

**UNEMPLOYMENT AND YOUTH DEVELOPMENT PATHWAYS. A CASE STUDY  
OF BOTSHABELO, FREE STATE, SOUTH AFRICA**

**By**

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## **DECLARATION**

I, Dimakatso Veronica Yanta, student number 2017269982, hereby declare that the mini-dissertation titled “ Youth unemployment and youth development pathways in Botshabelo, Free State in South Africa’ hereby submitted to the University of the Free State , for the degree of Masters in Development Studies is my own work in design and completion and has not been previously submitted by me at this university and any other university, and all the materials enclosed has been duly accepted.

**Signature**

**Date**

## ACKNOWLEDGEMENTS

The journey was not easy, but it was worth travelling. I am very thankful to have arrived at the end of the journey I thought was impossible. But by the grace of God, I came to realise that what I went through was part of God's plan. I trusted Him, and there were times when I wanted to give up, but He lifted me up every time I lost hope. I went through sleepless nights, pain and sweat to arrive at this destination. This is indeed a huge achievement and will take this opportunity to say thank you very much to the people who supported me through my academic journey.

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## ACRONYMS

CDW	Community Development Workers
Covid-19	Corona Virus Disease of 2019
EEA	Employee Equity Act
EPWP	Expanded Public Works Programme
ESSA	Employment Services of South Africa
ETI	Employment Tax Incentive
GDP	Gross Domestic Product
NDP	National Development Plan
NEET	not in employment, education, or training
PAYE	Pay as you Earn
SETA	Sector Education and Training Authority
StatsSA	Statistics South Africa
SDG	Sustainable Development Goals

## CHAPTER ONE: BACKGROUND OF THE STUDY

### 1.1 INTRODUCTION

Unemployment is a serious socio-economic challenge for many countries, thereby warranting international interest as evidenced by the Sustainable Development Goals (SDG), wherein the promotion of sustainable, inclusive, and decent jobs for all is advocated (World Bank, 2015). Cloete (2012) defines unemployment as an economic issue that possesses a threat to human dignity. The focus on youth unemployment is motivated by the fact that youth are the biggest cohort with an unemployment rate of 43.2% of new jobseekers in the first quarter of 2021 and are therefore the most vulnerable group regarding unemployment (StatsSA, 2021). Unemployment here refers to those who can work and are looking for work, but cannot find work (Cloete, 2012). Cloete (2012) continues to describe unemployment in the South African context as having an indisputable structural or systemic character. Systemic unemployment refers to a pattern, practice, or policy of discrimination that has a broad impact on a class or category of persons within an industry, profession, company, or geographic area. For example, when older employed workers are pushed to leave their jobs in order to accommodate young employees on jobs like internships, learnership, and apprenticeships (Lopez, Hart & Katz, 2021). Structural unemployment on the other hand, implies the total inability of an economy to provide opportunities for the overall labour force. This is the type of unemployment that is the hardest to address because of limited available resources. This can be seen by the increasing number of unemployed youths in South Africa. This has resulted in the strain of the unstable economy and lack of jobs in the country.

In addition to clarifying the term "unemployment" it is necessary to define "youth" as a concept. Youth is a broad and disputed concept because of its operational definition, which differs widely from country to country. The United Nations defines "youth" as people between 15 and 24 years of age (United Nations, 1992). In South Africa, youth are defined as people aged 14 to 35 (National Youth Act, 1996). According to Du Toit (2003:4), "the age of 15 years is the stage at which children are permitted to enter the labour market in South Africa." Having explained these different definitions, it will be proper to use the South African definition for the purpose of this study. The South African definition of youth seems ideal, given the context in which the study is taking

place. The study will explore development pathways and how unemployment impacts these youth development pathways. A Pathways Framework will be used to provide clear, explicit experiential goals for youth. The pathways approach believes that it is never too late to start with the development of youth (Chi, 2010). The pathways lens looks at how individuals move within, across, and through learning spaces toward possible futures. It therefore means that pathways are the yardsticks of how an individual's future is designed, shifted, or facilitated by external structures (Bell & Blauflower, 2012). The study will continue to investigate the effect of unemployment on these development pathways globally, in South Africa, and eventually in Botshabelo township. The concepts, causes, and development pathways will be thoroughly discussed in the literature review chapter. It is important to note that South Africa's concept of youth development is influenced by the historical conditions, particularly apartheid, that have shaped the country and its democratic goals. This history is based on the need to attain the principles of social and economic justice, human rights, empowerment, and participatory citizenship. In this study, youth development refers to the process of finding employment and developing young people's livelihoods so that they can participate in economic activities (Hill, Skattebol, Griffiths & Wong, 2015). Development determines South Africa's future; hence, it is at the core of its development agenda (UNFPA, 2006; Moultrie & McGrath, 2007). Youth unemployment and development should be addressed and attained through integrated and sustainable policies and programs that seek to improve the quality of their lives.

According to Cochrane and West (2019), youth and those with lower skill levels are most affected by the unemployment situation in South Africa. StatsSA (2022) states that although there was an increase of 7.2% or 370,000 employed youth, Youth unemployment remains high, with an increase of 2.0%, or 92,000, from the first quarter of 2022 between the ages of 15 and 34. StatsSA (2022) continues to mention that youth in South Africa continue to be the most vulnerable group when it comes to unemployment. The number of youths who are not in the labour market is higher than the national average. South Africa has over 10 million young people aged 15–24, and, of these, only 2,5 million were in the labour force, either employed or unemployed. Inactive people account for the majority of the unemployed (7,7 million, or 75.1%) (StatsSA, 2022).

The unemployment rate for those searching for jobs remains high in South Africa. South Africa's youth unemployment rate averaged 63.9% for those aged 15-24 and 42.1% for those aged 25-34 years, while the official unemployment rate currently stands at 34.5% in the first quarter of 2022. This is the lowest in a year, from a high record of 66.5% in the previous quarter. The Eastern Cape has the highest unemployment rate in the country at 52.6% in the first quarter of 2022, followed by Mpumalanga at 51.6% and Limpopo at 50.9%, respectively. In the first quarter of 2021, Free State is at 48.2% (Quarterly Labour Force Survey, 2021). The study will therefore focus on youth unemployment and the development pathways of youth in Botshabelo, an area in the Free State province of South Africa. Botshabelo is a township located at least 60 kilometers from Bloemfontein, the Free State Province's capital, with a population of approximately 447,603 people and a high rate of unemployment.

## **1.2 PROBLEM STATEMENT**

"The problem statement describes the context for the study and also identifies the general analysis approach" (Wiersma, 1995:404). "A problem might be defined as an issue that exists in the literature, theory, or practice that leads to the need for the study" (Creswell, 1999:50). Despite the literature mentioned above, the researcher believes that all around the world, graduate youths are experiencing a high number of unemployment cases compared to older people in the labour force. Since the global financial crisis, graduate-age youth unemployment has been on the rise. In South Africa, youth unemployment is on the rise, which leads to social, economic, and political challenges. South Africa's economy is suffering from high rates of youth unemployment. In order to provide specific recommendations on how the public and private sectors can address the challenges of graduate youth unemployment, this study was undertaken to investigate the experiences, causes, and consequences of unemployment among graduate youth in Botshabelo, the Free State province of South Africa. The population in Botshabelo is growing very fast, as indicated above, and this increases the number of unemployed youths in Botshabelo. With no economic activities taking place in Botshabelo, most of the youth are unemployed, and this study investigates strategies and stakeholders that will contribute to the fight against unemployment.



South Africa has a projected economic growth rate of 2.3% for 2022, which is up from 1.9% previously, and yet has a poor labour absorption rate. While the global economic outlook has been revised down, South Africa's performance is looking better than in the April announcement. Economic growth for 2022 is now projected to be 2.3%, up from 1.9% previously, though the projections for 2023 remain low at 1.4% (IMF, 2022). The IMF stated that, in response to incoming data, the central banks of major advanced economies are withdrawing monetary support faster than expected, while many in emerging markets and developing economies have already started raising interest rates in 2021 (IMF, 2022). Despite the growing economy, very few school dropouts and graduates are absorbed into the labour market. It is also widely known that the problem of unemployed youth is prevalent in both developed and developing countries. There are serious complex economic, social, and moral effects due to unemployment that require appropriate responses from the government regarding the formulation and implication of policies to work towards a sustainable livelihood. Most of the youth have fallen into this challenge after completing school, graduating from higher institutions, and dropping out of school. This is a result, among other things, of a lack of skills, a lack of experience, and a lack of access to available resources such as job opportunities.

Unemployment has become a serious concern as it influences the development pathways of youth and the economy of the country. Gonzo and Platter (2003:11) mention that "work serves various social and interpersonal functions and offers people opportunities to satisfy psychological needs as well as give a sense of purpose and value and shape a person's identity and self-esteem." If unemployment continues to be a challenge that will affect youth, the effect is that they cannot have proper pathways to develop themselves in areas that will make them employable, thus producing discouraged work-seekers. Without sustainable solutions to youth unemployment, South Africa is faced with a serious challenge in terms of youth development. This means that policymakers should find programs, development pathways, and strategies to address this challenge, as it will put pressure on the government the longer it persists.

This study explores the effect of unemployment on youth development pathways by adding to the knowledge base as a way of highlighting these effects. Botshabelo is

one of the rural areas in the Mangaung Metro Municipality in the Free State, South Africa, which is commonly known for its poverty and increasing rate of unemployment. Unemployment has significantly contributed to the high rate of crime in the area. The study will be conducted in two different sections in Botshabelo, which is located at least 60 km from the city of Bloemfontein.

### **1.3 AIM OF THE STUDY**

The aim of the study is to explore how unemployment affects youth development pathways in Botshabelo.

### **1.4 RESEARCH QUESTIONS/OBJECTIVES**

The main questions of the study are:

- What is the relationship between youth unemployment and youth development pathways in Botshabelo?
- What are the job seeking experiences of unemployed youth in Botshabelo?
- How have these experiences affected their development transitions and pathways as young people?
- What strategies and sustainable initiatives can be used to increase employability of youth in Botshabelo?
- Which stakeholders can be included to realise the above strategies?

### **1.5 SIGNIFICANCE OF THE STUDY**

According to the International Labour Organisation (2017), youth unemployment is a critical global challenge, with many countries facing increasing levels of unemployment. While there has been some recovery in youth unemployment since the global economic crisis, the COVID-19 pandemic and resultant economic conditions are likely to intensify youth unemployment. There have been multiple debates around the issue of youth unemployment, with limited impact on the issue. As a result of that, the findings from the study could assist policymakers in putting in place appropriate policies that could enhance youth development. Qualitative data will be gathered in order to contribute to the research question on youth unemployment and development pathways.

The study will enlarge the understanding that there is a need for non-linear and protracted pathways of transition for youth and the development context in support of youth. The best paths can influence how young people deal with the challenges of the labour market transition. The study will therefore take note that non-economic markers of success such as job search resilience, self-esteem, self-efficacy, and future orientation are potentially important in the transition of unemployed youth (ADB, OECD, UNDP, UNECA, 2012). While the researcher has made note of these markers, there is a need to evaluate and use these markers in order to predict the success of youth in the job market. Lastly, this will assist policymakers in having the necessary knowledge in order to provide relevant information on how unemployed youth need to be assisted in order to get guidance and pathways in terms of development.

## **1.6 LIMITATION OF THE STUDY**

Draper (2009:28) mentions that "the most common limitations in research are time-consuming, costly, and labour-intensive." However, for the purpose of this study, the following might be possible limitations in the study of youth unemployment and development pathways in Botshabelo. This study conforms with the limitations identified by Draper (2009) and adds that the other one is participant attrition and unwillingness to take part in the study, which might have a negative effect on the proposed sample of the study. This will result in the study being prolonged to accommodate other participants. In the South African context, especially in urban townships, the issue of service delivery protests poses an underlying limitation to the study, as such protests restrict movement and force participants to postpone appointments.

## **1.7 RESEARCH METHODOLOGY**

The following section presents the methodology and the overall layout of the study. The choice of a research method depends on the research question to be addressed. In this instance, the researcher looks to determine if unemployment influences the development pathways of youth in Botshabelo.

### **1.7.1 Research design**

The strategy that is used to conduct research using different methods that ensure the validity of the findings is referred to as a research design (Creswell, 2013). This study will be carried out as a qualitative research design to establish the relationship between youth unemployment and its development pathways in Botshabelo. The researcher will use an exploratory research design as it has been found to work best in focus groups and when using qualitative research methods. According to Babbie and Mouton (2012:84), this choice is made because "it satisfies the researcher's curiosity and better understanding to test the feasibility of taking careful study."

