK) Professional Ethics Online ethics course offered by National School of Government
10.3 List of instruments or methods used in this project, as listed in Section 5 of the application form (Tick the appropriate boxes and describe these specific instruments if necessary)	[ ] Hard copy questionnaires or diagnostic tests, etc. [ ] Online instruments (e.g. questionnaires, surveys) [X] Individual interviews (e.g., structured, semi-structured, etc.) [ ] Personal communication (e.g., email or informal conversation with experts) [ ] Group interviews (e.g., seminar/discussion groups, focus groups, etc.) [ ] Ethnographic observation, participant observation, other informal descriptive, and/or interactive methods (you must specify ethnographic methods in the box below) [ ] Autoethnography [ ] Community-based methods or techniques such as drama workshops, community theatre, training workshops, participant rural appraisal, rapid rural appraisal, etc. (you must specify in the box below) [ ] Research on/in therapeutic or counselling contexts [ ] Putting on your own exhibition / public performance [ ] Observation of other public performances, and/or public behaviour observation [ ] Photography [ ] Video [ ] Audio recording (e.g., of interviews) [ ] Use of data from social media [ ] Other research methods or techniques (you must specify in the box below)

	Explanation of **research methods** specified above, and / or explanation of any other **research methods that are not listed** above:
10.4 Describe your previous **experience** in deploying the instruments or methods of research which you are applying here (refer to Section 5 and table in Section 10.3)	I have not administered semi-structured nor structured interviews except being the chairperson and member of workplace interview panel.

Appendix D : Participant Consent Form

Title of project: Perceptions among Gauteng youth on the Tshepo skills empowerment initiative

Name of researcher: Agnes Nthabiseng Mahase

I, ……., agree to participate in this research project. The research has been explained to me and I understand what my participation will involve and how the data obtained from my interview will be used for research purposes and what will be done with the data after the completion of the projection Please circle the relevant options below.

I agree that my participation will remain anonymous

YES
NO

I agree that the researcher may use anonymous quotes
in his / her research report
YES
NO

I agree that the interview may be audio recorded
YES
NO

I agree that the researcher may take photos of me
YES
NO
(but not my face)

I agree that the information I provide may be used

YES

NO

anonymously by other researchers following this project

…… (signature)

…… (name of participant)

…… (date)

APPENDICES: E LETTER OF PERMISSION TO CONDUCT RESEARCH TO GAUTENG OFFICE OF THE PREMIER

University of the Witwatersrand,
Wits School of Governance 011 717 3527

Ms Phindile Baleni
The Director General
Gauteng Office of the Premier
Turbine Hall
Newtown

13 July 2020

Dear Sir/Madam,

Re: Permission to conduct research on the Youth enrolled on the Provincial Government Flagship Programme: Tshepo 1 Million Skills Empowerment Initiative (T1M)

My name is Agnes Nthabiseng Mahase, I am studying for a Master of Management Degree in Public Development and Management in the School of Governance at the University of the Witwatersrand. I am seeking permission to do research on the above-mentioned programme.

I am conducting research on youth enrolled on the youth empowerment programme T1M. The research seeks to explore perceptions of a sample of youth aged between 18 to 35 years, residing in Pretoria, Gauteng, who are enrolled on the Tshepo 1 Million youth skills empowerment initiative. Furthermore, the study will explore the value and the efficacy of the T1M programme to the youth in Gauteng.

The programme is chosen due to its contribution in addressing the scourge of unemployment and shortage of marketable skills while ensuring that spatial challenges facing the youth are taken into consideration in assisting and placing the youth in various organisations

The research will entail collecting data from youth aged between 18-35 years old, residing in Pretoria. I request permission to get access to a database of youth enrolled on T1M programme.

I am employed by the Gauteng Office of the Premier. There is no conflict of interest as I will conduct the research as a Wits Students not as an employee of the Office of the Premier and I do not interact with the youth enrolled on the T1M programme.

Participants will be asked to give their written or verbal consent before the research begins. Their responses will be treated with confidentiality, and their identities will be anonymous unless otherwise expressly indicated. Individual privacy will be maintained in all published and written data resulting from the study. The results will be communicated in chapter four of the dissertation.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

All research data will be preserved anonymously for reuse by other researchers. Furthermore, the research data will be stored in a password protected computer and external medium, stored in lockable unit and will only be accessed by the researcher.

I therefore request permission in writing to conduct my research. The permission letter should be on your organisation's letterhead, signed and dated, and specifically referring to myself by name and the title of my study.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

Agnes Nthabiseng Mahase

Agnes N Mahase
+ 27 72 772 0040
2118952@students.wits.ac.za

Professor Pundy Pillay (Supervisor)
+27 11 717 3808
pundy.pillay@wits.ac.za

APPENDICES: F LETTER OF PERMISSION TO CONDUCT RESEARCH TO HARAMBEE

University of the Witwatersrand,
Wits School of Governance 011 717 3527

Mr Rob Urquhart
Lead: Knowledge and Research
Harambee Youth Employment Accelerator
Fox Street
Marshalltown
Johannesburg
2000

13 July 2020

Dear Sir/Madam,

Re: Permission to conduct research on the Youth enrolled on the Provincial Government Flagship Programme: Tshepo 1 Million Skills Empowerment Initiative (T1M)

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Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

Agnes Nthabiseng Mahase

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