There are a few reasons, as stated by different authors, as to why the qualitative method is suitable for this study. The qualitative approach relates to linguistic rather than numerical data and is more meaning-based than statistical forms of data analysis (Maree, Marcum, Saghafi, Weiner & Karp, 2016). Thus, a qualitative approach has been selected for this study, given that the aim of the study is to look at the experiences of unemployed youth, analyse how their development pathways have been disrupted, and recommend strategies and innovative ways for sustainable livelihood. This type of research approach is suitable because it is a tool to study the settings and processes of affected individuals or communities. Maxwell (2012:27) supports the idea that the advantage of qualitative research is that it intends to "look at a given research problem from the perspective of the local population." Maree (2011:79) added that "a qualitative approach is carried out in a real-life situation." This research approach will therefore be suitable for this study to address the unemployed youth, which is a local population and will be carried out in a real-life situation, namely the Botshabelo community.

Other reasons, as Myburgh and Poggenpoel (2009:65) point out, are that the participants, who are unemployed youth, already have knowledge of the subject under study because it directly affects them. The researcher will directly observe the participants in a naturalistic environment (Botshabelo). The other reason is that the researcher depends on the participants' participation for information, and all findings will be included in the study. Lastly, a suitable language, which is the local language in Botshabelo, will be used.

### **1.7.2 Research approach**

A qualitative research approach will be used in this study. This approach will be used as it is more linguistic than numerical and is more meaning-based (Maree et al., 2016). This approach will be more suitable as the main aim of the study is to establish the relationship between unemployment and youth development pathways. The qualitative approach is a good tool as it is used to study the affected individual or community. There will also be an interaction between the researcher and the participants.

## **1.8 RESEARCH POPULATION**

According to Gravetter and Forzano (2009), research population refers to the appropriate group of samples that is available and has the characteristics to give relevant information to the research question. If the sample is correctly selected, it can provide accurate findings. The researcher selected a sample from two different sections instead of testing the whole population.

### **1.8.1 Sampling size determination**

Fowler et al. (1993) explain sampling as the selection of a certain number from the population that will represent the entire population. Maree (2011:172) adds that "sampling theory has been developed to suggest ways of drawing scientific samples." Those samples that are random and representative of the population and whose findings can tell us more about the population in general are most appropriate for the study. The theoretical population of this study is the youth in Botshabelo, ranging from 25 to 30 years old. The reason for the selection of such a group is that most youth, ranging in age from 18 to 24, are still concentrating on furthering their studies in order to develop themselves rather than searching for employment. It is assumed that some members of the chosen group have been seriously searching for employment even after the completion of their studies. Youth ranging in age from 31 to 35 years are excluded because they might have been searching for employment for longer. They might be counted as discouraged workers, although they are still searching for employment. As a result of this explanation, the chosen group might be able to share how unemployment has affected their development pathways. The researcher needs to sample the unemployed youth as per the research question.

Furthermore, the researcher will decide on the number of unemployed youths in Botshabelo to be included. In this instance, the researcher is looking at a sample of at least 24 participants.

### **1.8.2 Sampling design**

Data saturation is very important in qualitative research, and therefore there are no strict guidelines or adequate sample sizes to reach saturation (Maree et al., 2016). Bryman (2012) adds that the sample size should not be too small, which would make it difficult for the researcher to reach saturation of data. The size of the sample depends on the purpose of the research and what the researcher needs to accomplish. In research, there are two types of sampling designs: probability sampling and non-probability sampling. Probability sampling refers to a method wherein each participant is afforded a chance to participate in the study (Blumberg, Cooper & Schindler, 2014). While non-probability sampling refers to the method used to select participants based on their availability and interest in participating (Bhattacharjee, 2012), In this instance, the researcher will use non-probability sampling. Non-probability sampling will be used in this study because of the homogeneity of the area and its unemployed youth. Non-probability sampling, according to Burger and Silima (2006:658), "aims at acquiring descriptive and understanding on a specific phenomenon, and it is commonly used in qualitative research."

Given the above explanation of the sampling design, non-probability sampling will help us understand the causes of unemployment among youth in Botshabelo. Convenient sampling will be done with the assistance of the Community Development Workers (CDW). The researcher will request the assistance of the CDWs in terms of recruiting the target group from community household profiles. Unemployed youth will be conveniently selected from such profiles. Cheng and Dornyei (2007) explain that the advantages of using convenient sampling are its simplicity, the fact that participants are closer to the researcher, and its cost-effectiveness. Both African males and females between the ages of 25 and 30 will be involved in the study. The researcher will only sample 24 participants and have 4 sessions (2 sessions with 6 participants for each group), including 2 sessions for the rural group and 2 sessions for the semi-urban group in Botshabelo.

## **1.9 DATA COLLECTION**

Data collection will be done using secondary and primary data. Secondary data refers to reputable online sources, journals, books, and other dissertations from other authors. The advantage of using secondary data is that it is easily accessible and it saves time. The information gathered from observation and interviews with the selected sample and participants will be considered primary data (Cooper & Schindler, 2014).

### ***1.9.1 Data collection strategy: Interviews***

For the researcher to justify and respond to the research question, which pertains to the effect of unemployment on the youth development in Botshabelo, there is a need to collect data. Maree (2011:81) explains that “qualitative research methods also have the advantage of encouraging the collection of data to a point of saturation.” There are numerous data collection strategies available, but for the purposes of this study, focus group semi-structured interviews will be used. Maree (2011:87) defines an interview as “a two-way conversation in which the interviewer asks participants questions in order to collect data and learn about the ideas, beliefs, views, opinions, and behaviours of the participants.” Hancock, Ockleford and Windridge (2009:16) further define an interview as “one of the data collection methods used in qualitative research.”

Information collected through semi-structured interviews can assist the researcher in relating to the participant’s knowledge of the subject and getting a realistic picture of how unemployment is affecting them in terms of their development as youth. The main aim of the interviews is to see the world through the eyes of unemployed youth and to get valuable information. Botshabelo comprises rural (all other sections) and semi-urban areas (H-sections). The researcher will have 4 focus groups comprised of 5–6 participants. Furthermore, two sessions for rural groups and two sessions for semi-urban groups will be included. A semi-structured questionnaire will be used for participants. Face-to-face, semi-structured interviews will be conducted with stakeholders (municipalities, CDWs, and the Department of Employment and Labour).

### **1.9.2 Face-to-face interviews with stakeholders**

Most of the activities done with and in the communities involve interaction with the municipalities and stakeholders in the area. Botshabelo falls under the Mangaung Metro Municipality; it is thus important to have a face-to-face interview as a conversation between the researcher and the respondents, which are the stakeholders concerned. Face-to-face interviews will also assist with data collection in that techniques and in-depth responses will be attained. There will be five sets of interviews: Appointments will be secured by the researcher with the local municipality (2 Ward Councillors) and the two CDWs. For the purpose of this study, the ward councillors in the Botshabelo local municipality will be contacted to request permission to conduct a study in their area. CDWs from the rural area and the semi-urban area will be interviewed about their profiles of the community. In addition to requesting information about youth who can be sampled for the study, they will be interviewed about their experience working with unemployed youth.

The other interview will be with the Director or a representative of the Department of Employment and Labour. They will be interviewed based on data from the area's unemployed youth. They will also be interviewed about the impact of their work-seeker database on their placement strategy. A voice recording and notes will be taken during these interviews and focus groups. This will allow the researcher to listen to the voice recordings, review notes, and reflect on the interview and discussions after the sessions.

### **1.9.3 Focus group**

Babbie and Mouton (2012:84) explain focus groups as one of the examples of a unit of analysis in social scientific research. He also mentions that sometimes exploratory research is pursued using focus groups or guided small-group discussions. The good aspect of focus group interviews is that the group discusses issues that concern them as a group. It also activates debates and disagreements, and with these group dynamics, data can be easily generated. In focus groups, participants can build on each other's ideas and comments and provide an in-depth view not attainable from an individual interview. Focus groups provide valuable information on how people relate



to each other. It helps the researcher to be aware of group dynamics. It also aids the researcher in the analysis of data in conjunction with what he or she has observed.

However, it also has disadvantages that the researcher should be aware of. The sample of the focus group is typically small, and the information collected might be biased in that most of the information may have been given by people who were dominating the group. Lastly, focus groups need a skilled moderator to check for such dynamics.

#### *1.9.3.1 How focus group will be conducted*

Botshabelo falls under the Mangaung Metro Municipality in the Free State province, which has 34.7% unemployment (Stats SA, 2014) and is divided into 17 sections within the township. There are rural and semi-urban areas within the same community of Botshabelo. The groups will be derived from these two different communities. The researcher conducted sessions with four focus groups in Botshabelo at an agreed-upon venue with the stakeholders (local municipality and CDWs). Each group had 5–6 participants and 8–10 questions. Two sessions were held for participants from the rural community. The other two sessions were held for participants from the semi-urban community (H-Section).

There are other types of question schedules in research, such as open-ended, structured, and semi-structured. However, for the purpose of this qualitative study, semi-structured questions will be used and will be compiled by the researcher. "The advantage of semi-structured questions in qualitative studies is that it saves time, usually requires participants to respond to predetermined questions, and does allow for probing for clarification of answers" (Maree, 2011:87). Fox (2009:6) agrees that semi-structured interviews are "practical and efficient in collecting data on even non-verbal behaviour such as feelings and emotions." They provide a platform for both the participants and the researcher to discuss and elaborate on issues and collect more information than in structured methods.

The researcher will begin with a broad and less structured set of questions in order to ease the participants into a discussion. As the conversation moves forward, the structured questions will be asked to guide the research topic on unemployment and youth development (Fox, 2009:6).

## **1.10 RESEARCH ETHICS**

The term "research ethics" refers to a variety of values, norms, and institutional arrangements that help constitute and regulate scientific activities. Thus, research Ethics basically refers to the ethics of science, just as general ethics is based on the morality of society at large (NESH, 2016). It is through this concept that we learn what is wrong and right. It is thus important that when a research study is conducted, ethical concerns are addressed. When conducting research, the following key issues should be taken into consideration: confidentiality of participants and findings of the results; protection of participants' identities; and obtaining consent to become part of the study. Strydom and Strydom (2002:63) states that "anyone who is involved in research needs to be aware of the general agreement of what is proper and improper in scientific research." While Strydom suggests this, Maree (2011) adds that the following are the most important ethical principles to remember when working with individuals or groups:

### **1.10.1 Informed consent**

Informed consent refers to permission given by participants while fully aware of the potential consequences. This informs participants of their willingness to participate or not in the study (Monette, Sullivan & De Jong, 1998:50). The researcher should explain everything about the study to the participants so that they can make an informed decision to consent. In this study of unemployment and the development of youth in Botshabelo, the participants will be identified with the help of CDWs from their household profiles. After sourcing the participants, the list and contact details will be given to the researcher. The researcher will contact the proposed participants to find out whether they are willing to participate in the study. The researcher will obtain their verbal informed consent and should clarify in their first telephone contact that they are allowed to withdraw at any given point in time during the study. That will be followed by a written, informed consent letter during their face-to-face contact session. There will be a thorough explanation of what is contained in the consent form. Participants will be reminded again of their right to withdraw if they no longer want to continue or be part of the study.

### ***1.10.2 Voluntary participation***

Voluntary participation refers to the participant's willingness to take part in the study. Babbie and Mouton (2012) further confirm that voluntary participation should be encouraged and that no one should be forced to be part of the study. That is the reason why voluntary participation should be remembered when the issue of informed consent is addressed.

### ***1.10.3 Protection from harm***

Bryman (2012:136) emphasises that "protecting participants from harm covers everything, including the issue of confidentiality of the results of the study." The issue of unemployment is considered very serious as it has left many young people vulnerable. So, it is important that the researcher be mindful of protecting the young people from harm. The researcher will be mindful of how questions are structured and presented to participants. The researcher will ask questions and present the sessions in such a way that participants are protected from physical, emotional, and psychological harm. In doing so, the researcher will always be honest, respectful, and sympathetic towards the participants. If at any point during the survey there is a need for debriefing or professional referral, the researcher will adhere to that and do so.

### ***1.10.4 Privacy***

Privacy in research should always be maintained. It deals with issues of who and how others can have access to the results of the study. All the information gathered should be kept private. To maintain privacy in this instance, the researcher will ensure privacy and sensitivity of information and explain who will have access to the results. The issue of privacy can also be included in the consent forms and explained thoroughly.

### ***1.10.5 Confidentiality and anonymity***

The information that is acquired from the study should always be kept confidential. If there is any information that must be divulged, there must be an agreement in this regard (The British Psychological Society, 2010:22). The issue of confidentiality goes hand in hand with anonymity. It is also important that the participants know that the results will be reported anonymously. In this instance, voice recording will be used

during the focus groups and interviews; the researcher will mention that, and the report from the recording will also be covered anonymously.

### **1.11 DATA MEASUREMENT MAP**

A data measurement map helps us to compare what you are looking to research and helps clarify what we are trying to study. This is a tool that is used to measure the research objectives.

**Table 1.1: Data Measurement Map**

Objectives	Construct	Variable	Data Source	Data Question	Data Analysis
1. To understand the relationship between youth unemployment and the youth development pathways in Botshabelo	Youth Unemployment and youth development pathways	Youth Unemployment and youth development pathways.	Available national literature.	1. What does youth unemployment mean? 2. What does youth development pathways mean? 3. What does literature say about youth unemployment? 4. What kind of development pathways is being researched?	Systematic literature review
2. To explore the job seeking experiences of unemployed youth in Botshabelo.	Job seeking experience and youth Unemployment.	Youth Unemployment and youth development pathways.	Literature and focus groups with the unemployed youth.	What has your experience been in job search?	Thematic analysis Systematic literature review
3. To elaborate on the effect of job search experience on the development transition and pathways of young people.	Effects youth unemployment on the transition and pathways of young people.	Effects of youth unemployment on the transition and pathways of young people.	Literature , interviews and focus groups with youth	1. How have these experience affected your development transition and pathways as a young person? 2. Do you think the qualifications that you have qualify you for the job that you are looking for? 3. How do you look for jobs? 4. What government programs have you attended to develop yourself? 5. What else would you need in order for you to develop yourself?	Thematic analysis Systematic literature review
4. To recommend strategies and sustainable initiatives that can be used to increase employability of youth in Botshabelo.	Strategies, sustainable initiatives and youth employability.	Strategies, sustainable initiatives and youth employability.	Literature and interviews with the stakeholders and focus groups with the youth.	1. What do you think can be done to improve the situation of youth unemployment? 2. What strategies and sustainable initiatives can be used to increase employability?	Critical and Qualitative thematic analysis. Systematic literature review
5. To identify relevant stakeholders in order to realise the above strategies.	Relevant stakeholders	Relevant stakeholders.	Available literature. Analysis of focus groups and interviews.	1. Which stakeholders might be relevant to realise the above strategies? 2. Which areas in your career and livelihood can be improved through these stakeholders?	Critical and qualitative Thematic analysis. Systematic literature review

## **1.12 DATA ANALYSIS**

According to Maree (2011:99), "qualitative data analysis is usually based on an interpretative philosophy that is aimed at examining the meaningful and symbolic content of qualitative data." It tries to explain the perception, attitude, understanding, feelings, and experiences of the participants in connection with the topic of research, and Draper (2009:28) further explains that "data analysis reduces data by selecting and simplifying it into [a] manageable unit." An inductive analysis will be used because it will allow research findings to emerge from frequent and significant themes.

Although deductive analyses are available, the researcher chose inductive analysis because deductive analysis may obscure the key themes (Maree, 2011). After the data has been collected, the researcher will code and categorise the data as required by the qualitative research method. Draper (2009:28) explains this by mentioning that this is a "process of reducing data by making it simple, categorising, and classifying data so that it should be manageable for interpretation." The researcher will also look back on the original notes from the field in processing the results.

Thematic analysis defines the relationship between concepts and how they relate to each other (Alhojailan, 2012:10). Data coding is the process that is involved in thematic analysis. For the purpose of this study, data will be collected, analysed, coded, and categorised in terms of themes. All the responses that are the same will be investigated from the results and reported as a theme for the specific question.

## **1.13 TIME-LINE**

Timelines assist to have a sequence of relationships between activities. It also assists us in planning and following the plan in terms of tasks in the research study.

**Table 1.2: Time-Line**

<b>OUTCOME</b>	<b>RESPONSIBILITY</b>	<b>TIME FRAME</b>
Write a draft Proposal	Student: Submit research proposal to CDS office	31 October 2020
Discussion with Supervisor	Student: Make contact with Study Leader	End February 2022
Finalise Proposal	Student: Submit to Study Leader	31 March 2022
Literature Study	Student: Submit Literature Study to Study Leader Study Leader: provide student with feedback	30 April 2022
Methodology and Measurement Instrument (questionnaire/ interview schedule)	Student: Submit methodology to Study Leader	30 May 2022
Ethical Clearance	Student: Four opportunities to load ethical protocol on RIMS system before continuing with fieldwork Study Leader: Provide student with feedback and guidance	March 2021 June 2021 August 2021 September 2021
Report on Fieldwork	Student: Submit study to Study Leader Study Leader: provide student with feedback and guidance	31 August 2022
Results, Data analysis and Discussions	Student: Submit Results and discussions to Study Leader Study Leader: Provide student with feedback and guidance	September/October 2022
Conclusions and Recommendations	Student: Submit conclusions and recommendation to Study Leader	November 2022
Draft Dissertation	Student: Submit a copy of draft Mini-dissertation to Study Leader Study Leader: Provide student with feedback and guidance before final evaluation.	End November 2022
Editing	Student: Have dissertation language edited. As well as spending time on style editing	January 2023
Final Dissertation for assessment	Student: Submit copy of Final thesis to CDS and Supervisor to be assessed.	End January 2023 End June 2023 for December graduation
External Moderation	CDS – Forward the final thesis to be externally assessed	End February 2023 End July 2023 for December graduation
Final Mark	CDS – Forward final mark to be captured	End May 2023 End October 2023 for December graduation
Final Dissertation for printing	Student: Correct recommendations from assessor	
Binding of dissertation	Student: Submit electronic copy of final mini-dissertation to CDS Office. Student: bind three/four copies of final dissertation	One month before graduation

In the timeline presented above for this study, communication and meetings with the supervisor will be scheduled and attended. The timeline will also assist in terms of amendments to the proposal and managing the time when each activity should be completed.

#### **1.14 CONCLUSION**

This chapter has introduced the study and provided an overview of how it will be carried out. It has outlined the problem statement, aim, objectives, research questions, methodology adopted, and significance of the study. The main discussion was to address the research topic, which is how the study will be carried out, addressing the relationship between youth unemployment and youth development pathways in Botshabelo. Having understood the layout of this chapter, it is important to look into what the review of literature suggests about the research question. Furthermore, investigate how youth unemployment affects development pathways, its causes, suggested development pathways, stakeholders involved, and strategies for overcoming the challenge of youth unemployment.



## CHAPTER TWO: LITERATURE REVIEW

### 2.1 INTRODUCTION

Youth unemployment is one of the most serious socioeconomic issues confronting South Africa today. StatsSA has recorded that for the first quarter of 2020, there will be 20.4 million young people aged 15-34 years, accounting for 63.3% of the number of unemployed persons. therefore resulting in an unemployment rate in the region of 43.2% (StatsSA, 2020). The unemployment rate increased to 46.3% among youth, implying that almost one in every two young people was not in the labour force. The evidence for this can be seen in the rate of youth unemployment as well as in the concerns that continue to be raised by the government, civil society, local and international organisations, and local communities. This study focuses on youth unemployment and development pathways. The study is premised on the argument that youth unemployment continues to be a challenge for Africa, and in particular, South Africa. The main concern is that of youth development pathways and how it has impacted society due to unemployment.

Youth unemployment is a major challenge, especially in emerging economies like South Africa, which are characterised by a young and growing population. Considering relevant literature, including journal articles, we will further investigate the challenge of youth unemployment globally and in South Africa. Chappelow (2020) states that unemployment is a key economic indicator because it signals the ability (or inability) of workers to readily obtain paid jobs and contribute to the productive output of the economy. Chappelow (2020) further states that unemployment occurs when those who are actively looking for employment cannot find paid work. Youth development in this study refers to how youth should be developed in terms of finding employment, developing their livelihoods, and being able to take part in economic activities.

The purpose of this study is to explore the relationship between unemployment and youth development pathways. In order to understand this, it is important to define the key words, which are youth unemployment and youth development pathways. The study further looks into the causes and effects of unemployment, job-seeking experiences, and its development pathways. Thereafter, the potential strategies and sustainable initiatives used to increase the employability of youth as well as

stakeholders participating in addressing youth unemployment are investigated, including Botshabelo Township as the area under study.

This chapter is therefore be divided into the following sections:

- 1 Definition of concepts
- 2 Exploring youth unemployment
- 3 Causes of youth unemployment
- 4 Effects on youth unemployment
- 5 Youth Development Pathways
- 6 Youth unemployment potential strategies and stakeholders

## **2.2 DEFINITION OF KEY CONCEPTS**

To understand and explore youth unemployment and its implications on its development pathways, it is important to provide definitions of key concepts. These include youth, development, youth development, unemployment, under-employment, and youth development pathways.

### ***2.2.1 Youth***

The operational definition of youth differs widely from country to country, thus the importance of looking into the relevant definition for this purpose. The United Nations defines youth as people between 15 and 24 years of age (United Nations, 1992). South Africa's draft National Youth Policy, as well as its National Youth Commission Act and its Integrated Development Strategy (drafts 1 and 2), define youth as persons from 14 to 35 years of age (National Youth Act of 1996). The National Youth Policy states that the Youth Desk in the Presidency is responsible for coordinating youth development. For the purpose of this study, South Africa's draft National Youth Policy's definition of youth seems ideal given the context in which the study is taking place.

### ***2.2.2 Development***

Development is a very complex term, and there are a number of meanings attached to the idea of development. It is about building active and sustainable communities based on social justice and mutual respect. It is about challenging structures that deprive people of participating in issues that affect their lives (Abuiyada, 2018).

Development has been described as an orientation of three disciplines, namely, economics, sociology, and ethics. Development is also seen as a process where a certain number of people in an environment make certain responsible decisions to improve their lives. Development helps to focus on the effects of a certain behaviour that will affect the individual's decision-making and the society that he is part of by providing a basis wherein private and public welfare are advanced (Wayne et al., 2014).

"Development is basically an economic concept that involves the application of certain economic and technical measures to use available resources to instigate economic growth and improve people's quality of life" (Rabie, 2016:4). The term "development" means different things to different people or studies and can be explained in different contexts; thus, it is said to be a complex term. Development should be seen as progress towards complex goals such as the elimination of poverty, the provision of employment, and the reduction of inequality.

### ***2.2.3 Youth development***

Youth development is "an international comprehensive approach that provides space, opportunities, and support for young people to maximise their individual and collective creative energies for personal development as well as the development of the broader society of which they are integral members" (NYP 2009-2014:10). Youth are at the center of each society in which they live; therefore, it is their innovativeness, character, and willpower that define their developmental trajectory. Inherently, youth are an important core of the development matrix (Kabonga, 2016). Thus, the study investigates the challenges facing the youths in regards to empowerment and development pathways. As a result, youth development is viewed as a transition for young people to recognise their effectiveness in what they have accomplished during their transition. Young people need to be part of and have access to the available resources in order to instigate economic growth through employment.

### ***2.2.4 Unemployment***

Unemployment is a key economic indicator since it indicates whether workers have the ability or inability to readily obtain paid work in order to contribute to the economy (Chappelow, 2020). According to Du Toit (2003:6), "unemployment has two definitions

in South Africa—the official and the expanded definitions." Both definitions include people aged 15 and older who are not employed but are available for work. The "official" definition is that individuals must have taken steps to find employment for four weeks prior to a given point. The expanded definition also includes discouraged work-seekers who have taken active steps to find work. Therefore, the expanded definition will give a more accurate calculation as compared to the official definition, as per the discussion above. The reason for this is that the official definition is somewhat narrow when compared to the expanded definition of unemployment.

### ***2.2.5 Under-employment***

This concept is different from unemployment in that a person has a job, but the job is inadequate to address the needs of the job-seeker. The term is usually used to refer to people who are working but feel that the job they are occupying is not what they are trained for and does not meet their needs. However, underemployment is often connected to jobs that are lower-paid or for a limited number of hours (Amadeo et al., 2020). Underemployment is also used as a measure of labour utilisation, as it indicates that the workforce is not being used to its full potential when it is high.

### ***2.2.6 Youth development pathways***

Youth development pathways refer to ways in which youth can make clear decisions and find ways to follow those decisions in order to make a difference in their livelihoods (Hill et al., 2015). Education and economic participation are regarded as the two main traditional pathways for youth development. These two activities are seen as being limited, and that presents a challenge to youth as they face developmental transitions in their lives. However, it is important that youth develop themselves in education and economic independence for a meaningful transition to adulthood.

## **2.3 TYPES OF UNEMPLOYMENT**

For the study to address the causes and effects of unemployment, it is important to make a distinction between the types of unemployment. It is also important to know how to deal with this challenge. The research continues to look into the various types of unemployment.

There are four types of unemployment, namely, cyclical, structural, systemic, and frictional (Amadeo et al., 2020).

- **Cyclical unemployment** is caused by the contraction phase of the business cycle. It occurs during a recession and causes businesses to lay off many workers in order to cut costs.
- **Frictional unemployment** arises as a result of the normal turnover that happens in a changing economy. Frictional unemployment is more about explaining that even though there is a balance between skills needed and the demand from employers, unemployment is unavoidable. Frictional employment is in fact good for the economy, as it allows workers to move to jobs where they can be more productive.
- **Structural employment.** is when shifts in the economy create a mismatch between the skills workers have and the skills needed by the employers, or cause an imbalance between supply and demand for workers across areas.
- **Natural unemployment** is a combination of two or three of the types mentioned above. It explains why there will always be some level of unemployment, even in a healthy economy. People will always be changing jobs, and sometimes they will leave jobs before they secure other jobs. There will always be a change in the skills required.

## 2.4 WHO ARE THE UNEMPLOYED YOUTH?

The International Labour Organisation (ILO, 2011) states that young people are increasingly having challenges when looking for their first jobs, thus presenting themselves as the unemployed youth. Kesee et al. (2018) also state that young people in different countries differ in the way they experience challenges in finding jobs. Others find poor-quality jobs and a high risk of social exclusion. Some of these young people have become discouraged with the labour market, and they are not building their skill base through education and training; they are not in employment, education, or training (NEET). The continuing decline in youth engagement in the labour market reflects not only the increasing number in education but also the persistence of the youth NEET challenge.

In this case, young people who are part of the NEET are referred to as unemployed. The NEET rate serves as an important additional labour market indicator for young people. Stats SA (2022) continues to state that, of the 10 million persons aged 15–24 years, 37% of this group were disengaged from the labour market in South Africa. These were regarded as youth not in employment, education, or training (NEET). StatsSA further mentions that a huge share of these NEET young people are discouraged. Young males and females are on the increase from year to year in terms of youth unemployment. Youth graduates are also increasing in terms of unemployment despite their level of education. That is, while education is an important component of a development pathway in shaping the future of youth, relevant skills are also critical in securing available job opportunities. Lam, Leibbrandt and Mlatsheni (2008) add that there are young people who leave school just to go and join their unemployed counterparts and stay unemployed for a few years. As a result of staying home, young people become unemployed for longer than expected because of a lack of skills and experience in the workplace. Banerjee, Galiani, Levisohn and Woolard (2006), Lam et al. (2008), and Burns, Godlonton and Keswell (2010) further state that “some of the young work-seekers are not well-educated and dropped out of school early due to reasons of poverty and an inability to cope with studies.” As the unemployed have been identified in the explanation above, the discussion will continue to look at how other parts of the world are dealing with the challenge of youth unemployment and how it affects the development pathways of youth in their respective areas.

## **2.5 THEORETICAL PERSPECTIVE-STRUCTURATION THEORY**

For us to address the aim and objectives of the study, it is important to look into the theoretical perspective of youth unemployment and development, as the study is looking into youth unemployment and development pathways. The researcher has chosen the structuration theory of Giddens (1984). Giddens believes that to comprehend an activity, we must pay attention to its institutional embeddedness, which he defines as the formation and interaction process rules of economic activities from the standpoint of structuralism and how they relate to the social institutional environment. Giddens (1984:109) goes on to say that the processual concept of

structuration combines structure and agency to provide flow-continuity while also allowing for structural change.

Structure theory believes that humans are based in environments and structures that they have control over. It is up to humans to decide whether they want to volunteer in using the structures around them with what is available to make sense of their surroundings. Structuration theory explains the relationship that human agency has with institutions or structure (Renov, 2012). As it was discussed earlier that the structuration theory brings together structure and agency, the researcher will also look into how the structuration theory relates to the theory of agency. The researcher has chosen the theory of agency, which is a micro-theory of human society. Sztopka (2012:12) refers to micro-theories as "exchange and rational choice, symbolic interactionism, and phenology." The theory of agency analyses the contribution of agency and structure to the successful transition out of foster care and into independent living. As young people grow into adulthood, their transition becomes challenging. This move from dependence, structure, and protection to independence, lack of structure, and exposure to risk In South Africa, with its extraordinarily high rate of employment, this transition is particularly challenging (World Data Bank, 2015).

Agency most often refers to the individual person (Ritzer, Gindoff & Sztopka ,1994), although sociologists include the collectiveness of individuals with a common interest. Agency can go as far as being defined as "an organisation directly implementing one or more elements of the historical action" (Ritzer et al.,1994:9), which sounds very much like structure. Ritzer et al. (1994) continue to further define structure in sociological terms, saying that it includes social structures such as political institutions, organisations, bureaucracy, the economy, and religious organisations. The vulnerability of young people in terms of growing up, leaving school, and having to face the world in terms of looking for jobs remains a challenge in South Africa. In terms of the theory of agency, individuals, or a group of individuals or youth in this instance, there is a need to look at the interaction between agency and structure. The objective of this study is to look at unemployment and youth development pathways. As a result, the study will look at the facilitation of structure and agency. The state is seen as taking little responsibility for facilitating youths' transition into proper developmental

pathways. Instead, the young people struggle to get into employment and become a burden to the societies that they are part of (Bond et al., 2015).

The debate between structure and agency in recent decades has given rise to a variety of integrative theories, such as relationism (King, 2004:18). King (2004) further explains that the individuals living in a society should be able to have a relationship with that society and its structures: "Humans exist in social relations with other humans." These debates about structure and agency are important in the transition of young people looking for work and moving through their development paths. Structural unemployment plays a vital role in terms of how youth unemployment continues to increase, thus the study continues to look into the relationship between agency and structure in relation to the research question. The study continues to look at the international and sub-Saharan perspectives on youth unemployment and youth development pathways to address the aim of the study.

## **2.6 INTERNATIONAL PERSPECTIVE**

Youth unemployment is a global challenge, and although it happens in different parts of the world, there seems to be a similar experience in different countries. Many young people are having problems when looking for employment, and youth unemployment levels are certainly serious in many Member States of the International Labour Office (ILO, 2012). The fact that each country's economy is measured by the activity of its labour market, as well as the question of how they can sustain their economies through employability, continue to be challenges. The issue of unemployment has also been used as one of the indicators in assessing progress toward the SDGs (United Nations, 2015). The SDGs encourage the promotion of sustainable, inclusive, and decent jobs for all. The SDGs were adopted by the world leaders at the United Nations in September 2015 in New York. The SDGs were created to serve as the global agenda from 2016 to 2030, with 17 goals established and adopted by world leaders.

According to the World Employment and Social Outlook (2018:6), "the global unemployment rate has been stabilising after a rise in 2016." It is expected to have reached 5.6% in 2017, with a total population of more than 192 million people. In contrast, employment growth is expected to fall short of labour force growth in emerging and developing countries. The ILO (2012) report continues to state that



developing countries are moving slowly in terms of reducing poverty to keep up with the situation. The general picture is that the majority of the unemployed are young adults. This is especially the case in Germany, Turkey, the Philippines, and Thailand, just to mention a few countries. Having investigated the international perspective of youth unemployment, The study continues to look briefly at how youth unemployment is experienced in Sub-Saharan Africa and how it affects youth development pathways in those countries.

## **2.7 SUB-SAHARAN AFRICA**

Sub-Saharan Africa, just like other countries, is experiencing the challenge of youth unemployment and its effects on the development pathways of youth. In a study undertaken by the International Labour Office (2015), which employed data from the school-to-work transition survey in two sub-Saharan countries, namely, the Democratic Republic of the Congo and Madagascar. The study revealed that the two countries are facing challenges when looking for employment because of education attainment, financial constraints, and exam failures. This has resulted in work-seekers leaving school early and engaging in low-paid jobs. The study found that the DRC's youth unemployment rate was relatively high (22.8%), while it was only 2.7% in Madagascar as per 2018 statistics (World Bank, 2019).

The rate of youth unemployment in Africa is higher as compared to the rest of the world. For example, in 2017, the youth unemployment rate in Africa was 12.5%, which was about four times the rate in Southeast Asia. This challenge was seen to become worse as there was an expectation that 29% of the world's youth would reside in Africa by the year 2050 (World Bank, 2014). The other reason for the youth unemployment challenge was brought about by low levels of entrepreneurial skills and the unwillingness of youth to join vocational education to gain skills (World Economic Forum, 2017).

The transition to the labour market for youths is not only about them having something to do. But it creates development pathways in terms of financial self-sufficiency, social networks, and self-worth. (Tilbury, Creed, Buys & Crawford, 2011). While the industrial sector is the dominant sector in the Democratic Republic of the Congo, the services sector is the dominant sector in Madagascar. Due to the drastic changes after 2010,

the industrial sector dropped from 75% in 2010 to 55% in 2015. The share of the services sector increased from 20% in 2010 to 38% in 2015.

Youth unemployment in Sub-Saharan Africa is twice that of adults and nearly quadruple that of adults in North Africa (ILO, 2012). The bulk of Africa's unemployed people are youth. Unlike other developing regions, Sub-Saharan Africa's population is becoming more youthful. According to the International Monetary Fund (2010), more than half of Sub-Saharan Africa's population will be younger than 25 by 2020, placing immense pressure on economies to boost growth and create employment. However, there seems to be a concern regarding the continuing lack of employment for young people. Youth unemployment and underemployment are crucial concerns throughout developing countries, but they are particularly acute problems in Africa, where young people comprise a large proportion of the economically active population. Simiyu and Sambu (2012:730) noted that "much as it is difficult to find ways of determining youth unemployment, economic Gross Domestic Product (GDP) growth is probably a single factor that influences the chances of youth to find jobs."

Youth in Africa have received increasing attention in recent policy discussions and World Bank work. This is articulated in the Africa Action Plan and the World Framework. The discussions are mainly held to support critical policy and public action led by the African countries to achieve a well-defined goal such as the MDGs. The most important message is that developing countries should invest in young people (Renov, 2012). However, it is a known factor that for everyone to secure a job, including young people, there is a need to develop skills and knowledge that are acquired through formal education and training as a development pathway. It becomes more difficult if young people do not have the job experience, skills, or a certain level of education required. Thus, the importance of clear, long-term aspirations for development pathways for youth Dietrich (2012) argues that "the experience of being unemployed later in life sends a negative signal to future employers and creates uncertainty in terms of future opportunities," which has a direct effect on youth development pathways. If young people are uncertain about their goals, it becomes difficult to set clear pathways in order to achieve such goals.

According to African Capacity Building (2017:18), "in countries like Botswana's mining sector, for example, one would expect sectors that drove output growth to be more

likely to create jobs." However, it remains a concern that this sector does not contribute much to employment, especially among young people. Further statistics in Botswana show a stagnating share of mining in the employment contribution. This could be due, among other things, to the youth's lack of experience and skills. Bank (2014) states that Botswana's private sector is also struggling to create jobs: less than 20% of the working-age population is earning a wage in that sector. However, Botswana is not the only African country that is facing this challenge of unemployment that prevents the development of youth. The continuing challenge of youth unemployment is a matter of concern for most of the African countries, and South Africa is not an exception in this matter. This is why there is a need to further investigate how youth unemployment affects youth development pathways in South Africa, particularly in Botshabelo, the Free State. For the purpose of this study, deliberations around Namibia and Swaziland will not be included, as the focus is on unemployment and youth development pathways in Botshabelo.

## **2.8 SOUTH AFRICAN CONTEXT**

South Africa is a youthful country where almost 67% of the population is made up of youth (StatsSA, 2020). It has recorded data for the first quarter of 2020, with over 20.4 million young people aged 15-34. Youth are still vulnerable in the labour market and still find it difficult to find jobs. The unemployment rate among young people aged 15–34 was 63.3% of the total number of unemployed people in the first quarter of 2020 (StatsSA, 2020). This means that more than one in every three young people in the labour force did not have a job in the first quarter of 2020. StatsSA (2020) continues to state that youth development in South Africa should not just be a priority for the youth sector but should be the nation's main concern for growth and development. Thus, the continuing study on the impact of unemployment on youth development pathways.

There is widespread agreement that youth unemployment in South Africa is critical, with statistics confirming that one-half of young people aged 15 to 34 are unemployed under the broad definition (StatsSA, 2018). The National Planning Commission confirms that the situation of unemployment is seen as a national emergency as it has caused impatience and frustration among young people. The effect of such a situation among youth might cause long-term psychological and physical effects. This might

also lead to young people being involved in crime, drug use, alcohol abuse, and teenage pregnancies, as youth do not have much to do in terms of developing themselves. This might not be as a result of negligence from stakeholders and employers, but rather due to impatience and frustration, as indicated earlier on, which means that the longer they stay out of jobs, the less chances there are that they will have employment in the future.

Statistics South Africa (2018) states that the unemployment rate is high in youth and adults. The unemployment rate among young people aged 15-34 picked up to 38% in the first quarter of 2018. "Youth unemployment rate in South Africa is averaged 52.84% from 2013 until 2019, reaching the 58.20% in the third quarter of 2019. The Eastern Cape is standing at 37.4% and still regarded as the highest province with unemployment, followed by Mpumalanga with 34.7% and Free State with 34.4%", according to the Quarterly Labour Force Survey of 2019.

Many of the policies that have been drafted in South Africa had four important aspects to cover in order to contribute towards the fight against youth unemployment: skills development, economic growth, redistribution, and employment creation. Youth unemployment is causing a lack of implementation capacity, a scattered focus on youth development, and institutional weaknesses. This has also resulted in a lack of participation by youth in economic activities. Having discussed unemployment in South Africa, the study continues to look at the causes and effects of youth unemployment and the impact it has on youth development pathways.

### ***2.8.1 Causes of unemployment in South Africa***

There are various causes of youth unemployment that will be discussed below in terms of their different natures. The reliance on the government to provide opportunities, among other things, contributes to the lack of youth employment. The unemployed youth depend on looking for employment instead of creating employment. Thus, the increase of unemployed youth in South Africa has had an impact on the development pathways of youth, wherein youth become reluctant to prepare themselves for the world of work as well as consider opening their own businesses and employing others. The discussion on causes of unemployment provides insights on gaps for policy

direction and areas for capacity development in addressing youth unemployment (Hill et al., 2015).

Labour market prospects have declined significantly in many countries, including South Africa. This has made attempts to understand the causes of youth unemployment more difficult and limited. The secular decline in youth unemployment can be explained by a structural change in skills. This process includes the supply of skills (educational attainment). The other one is the skill demand (educational requirement for the job). These two components have led to what can be called "matched upgrading," "mismatching," and "crowding out." The main conclusion is that both matched skill upgrading and overeducation are strongly and negatively linked to young people's employment chances (Tahlin & Westerman, 2020). The essence of the study is that low-skill jobs declined and resulted in increasing youth unemployment. The majority of the youth had hoped that when they entered the labour market, they would begin with low-skilled jobs. Job experience has also been cited as a cause of youth unemployment, as experience may include not only advanced skills such as technical skills, but also more basic skills. Completing additional education after school constitutes a basic skill for a specific requirement. The causes of South African youth unemployment are a combination of deficient demand for labour, due to the increasingly skills-intensive orientation of the South African economy, and the substandard supply caused by the emergence of risky, low-skilled youth. While the study is looking at the causes of youth unemployment, COVID-19 cannot be overlooked as having made the challenge more unbearable. The COVID-19 crisis has turned from a global health crisis to a severe economic crisis. The pandemic has caused economic activity to shut down, leaving millions of people unemployed. This has exacerbated the current unemployment problem, but specifically youth unemployment in this study.

According to the International Labour Organisation, the global economic recession is expected to result in the loss of five to 25 million jobs. Therefore, the most affected people will be the unemployed. Currently, 267 million young people are classified as NEET. Before COVID-19, one in five young adults were NEET, and 181 million were women. The situation in COVID-19 had a negative effect in that digitalisation and remote work and shopping will be done online, which further increases the rate of

unemployment (Bloom, McKenna & Prettnner, 2018). The crisis is further driving the expansion of artificial intelligence and automatisation. Bloom et al. (2018) further state that with new online operations like video conferences and global business trips, there will be more job losses. The growing demand for these digitalisations will necessitate the acquisition of skills from young people; if such skills are not available, it will exacerbate the problem of youth unemployment.

While the study is looking at the causes of youth unemployment, COVID-19 cannot be overlooked as having made the challenge more unbearable. The COVID-19 crisis has turned from a global health crisis to a severe economic crisis. The pandemic has caused economic activity to shut down, leaving millions of people unemployed. This has exacerbated the current unemployment problem, but specifically youth unemployment in this study. The impact of COVID-19 on the South African economy is evolving and creating uncertainties for the country, especially in the world of work. During the hard lockdown (Level 5), which started in March 2020, South Africans were confined in their homes, leaving little chance to go out to workplaces and exercise their roles in decision-making.

According to Jain, Malagi and Shetty (2020), the economic implication of the nationwide shutdown made the fiscal relief measures unsustainable, with increased levels of hunger, poverty, and unemployment among the vulnerable communities. It is for this reason that a lot of people have lost their jobs and companies have closed, increasing the rate of youth unemployment. Waugh and Circelli (2021) continue to mention that, since then, the government has gradually reduced the levels of lockdown restrictions in order to permit the economy to function again. According to the Department of Health, there were 17,572 people tested, 2,896,943 positive cases, 2,760,093 recoveries, 87,052 deaths, and 1,634 new cases as of September 25, 2021. Young people are worried about the new technology that might take away the available jobs. The technological advances of the "Fourth Industrial Revolution" have both opportunities and challenges for young people in the labour market. Where there are job opportunities, for example, in manufacturing, industrial robots will replace workers. Furthermore, some of the young people in developing countries will be more disadvantaged than those in developed countries. Youth unemployment is also

caused by a lack of adequate, decent jobs, as most graduates from higher education institutions have qualifications that are not required by the labour market (ILO, 2020).

Inadequate and ineffective youth employment policies have resulted in an increase in youth unemployment. There is a need for policies that will generate decent jobs and ensure that young people benefit from such policies and programs. One of the key causes of youth unemployment and the failure to create proper pathways for youth development has been identified as a crisis in the education system, with public schooling being very weak. Schools or the educational environment are viewed as a point of entry in paving the way for youth development and creating an enabling environment to fit into the labour market after school. Mlatsheni and Leibbrandt (2014) mention that the primary cause of the country's widespread unemployment is a structural mismatch between the skills the modern economy demands and the skills it supplies. It is a fact that employers are very sceptical about employing young people with no skills and experience, as this poses a risk to employment and production. Grimm et al. (2013) add that young people do not only lack skills or experience. But they also often lack the necessary problem-solving skills, business acumen, technological savvy, and communication skills that are needed in a workplace.

The other reason that has been cited is that of low labour absorption capacity of the economy. Skills shortage are attributed to a shift in the composition of labour demand toward skilled labour, reflecting inherited educational disparities and the legacy of apartheid (Dias & Posel, 2006). The country has a high-skill technology, as a result of that, many people find themselves not having the required skills and remain unemployed, especially young people. The other cause of youth unemployment is the poor economic growth. GDP growth has not been doing good at a level where jobs can be created to reduce unemployment. National Public Commission (2012), confirms that the growth of economy has been very slow, which causes a small employment growth.

The government has not been totally committed to creating jobs for youth, which has slowed the pace of transformation and delayed youth development. The government has strategies that seem not to have an impact on young people, and this has resulted in an increase in youth unemployment and limited development pathways. Many young people do not have access to information. The youth are unaware of the

available career and work opportunities. Sometimes they receive information too late and become unavailable for opportunities. The other reason for this is that young people do not have the necessary resources to access such information. Kingdon and Knight (2004), Rogerson (2004), and Devey, Skinner and Valodia (2006) continue to add that lack of access to facilities like infrastructure and training facilities, lack of provision of markets, and lack of access to business development programs are factors that contribute to the accelerating rate of youth unemployment (De Lannoy & Swartz, 2015). Perold, Cloete, and Papier (2012) go on to say that the community and household influence young people's access to employment by preventing some from having access to transportation money and others from living in faraway places where it is difficult to access information on available labour market opportunities, such as access to social media and networks.

Lack of mentorship and exit strategies also contribute to youth unemployment. Some young people leave school before they complete matriculation, and there is no trace or follow-up as to what happened to those young people. Lack of an exit strategy does not only apply to those who dropped out but also to those who managed to complete their studies. There is a lack of record-keeping of how many youths have left school and what kind of development pathways have been followed by these youth. Whether they are in employment or in further education and training, this remains a challenge in mentorship.

Low entrepreneurial interest has also been mentioned as one of the causes of youth unemployment in South Africa. Most young people are unable to engage in entrepreneurship due to the constraints placed on their ability to start their own businesses. For example, some businesses need a deposit or security for loans and grants that the government has to offer. Lack of such resources results in youth missing opportunities to get involved in businesses. This does not only apply to youth but also to the government and other stakeholders. There is low interest and reluctance in encouraging and supporting young people to start their own businesses. The low entrepreneurial activity among youths is one of the primary reasons for the low overall rate of young entrepreneurs in South Africa.

Lack of relevant education, technical skills, and experience. This factor has played a significant role in the exclusion of the majority of young people who are unemployed.



The lack of interest in improving the educational level of young people is another because that delays youth development and, subsequently, their access to employment. Most young people lack the skills required by the labour market. According to the Ministry of Youth, Sports, and Culture (2010), the education system does not provide learners with the practical skills and work experience required by the world of work. Lack of involvement of youth in policy discussion, design, and formulation The challenge for young people is that they were and continue to be underrepresented when it comes to addressing issues that affect them. The government decides on what might be useful for young people and implements such measures, which is seen as another factor contributing to youth unemployment. (Ministry of Youth, Sport, and Culture, 2010) The depletion of natural resources reduces employment opportunities, leading to limited job opportunities. Unemployment among youth produces high poverty rates, crime, and malnutrition. The more the community does not take care of natural resources, the bigger the problem of unemployment. There is a need for natural resources to add to economic activities in order to create jobs. Young people do not have sufficient networks to obtain information on job opportunities, as well as the financial resources and mobility to seek work or relocate closer to places where job opportunities are.

The other possible reason for the continuing youth unemployment is the economic recession. When companies lay off workers because of financial difficulties, young people will be the first to be laid off as a result of their limited knowledge, skills, and experience. The other factor is that the structure of the labour market and personal, household, and community factors should be considered as having an impact on the ability of young people to access employment. Personal, household, and community challenges refer to a lack of employment in the family leading to a lack of resources, as indicated earlier. The discussion above gave an indication of what causes the increasing youth unemployment at a "macro-level," such as the extent of economic growth and job creation, labour supply, skill requirements, and educational deficits, as well as labour market regulations. It also continued to look at the micro-level, such as low skills levels, a lack of information, the cost of looking for jobs, and a lack of experience (De Lannoy, Liebbrandt & Frame, 2015:20–37). The study continues to investigate how these causes have an effect on youth unemployment and development pathways.

### ***2.8.2 Effects of unemployment***

The effects of youth unemployment have made it a threat to the social, economic, and political stability of developing countries, including South Africa (Mpofu, 2020). Mpofu further explains that, economically, youth unemployment has led to labour market instability, increased welfare costs, the erosion of the tax base, and unused investments in education and training. Youth unemployment has further contributed to the increase in international legal and illegal immigration as unemployed youth move around in search of work. Youth unemployment causes poverty and inequality; thus unemployment and poverty have been regarded as having "bi-directional causality," since unemployment causes poverty and poverty contributes to unemployment and its persistence. Unemployment among youth creates stigmatisation, stereotypes, and prejudice towards poor people. This type of stigmatisation is associated with problems such as hygiene, illnesses, disease, and a lack of education as a result of limited or no resources (Fourie, 2011). Poverty due to unemployment inflicts physical, psychological, as well as spiritual pain on people of all ages, especially young people. Young people strive for wellness, effectiveness, and being part of the society they live in. Unemployment affects not only the individual's personal well-being, but also the overall well-being of society. Youth unemployment creates a disparity among the haves and the have nots, as in, those who participate in economic activities are seen as being rich, and others who cannot access resources are seen as being poor in a society.

Lack of employment amongst youth creates a sense of helplessness, low self-esteem, and worthlessness. Most of the young people have aspirations to get employed in order to assist their families in attaining their needs. If this does not happen, they experience a sense of lack of purpose and are not adding value to their society. Youngsters do not have sources of support other than their families, and most of them might turn to crime and anti-social behaviour. Youth unemployment does not only have an effect on the young people, but also on their families and the community, with serious economic and social consequences (Mpofu, 2020).

The transition of youth to adulthood in terms of making their lives meaningful is delayed by the fact that the future of employment is not clear. They live for today because they feel hopeless about the future. The distant future is difficult to think of in the face of

the daily social and economic hardships. Vorster (2012) confirms that unemployment prevents many South Africans from living lives that reflect, actualise, and confirm their dignity as human beings. Human dignity is an important aspect as it binds people together to respect and care for each other. Furthermore, human dignity implies that, at this time when many young people are uneducated, educated, unemployed, and living in poverty, this does not only affect them as youth, but it affects the greater community. The effects of youth unemployment are broader than the discussion above. All that needs to be remembered is that it has physical, psychological, spiritual, social, and communal effects on young people. Most of the young people are devastated and hopeless, and others are involved in criminal activities like drugs, gangsterism, and prostitution. De Lannoy and Swartz (2015) support this by stating that the personal effects of unemployment include, amongst others, an increase in risk behaviour and engagement in unprotected sexual behaviour for survival.

Having identified all the causes of youth unemployment and how it affects the development of youth in South Africa, the study further investigates what the development pathways are in order to respond to the research question on the relationship between youth unemployment and the development pathways. The study further discusses what has worked, what has not worked, and what needs to be enhanced for the development of youth in South Africa. South Africa is in a demographic transition. Projections in the United Nations Population Prospects suggest that the share of the working-age population in South Africa will remain between 65% and 67% until 2030. The demographic dividend can be defined as an economic surplus triggered by an increase in the employed working-age population relative to the dependent population (Turbat, 2017). Youth are affected by public policies that are discussed and implemented without their participation. There should be a focus on what needs to be included in fulfilling the aspirations of the unemployed youth. The demographic dividend should begin by hastening the process of expanding demographic opportunities for youth development pathways. Public policies should focus on the other drivers that must be in place to capture the demographic dividend, mainly employment, education, and social policies, in order to alleviate the effect of youth unemployment.

This means that to help fight youth unemployment, there should be an enabling environment; for example, relevant policies in the areas of education, health, gender, macro-economics, and good governance need to be implemented. According to Eberstadt (2017), the government's priority should be to increase the labour market's absorption capacity to the level of a high intake of youth that will reach the working age as a demographic transition. If this does not happen, young people are at risk of experiencing chronic unemployment, which might cause social unrest in communities.

## **2.9 YOUTH DEVELOPMENT PATHWAYS**

Pathways refers to looking into what matters for development and how to achieve it (Hill et al., 2015). The emphasis of this approach is on having clear and customisable goals for youth to easily achieve their set goals. For this study to address its aim and objectives, it is important to investigate what the development pathways should be for youth, looking into the current situation of youth unemployment. Policymakers were reflecting on responses to many types of disruption, such as the fourth industrial revolution, rapid technological advancement, and climate change, even before COVID-19. The International Labour Organization (ILO) further states that the technological changes bring both challenges and possible opportunities for youth. It has the potential to minimise entire categories of jobs, but it may also create pathways for youth development. There are new forms of work that are emerging to provide on-demand services, from transportation like Uber to financial services, legal consulting, and software design.

According to Manyika et al. (2017), youth development pathways can be used to navigate the difficulties of the contemporary labour market by enabling new forms of access to relevant services and information. Young people need relevant skills to find meaningful learning and work opportunities. Skills gaps and skills mismatches remain a challenge for young people. However, new pathways must be developed to assist in the development of unemployed youth while acknowledging this gap. There is a need for stakeholders such as teachers and career guidance professionals, as well as political leaders, who can contribute towards the development pathways of youth. Moyo (2019) mention four important ways that need to be considered when talking about youth development pathways: keep more young people switched on to learning; encourage young people not to close opportunities too early; broaden horizons and

challenge inaccurate assumptions; and lastly, create relevant experience of and exposure to the world of work.

Employer engagement and employability skills are also important aspects of initiatives to make education more relevant to the world of work. This can be done through directly supporting learning, mentoring programs in learning institutions, or offering means to achieve learning (World Bank, 2019). Self-employment and entrepreneurship are another example of a youth development pathway, as young people are increasingly becoming aware of their potential and involvement in entrepreneurship. Career management, career adaptability, and/or meta-skills Career management skills are used to describe the skills, attributes, attitudes, and knowledge that an individual requires to manage their careers. Career guidance should begin early in order to include exposure to the world of work (Neary & Gráda, 2017). Youth have been through major political, social, and economic challenges in society. But little is known about how youth are experiencing these challenges and how they respond to them. Inclusion of youth development as a pathway to development in mainstream government policies and programs has been a challenge. One of the efforts that was made post-1994 was fighting to find priority on the national agenda (Ngcaweni & Moleke, 2007). South Africa has a separate youth ministry instead of integrating youth development into the mainstream so that they can participate fully in economic activities.

Mainstreaming has been thought of as the better approach as a development pathway; however, it has its own weaknesses. As youth development is integrated into the mainstream, the disadvantage is the negligence of youth activities by various government departments by focusing on their respective core constituents. The second disadvantage of mainstreaming is that it excludes the disadvantaged as it concentrates on the transition from school to employment. Youth are from different backgrounds and experiences and need to be accommodated and supported throughout the transition, thus the disadvantage. The experience of youth development is difficult, and it has shaped contextual issues like gender, race, class, and geographical surroundings.

Youth development pathways are an integral part of the future of young people. It is thus important that the transition from youth to adulthood be clearly identified at an

early stage. If this does not happen, youth outside the mainstream experience a state of powerlessness and hopelessness. And when this happens, youth bear the burden of poverty, which will affect their current and future development prospects. Thus, the study of the relationship between unemployment and youth development pathways is necessary in order to address such challenges. In conclusion, youth development pathways have a variety of factors in order to assist unemployed youth in developing in a few ways, including: public investment in infrastructure with an emphasis on youth; private investment in the provision of local spaces and places for young people to develop their knowledge and skills about the world of work. Third sector investment in community cohesion and engagement of youth, coordinated implementation of active labour market policies for unemployed youth encouragement of part-time work, improved access to vocational training, taking advantage of new digital technologies, and designing a reaching and consistent communication strategy. (ILO, 2020).

According to Hanson (2008), the Expanded Public Works Program (EPWP) and Community Works Program (CWP) have been introduced to enhance demand for workers. Nzimakwe (2008) further mentions that the aim of the programs is to prepare workers for long-term employment. The programs have proven to have met their objectives in terms of contributing towards youth employment. The only issue with these programs is that the work experience or skills being taught are not in line with what the employer or labour market is looking for. Nonetheless, the EPWP program has been very effective in absorbing a number of youth, and some of them became employable at the end of the program. Nzimakwe further mentions the Employment Tax Incentive (ETI) as a recent intervention to increase demand for young workers. Companies that employ youth got a reduction in their Pay as You Earn (PAYE), which was meant to offset the costs of training young employees. The discussion then moves on to what strategies could be used to address youth unemployment and development pathways. In addition, the study considers who the stakeholders are who must be involved in addressing such strategies and pathways.

## **2.10 THE POLICY ECOLOGY OF YOUTH DEVELOPMENT IN SOUTH AFRICA**

The National Development Plan (NDP) provides an aspirational vision of South Africa in 2030 and provides the context for all youth-oriented programs. It is designed to ensure a youth population that is economically active, socially integrated, and

emotionally engaged in the success of South Africa. When the Employment Equity Act (EEA) was established in 1998, the aim was also to contribute through the recognition of the representation of designated groups, such as youth, in workplaces. Employers had to implement affirmative action measures for designated groups in order to achieve employment equity. Thus, it is important to look into what strategies the National Development Plan (2030) and the EEA (1998) aim to address in contributing to the development pathways of young people.

The discussion further looks into strategy and the aim of each strategy in order to establish if they were effective and still relevant:

**Table 2.1: Strategy and Aim**

<b>Strategy</b>	<b>Aims</b>
The Constitution of the Republic of South Africa	<ul style="list-style-type: none"> <li>• This is the foundation for youth economic empowerment</li> <li>• Chapter 13, Section 127 calls for redress of economic imbalances of the marginalised members of the population, including youth</li> </ul>
National Youth Commission (NYC)	<ul style="list-style-type: none"> <li>• It was established in 1996 to treat the needs of the youth sector in a serious and comprehensive manner.</li> <li>• The mandate covered the development and coordination of the National Youth Policy (NYP).</li> <li>• The development of an integrated national plan that uses available resources and expertise for the development of youth, which shall be integrated in the reconstruction and development programme.</li> <li>• Maintaining close liaison with institutions, bodies, or authorities similar to the NYC to foster common policies and practices and promote cooperation</li> <li>• Coordinating the activities of provincial government institutions involved in youth matters and linking this activities to the integrated NYP</li> </ul>
National Youth Policy 2000	<ul style="list-style-type: none"> <li>• The NYP provided a comprehensive policy framework for youth development.</li> <li>• It provided detailed proposals on how to improve the life prospects of identified youth priority groups in two strategic areas: education and training, economic participation.</li> </ul>
National Youth Development Policy Framework (NYDPF) 2002 – 2007	<ul style="list-style-type: none"> <li>• This policy was designed to accelerate the mainstreaming of youth development as an integral part of the transformation agenda of the democratically elected government.</li> </ul>



	<ul style="list-style-type: none"> <li>• The policy framework advocated an integrated and holistic approach toward youth development that was advanced through identifying strategic intervention areas to address the specific needs, challenges and opportunities confronting young men and women today.</li> </ul>
National Youth Policy (NYP) 2015 -2020	<p>The NYP 2015 – 2020 has the following goals:</p> <ul style="list-style-type: none"> <li>• Internationally enhance the capacities of young people by addressing their needs.</li> <li>• Promote positive outcomes and provide an integrated, coordinated package of services, opportunities, choices, relationships and support necessary for the holistic development of all young people- particularly those outside the social, political and economic mainstream.</li> </ul>
National Youth Development Agency (NYDA), Act 54 of 2008	<ul style="list-style-type: none"> <li>• The act mandates the NYDA to develop an integrated Youth Development Strategy for South Africa and initiate, design, coordinate, evaluate and monitor all programs aimed at integrating the youth into the economy and society in general.</li> <li>• Furthermore, it promotes a uniform approach by all organs of state, the private sector, and non-governmental organisations (NGOs) to matters relating to or involving youth development.</li> <li>• The NYDA is a merger of the then Umsobomvu and the NYC with the mandate to provide business development support (financial and non-financial) and close the identified gaps and limitations confronting the youth development sector.</li> </ul>
The Integrated Youth Development Strategy	<ul style="list-style-type: none"> <li>• It aims to be a holistic and integrated strategy that responds to all socio-economic needs of young people.</li> <li>• It aligns the key national policy framework such as the NYP, the National Industrial Policy Framework, the Industrial Policy Action Plan (IPAP) , the New Growth Path, the National Skills Development-South Africa, and the National Skills Development Strategy III.</li> </ul>
The Municipal System Act 2000	<ul style="list-style-type: none"> <li>• This strategy encourages a culture of community participation in the programs of the municipalities.</li> </ul>

	<ul style="list-style-type: none"> <li>• The mainstreaming of youth economic participation programs into IDP and Local Economic Development strategies for municipalities is one of the development tools that can be used to develop a culture of stakeholder participation in governance ,including young people.</li> </ul>
The National Skills Development Act (1998)	<ul style="list-style-type: none"> <li>• This Act calls for the establishment of Sector Education and Training Authorities aimed at providing market-related skills intended to benefit people, including young women and men.</li> </ul>
National Departments in the Economic Cluster	<ul style="list-style-type: none"> <li>• Departments involved in the economic development should implement programs and policies on enterprise development.</li> <li>• Some clusters have mainstreamed youth enterprise development in these policy documents; others still need to do so.</li> </ul>
Provincial Departments of Economic Development	<ul style="list-style-type: none"> <li>• These departments have programs and policies on enterprise development.</li> <li>• These departments need to mainstream youth enterprise development in those policy instruments.</li> <li>• A deliberate approach of emphasising and deepening such development is required and should be aligned with DTI national YEDS (which will be discussed hereunder), to ensure policy harmonisation.</li> </ul>
Youth Enterprise Development Strategy(YEDS)	<p>YEDS has the following objectives:</p> <ul style="list-style-type: none"> <li>• Increase the contribution of youth-owned and managed enterprises to the GDP of South Africa from a low base of less than 5% contribution to 15% over 10 years (2013-2023).</li> <li>• Increase the number of self-employed youths from the current low base of 6% to 20% over the next 10 years, as well as increase the entrepreneurial culture, business managerial capacities, technical skills, and talent among young people.</li> </ul>

	<ul style="list-style-type: none"><li>• Increase savings and investment among youth by encouraging them to establish cooperatives and other forms of enterprise and minimise barriers that prevent young men and women from starting and growing their own businesses</li><li>• Increase access to market, financial and non-financial support, including business infrastructure and procurement opportunities, to youth-owned and managed enterprises.</li></ul>
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**Source:** The African Capacity Building Foundation (2017)

The SADC Youth Employment Promotion Policy Framework (YEPPF) is also one of the youth employment strategies. Its objective is to improve employment opportunities for young women and men in South Africa. It also looks at improving entrepreneurship capabilities among young workers and increasing the participation of young people in the labour market. Lastly, to facilitate the transition of the informal economy to the formal economy, This strategy looks into addressing one of the causes indicated for low entrepreneurship activities in South Africa. The above-discussed youth unemployment strategies show that there are policies in place to contribute towards youth development and thereby create employment. But on the contrary, strategies have been duplicated into “new” strategies without proper implementation. The issue of youth unemployment in South Africa is a long-standing challenge that has not been dealt with thoroughly. The question is, among all these strategies, which one has worked and which one has not?

The increasing number of unemployed youth is evidence that not much has been done according to the policies stated above. Most of the causes of youth unemployment discussed earlier were intended to be covered and dealt with using the strategies, but not much evidence in terms of the effect has been realised. The NYC/NYP (2000) and the NYDPF 2000–2007 strategies are good policies that were established to improve the livelihood of young people, especially in the development pathways of youth. However, there are still gaps in its implementation, as youth unemployment continues to rise. The National Youth Development Agency (NYDA) of 2008 is another strategy that the government introduced to promote a uniform approach by all organs of state to matters of youth development. But not many young people have benefited from the program. Many young people still do not have confidence in the service delivery of NYDA. The fact that NYP (2015-2020) aimed to improve NYP (2000-2004) and NYP (2009-2014) shows that the previous strategies had no impact on young people's development.

According to the ACBF (2017:38), although programs have been implemented to undress youth unemployment, stakeholder consultations show that it remains high. "The program's capacity is inadequate, and government support alone will not succeed." The financial capacity of the government to implement these programs and strategies is too low. To have an impact, the private sector, non-governmental

organisations, and development partners must all be involved. Another challenge is poor implementation and outreach to rural areas where there is widespread poverty. YEDS is a good strategy for youth development pathways, but it is not an exception in terms of forging partnerships with other stakeholders like the NYDA, NDSB, and national departments in the economic cluster, as well as provincial departments of economic development. The main challenge confronting the South African government is a lack of coordination in terms of strategies and policy fragmentation among institutions. The exclusion or limited representation of youth in policy making and debates remains a challenge, as the youth unemployment challenge will be the standing agenda in such debates.

Another challenge is that a large budget has been allocated to various departments to re-invent the wheel of working on youth unemployment issues. This makes determining the impact on youth development pathways difficult. Finally, a critical and primary concern for youth development strategies is a lack of program monitoring and evaluation. For example, the introduction of so many strategies, their amendment, and their lack of impact on youth development pathways are the results of a lack of monitoring and evaluation. The discussion continues to look into the methodology for how data was collected to support the aims and objectives of the research question.

## **2.11 CONCLUSION**

The chapter above discussed the literature review under the research question and how the researcher intends to create a relationship between how other countries view youth unemployment and its effects on youth development. The researcher also attempted to discuss development pathways and how they can be of assistance to unemployed youth in Botshabelo. The discussion continues to look at how the ecology of youth policies has evolved in order to provide alternatives. For example, which policy can best be employed in order to create job opportunities for unemployed youth in Botshabelo? The chapter also discussed causes of youth unemployment that are used to further investigate how the researcher can respond to the research question. For the researcher to establish the relationship discussed above, there is a need to explore the research methodology that was used to address this research question. This leads to the next discussion of the research methodology chapter to support the aims and objectives of the research question.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

The literature review on youth unemployment and development pathways has been discussed in the previous chapter. The chapter has provided an overview of youth unemployment in international, national, and local contexts and how it affects the development pathways of youth. The study further investigates Botshabelo as one of the semi-rural areas in the Free State Province, which is under study for rising youth unemployment. The study investigated the definition, causes, experiences, stakeholders, and potential strategies of youth development pathways. There are several potential strategies that have been discussed in order to fight the challenge of youth unemployment. Hence the aim of the study is to investigate the effects of unemployment among youth and its development pathways in Botshabelo. In order to get more information about addressing the aim and objections of the study, there is a need to investigate the methodology of how the data was collected.

It is important to identify the reasons why there is a need to use methodology in the study. The aim of the methodology in research is to give guidance on how the study was carried out. This chapter focused on the research design, research approach, sampling, and methods of data collection.

### **3.2 RESEARCH DESIGN**

The choice of a research design depends on the research question to be addressed. In this study, the researcher looks to determine if unemployment influences the development pathways of youth in Botshabelo. The researcher used a cross-sectional design. Akhtar (2015) mentions that cross-sectional studies are more cost-effective and saves. A cross-sectional study can be both descriptive and exploratory. The researcher used exploratory research design as it has been found to work best in focus groups and qualitative research methods. According to Babbie and Mouton (2012), this choice is made because "it satisfies the researcher's curiosity and provides a better understanding to test the feasibility of taking careful study."

### **3.3 RESEARCH APPROACH**

According to Maree et al. (2016), the qualitative approach relates to linguistic rather than numerical data and is more meaning-based than statistical forms of data analysis. Thus, the study used a qualitative approach. Given that the study's goal is to investigate the causes of youth unemployment and to develop strategies and pathways for a sustainable livelihood, this type of research approach was suitable because it is a tool to study the settings and processes of affected individuals or communities. Leedy and Ormrod (2015) mention that the advantage of qualitative research is that it intends to look at an existing research problem from a local perspective. Maree (2011:79) added that "a qualitative approach is carried out in a real-life situation." This research approach was suitable for this study to address the unemployed youth, which was a local population, and was carried out in a real-life situation, which is in the Botshabelo community. The following are other reasons, as pointed out by Myburgh and Poggenpoel (2009:65): "participants, who are the unemployed youth, already have knowledge of the matter at hand as it directly affects them." The researcher used direct observation in a naturalistic environment, which is Botshabelo. The other reason was that the researcher depended on the participants' participation for information, and all findings were included in the study. Lastly, a suitable language, which is Sotho, the local language in Botshabelo, was used.

### **3.4 DATA COLLECTION**

For us to justify and respond to the research question, which is the effect of youth unemployment on youth development pathways in Botshabelo, there was a need to collect data. Maree (2011:81) further explains that "the qualitative research method also has the advantage of encouraging the collection of data to a point of saturation." There are many strategies for collecting data, but for the purpose of this study, a focus group and a semi-structured interview were used. Maree (2011:87) defines "interview" as "a two-way conversation in which the interviewer asks participants questions in order to collect data and learn about the ideas, beliefs, views, opinions, and behaviours of participants." Hancock et al. (2009:16), further define an interview as "one of the data collection methods used in qualitative research."

Information collected through semi-structured interviews assisted the researcher in relating to the participant's knowledge of the subject and getting the reality of how unemployment is affecting them in terms of their development as youth. The main aim of the interviews was to see the world through the eyes of unemployed youth and to get valuable information. Botshabelo comprises rural (all other sections) and semi-urban (H-sections). The researcher used 4 focus groups comprising 5–6 participants, 2 sessions for rural groups, and 2 sessions for semi-urban groups. A semi-structured questionnaire was used for the participants. A face-to-face, semi-structured interview was conducted with stakeholders (municipalities, CDW, and the Department of Employment and Labour).

#### ***3.4.1 Face-to-face interviews with stakeholders***

Botshabelo also falls under the Mangaung Metro Municipality, which is situated at least 60 km from Bloemfontein. Most activities in the communities involve interaction with the municipalities and stakeholders in the area. It is thus important to have a face-to-face interview as a conversation between the researcher and the respondents and with the stakeholders concerned. Face-to-face interviews also assisted with data collection in that techniques were employed and an in-depth response was obtained. Appointments were secured by the researcher with the local municipality and the CDWs.

For the purpose of this study, the municipal manager in the Botshabelo local municipality was contacted to request a venue for the research. Two CDWs from the rural area and one from the semi-urban area were interviewed to get information on the profiles of the communities. Two ward councillors were also requested for permission to conduct the study in their wards. The Department of Employment and Labour was questioned about the area's unemployed youth statistics, as well as getting information on the importance of its database used to assist unemployed youth with job placement. The voice recorder and notes were used during these interviews and focus group sessions. This assisted the researcher in listening to the tape recorder, reviewing notes, and reflecting on the interview and discussions after the sessions.



### **3.4.2 Focus group**

Babbie and Mouton (2012:84) explain focus groups as one of the examples of a unit of analysis in social scientific research, and also mentions that exploratory research is sometimes conducted through focus groups and guided small group discussions. The good aspect of a focus group interview is that the group discusses issues that concern them as a group. It also activates debates and disagreements, and with these group dynamics, data can be easily generated. Leedy and Ormrod (2015:4) argue that focus groups are not specifically meant to reach consensus on the topic but to explore more information on the research topic. In focus groups, participants can build on each other's ideas and comments and provide an in-depth view not attainable from an individual interview. Focus groups provide valuable information on how people relate to each other. It helps the researcher to be aware of group dynamics and helps the researcher in the analysis of data in combination with the things that the researcher observed. However, it also has disadvantages that the researcher should be aware of. The sample of the focus group is typically small, and the information collected might be biased in that most of the information was given by people who were dominating the group. Lastly, focus groups need a skilled moderator to check for such dynamics. But the researcher continued to use focus groups, being aware of their dynamics for the purpose of the research.

### **3.4.3 How focus group were conducted**

Botshabelo is part of the Mangaung Metro Municipality and the Free State province, which has a 48.2% unemployment rate and an estimated population of 447,603 people (StatsSA, 2021). There are rural and semi-urban areas within the same community of Botshabelo. The groups were derived from these two different communities. The researcher conducted a session with 4 focus groups in Botshabelo at an agreed-upon venue with the stakeholders (local municipality and CDWs). Each group had 5–6 participants and 8–10 questions. Two sessions were held for participants from rural communities, and the other two sessions were held for participants from semi-urban communities.

There are three types of questions in research: open-ended, structured, and semi-structured. But for the purpose of this qualitative study, a semi-structured interview

schedule was used and compiled by the researcher. "The advantage of the semi-structured questions in qualitative studies is that it saves time, usually requires participants to respond to predetermined questions, and does allow for probing for clarification of answers" (Maree, 2011:87). Fox (2009:6) further agrees that semi-structured interviews are "practical and efficient in collecting data on even non-verbal behaviour such as feelings and emotions." They provide a platform for both the participants and the researcher to discuss and elaborate on issues and collect more information than in a structured method.

The researcher began with a broad and less structured set of questions in order to ease the participants into a discussion. As the discussion picked up, the structured questions were introduced in order to direct the research topic on youth unemployment and youth development pathways, as suggested by Fox (2009:6).

### **3.5 SAMPLING DESIGN**

Fowler et al. (1993) explain sampling as the selection of a certain number of populations that will represent the entire population. Maree (2011:172) adds that "sampling theory" has been developed to suggest ways of "drawing scientific samples." those samples that are random and representative of the population and whose findings can tell us more about the population in general.

The qualitative research method used in this study was non-probability sampling and purposive sampling. That means that participants, who are the unemployed youth in this instance, were selected because they had the same defining characteristics, which is unemployed youth. Leedy and Ormrod (2015) continue to explain that a purposeful study involves decisions that are not only restricted to the selection of participants but also involve the settings, incidents, events, and activities useful for data collection.

The theoretical population of this study was the unemployed youth in Botshabelo. The researcher sampled unemployed youth as per the research questions. Furthermore, the researcher decided on the number of unemployed youths in Botshabelo. In this instance, the researcher looked at a sample of at least 24 participants. Non-probability sampling was used in this study because of the homogeneity of the area and its unemployed youth. Non-probability sampling, according to Burger and Silima

(2006:658), "aims at acquiring descriptive and understanding on a specific phenomenon and is commonly used in qualitative research." Purposive sampling, on the other hand, is described as the selection of people that match the criteria that are relevant to the topic under study (Draper, 2009). Therefore, the selected sample served the purpose of achieving what the researcher needed to achieve to respond to the research question.

Given the above explanation of the sampling design, non-probability sampling helped the researcher understand the causes of youth unemployment and how it impacts youth development pathways in Botshabelo. Purposive sampling also assisted the study in terms of identifying the relevant people, which are the unemployed youth. Simple random sampling was done with the assistance of the CDWs. The researcher requested the assistance of the CDWs from the community household profiles. Unemployed youth were randomly selected from such profiles. The study included both males and females between the ages of 25 and 30. The researcher only sampled 24 participants in 4 sessions (2 sessions with 6 participants in each group). In Botshabelo, there were two sessions for the rural group and two sessions for the semi-urban group.

### **3.6 CONCLUSION**

The chapter above discussed the methodology that was used to gather information in order to respond to the research question. The research process was followed and covered the aims and objectives, problem statement, and literature review, and now the researcher looked into research methodology in the previous chapter. The discussion looked into how data was collected using sampling techniques, sampling design, interviews, and focus groups, and how they were conducted during research. The researcher used research methodology as a guide to answer the research question. The research approach and how the study were conducted were clearly explained. The focus of the researcher was on understanding the research methodology that supported the aims and objectives of the study. In order to achieve this, there was a need to establish whether there is a relationship between unemployment and youth development in Botshabelo by conducting a study in the area. This discussion leads us to the next chapter, where the researcher shares the findings from the study conducted with the unemployed youth in Botshabelo.

## CHAPTER FOUR: DATA RESENTATION AND ANALYSIS

### 4.1 INTRODUCTION

This chapter presents the findings collected from the study conducted with a sample size of 24 participants. The study presents the demographics of the participants in the study. The study had a sample of 24 participants, of which 18 were female and 6 were male. Participants were aged 18–24, as explained in the methodology chapter, and these were the sampled ages for the study. Reasons were cited in the methodology chapter as to why these were the chosen groups. Twelve (12) participants were from the rural area, and twelve (12) participants were from the semi-urban areas of Botshabelo. The researcher further discusses the background of Botshabelo in order to respond to the aims and objectives of the study. A brief map of Botshabelo is presented in an attempt to show where Botshabelo is situated in the Free State and in South Africa.

**Table 4.1: Demographic details of participants**

<b>Variables</b>		
Sample area	Rural	Semi-urban
Sample size	12	12
Gender	Males	Females
N	6	18
Age	18- 20	21-24
Number of participants under this age	8	16
Education level	Grade 12 and under	Post Matric
Number of participants	14	10
Prior Job experience	15	9

### 4.2 LOCATION OF THE STUDY

The figure below shows the map and the location of Botshabelo and assists in understanding the discussion below on how the location of Botshabelo is related to Thaba 'Nchu as the neighbouring area, as well as how and why the residents of Botshabelo were forced to move from Thaba 'Nchu as a result of demarcations by the authorities at that time.



**Figure 4.1: Location area**

**Source: Map data 2022 AfriGIS (Pty) Ltd**

### **4.3 BOTSHABELO: HISTORY AND CONTEXT**

The section gives a brief overview of Botshabelo, which is the area under study, to give the reader an understanding of the surrounding area. Botshabelo, meaning "a place of refuge," is a large township set up in 1979 by the then-apartheid government. It is 45 kilometers east of Bloemfontein in South Africa's Free State province. According to Tomilson et al (1997), Botshabelo is now the largest township in the Free State and the second largest after Soweto in South Africa. It was established when many people were moving away from the farms in the Free State, looking for a place of refuge, and ended up in Thaba 'Nchu. Thaba 'Nchu is in the region of then-Bophuthatswana, where only Tswana-speaking people were allowed to stay. All the Sotho and Xhosa-speaking people were forced to move away and look for alternative areas to settle. Those who were removed from Thaba 'Nchu were housed at an informal settlement (squatter camp) on a farm known as Kromdraai. In 1979, the Prime Minister of QwaQwa, Kenneth Mopeli, together with the apartheid government, found a place for the people of Kromdraai on the farm Onverwacht. The Tswana-speaking people started to move to Onverwacht for free, and later, when they started to settle in the area, they paid R80 for a stand. Late in 1980 to early 1981, the name

Onverwacht started to disappear, and people started calling the area Botshabelo. The name Botshabelo was given by Julius Nkoko. Botshabelo has a large industrial hub with companies that provide most of the residents with jobs. According to Murray (1987), the township's economy is based on food production, clothing, and a poultry producing company (Supreme poultry Pty (Ltd)).

StatsSA (2021) shows that Botshabelo has an estimated population of 444 603 and is also divided into 17 sections with over 65 primary and secondary schools and a satellite campus of Motheo TVET College. Botshabelo is served by commuter buses operated by Interstate Bus Lines, which travel local and long distances on a daily basis to and from Bloemfontein and neighbouring areas. The township of Botshabelo still has streets with no names, but a project to name and mark the streets is underway. It has a regional mall that is situated on the corner of N8 and Jazzman Mokgothu Highway. From the background discussed, the study will now focus on the research question of youth unemployment and youth development pathways.

The second figure shared below is that of the industrial hub in Botshabelo and relates to the discussion above, indicating where food and clothing production as well as poultry factories are situated in Botshabelo. This figure also supports the discussion on how this industrial hub can contribute as a development pathway for the unemployed youth in Botshabelo and how these factories can be effectively used as part of the study group's development pathways in acquiring skills and becoming self-employed. The researcher continues to share the findings of the research and the data collected to respond to the research question.



**Figure 4.2: Industrial Hub in Botshabelo**

The above Figure 4.2 shows the industrial hub in Botshabelo, which is situated in the Free State Province of South Africa. The Industrial Hub is mainly focused on the manufacturing of products and is the center of the economic drive in Botshabelo. The industrial hub belongs to the Free State Development Cooperation (FDC) and mainly has investors from China.



**Figure 4.3: Pictures of the Focus groups**



**Figure 4.4: Focus Group from N-Sections**





**Figure 4.5: Focus Group from W-Section**



**Figure 4.6: Focus Group from H-Section of Botshabelo**

#### 4.4 FINDINGS OF THE STUDY

In research, it is important that after conducting a study, there be findings that support the research question or test the hypothesis of the study. The study's findings are a guide that shows if the research question has been addressed or if more research is needed to address the research question. The discussion is presented in terms of themes, as this research is based on thematic analysis, as indicated earlier in the study. Thematic analysis defines the relationship between concepts and how they relate to each other (Alhojailan, 2012:10). For the purpose of this study, data was collected, analysed, coded, and categorized in terms of themes. Data coding is the process that is involved in thematic analysis, and all the responses that are the same will be looked at from the results and reported as a theme for the specific question. As indicated earlier, eight themes were proposed from the objectives of the study to deal with questions and responses from the participants in the study.

#### 4.4 THEME 1: DEMOGRAPHIC DETAILS OF THE PARTICIPANTS

<b>Variables</b>	<b>Explanation</b>
Gender	The study consisted of mostly females who showed interest to be part of the study than males. There were 16 females and 8 males.
Age	The age sample for this study was between the ages of 18 – 24. The researcher worked within the selected age group.
Race	The racial group in Botshabelo is predominantly Black. The study had all black participants.
Level of Education	Most of the participants had a certain level of education. Out of 24 participants, 14 had at least grade 12 and the remaining 10 had post –qualification.
Prior job experience	Out of 24 participants, 15 of the participants had job experience, but not job experience for the jobs that they are qualified and looking for. Whereas 9 of them do not have job experience as they have not been introduced in the job market as most of them had just completed their after-school qualifications

#### **4.4.1 Summary of the Demographic Information by Participants**

The demographic discussion above has shown that it is important in every study that the researcher have knowledge of the demographic information of the study group participating in the research. This was also supported by the authors, as mentioned above. It is noted that age, race, level of education, and prior job experience play an important role in responding to the research question. Demographic information also assisted the researcher in working within the sampling technique selected and understanding how each category above plays a role in the study. In conclusion, the age selected was youth, the race was black, and the participants had a certain level of education. Lastly, some had prior job experience, and others were without job experience.

#### **4.5 THEME 2: YOUTH UNEMPLOYMENT IN BOTSHABELO**

The interaction and discussion between the researcher and the participants in Botshabelo on what youth unemployment means all came down to the explanation that youth unemployment is the lack of paid job opportunities for young people.

Participant 2 shared that, *“youth unemployment is lack of financial stability”*.

Participant 3 mentioned that, “youth unemployment is “mahlalela”, waiting for unemployment grant from the President of South Africa”.

Participant 9 states *“youth unemployment is a situation where one is ready for work, but there is no availability of jobs”*.

**Clarification:** The discussion above shows that youth unemployment is a lack of jobs when there are young people who are readily available for work. This is supported by Chappelow's (2020) literature review, which demonstrates that unemployment occurs when people who are actively looking for work are unable to find paid work.

#### **4.6 THEME 3: YOUTH DEVELOPMENT IN BOTSHABELO**

During the discussion with both the Department of Employment and Labor, CDW, and focus groups, youth development was explained as a process of transformation for youth to be employable. This was to be done through the upskilling of young people

in the fields where they can have an improved life and better future plans. The discussion above is supported by Kabonga (2016), who states that youth development is a transition for young people to recognize their effectiveness in what they have achieved.

Participant 9 supported the statement shared by Kabonga (2016) by mentioning that, *“Youth development also refers to innovations, growth in a positive way and leading to employment for young people.”*

Participant 5 added that, *“youth development refers to development of skills and growth”. In addition to the comments, Participant 7 shared that” youth development is enlarging knowledge, improvement to better heights and be able to solve problems around you and your society”.*

This statement is supported in the literature by Abuiyadd (2018), who defines youth development as the creation of active and sustainable communities based on social justice.

**Clarification:** Youth development is explained as a transition of upskilling youth through innovations so that they can be transformed in a number of capabilities to make informed decisions about their lives and that of their societies.

#### **4.7 THEME 4: YOUTH DEVELOPMENT PATHWAYS**

A Pathways framework will be used to provide clear, explicit experiential goals for youth. The pathways approach believes that it is never too late to start with the development of youth (Chi, 2010). It is for this reason that development plays an important role in this study. The study looked at youth unemployment, youth development, and now youth development pathways in Botshabelo. Youth cannot be developed without clear pathways for how they can achieve such a goal.

Participant 6 explained: *“Youth development pathways is ways in which young people are given skills to be able to find jobs or open business for themselves in order to improve their knowledge base”.*

Participant 10 added that, *“Youth development pathways is an up-going movement or ways to a better life”.*

As the discussion continues, Participant 13 further shared that, *“Youth development pathways is getting into business opportunities, training and be funded for those opportunities”*.

The focus groups shared that youth development pathways in Botshabelo would be being provided with training, further education, talent shows, learnership, internship and apprenticeships. The advisory centres and K53 classes was also suggested as one of the development pathways by the participants.

One of the questions was if there is anything that the participants want to share based on the research question that will contribute to their development pathways. The following were responses and inputs from the focus groups:

Participant 3: *“As an Actor, I need improvement in building my talent and request that Botshabelo Kasi Casting Agency should be revived and be funded”*.

Participant 5: *“I have a singing group... I need a rehearsing venue like theatre and studio for singing and dancing”*.

Participant 9: *“I would love to be exposed to the Engineering environment in order to be reminded of the practical part as I have not been employed since I qualified”*

Participant 11: *I’m going go for a Career change because I’m struggling to get a job and think that my qualification has become irrelevant in the labour market and will need funding for that. I came to realise that QwaQwa has had a water supply challenge for years now. So I think my next field of study will be BSc in Hydrology”*.

Participant 12: *As one grows older, you realise that one did qualifications just for the fun of it. I have a qualification in Marketing and now i want to study Sports Management because I have identified that there is a need for that and I will need funding for that.”*

The focus groups also suggested that land and funding for farming and agriculture should be made available to unemployed youth with support from stakeholders. Internet cafés have Wi-Fi and data, and they should have access to information on available opportunities. There should be buildings available for businesses and tertiary institutions, as transportation and finances make it challenging to travel to a study

institution away from home. Most importantly, the industrial hub in Botshabelo should be rehabilitated.

#### **4.8 THEME 5: JOB-SEEKING BEHAVIOUR OF YOUTH IN BOTSHABELO**

According to Van Hooft (2016), there is a need for a theory of planned job search behavior in an attempt to integrate both a motivational and a self-regulatory perspective on job search. This theme will share the job-seeking behavior of unemployed youth in Botshabelo in order to establish how motivated the unemployed youth are to look for employment.

Participant 3 shared that, *“I serve the internet and look at websites like LinkedIn and jobs website, but I only find positions that requires certain qualifications that I don’t have.”*

This was confirmed by Mlatsheni (2014), who said that the importance of online social networks in searching for jobs cannot be overemphasised. They might make a job seeker known to other available employers on different social networks. On the other hand, the Department of Education is producing a lot of graduates from different institutions with similar qualifications that are not in demand in the job market. This is supported by Amadeo (2020) in the literature when referring to structural unemployment, that is, the shift in the economy creates an imbalance in terms of supply and demand.

Participant 9 added that, *“I drop my CVs at different department offices , but I don’t believe that they even look at them”.*

Participant 13 continues to share that, *“I go to the department of Employment and Labour to register my CVs on the Employment Services of South Africa( ESSA) work seeker- database”.*

Participant 18: *“I still look for jobs in available newspapers, because you might find that other post are hidden there.”*

Lastly, participant 20 mentioned that, *“I attend workshops, business seminars and also ask people around if there is anywhere we can take our CVs for job placement.”*

Participant 1 mentioned that, *“We do not have the relevant skills, qualifications, education, and work experience and that contributes to the increasing youth unemployment”*. This was confirmed by DEL (2020), that the causes of youth unemployment are lack of skills from the clients, lack of job experience, lack of mobility, and lack of resources to look for jobs as others reside in remote areas, as cited in the focus group as well. This statement is also supported by Van Hooft (2016) on motivation and whether the young unemployed are self-regulatory.

Participant 11 mentioned that, *“We want to go out to look for employment, but we do not have money for drafting CVs, sending away applications and travel to deliver applications or attend interviews”*.

This was supported by De Lannoy and Swartz (2015), who found in the literature that *“lack of access to facilities like infrastructure and training facilities, lack of provision of markets, and access to business development programs are factors that contribute to the accelerating rate of youth unemployment.”* The discussion from both focus groups also mentioned government regulations, unfair labor practices, land redistribution, the stealing of business ideas by funders for small businesses, and natural disasters.

#### **4.9 THEME 6: JOB-SEEKING EXPERIENCE OF YOUTH IN BOTSHABELO**

Having discussed the job-seeking behaviour above, this theme will further share the experiences of the unemployed youth in Botshabelo. According to the discussion held with the Department of Employment and Labour in terms of their experience working with unemployed youth.

DEL responded that, *“The experience has not been a pleasant one, in that, as DEL we have not met our mandate in assisting unemployed youth to get employment”*.

The reasons cited by DEL are that the employers have not provided job opportunities as they would expect. DEL continued to share that they have marketed the ESSA database to most employers, but they still don't get opportunities for the unemployed youth. Thus, it is a frustrating experience for young people.

Participant 4” *My experience is not good as I have looking for employment, but has not been invited for a single interview. And I am very frustrated by this situation”*

The unemployed youth in Botshabelo have also indicated that their job-hunting experience is very frustrating and affects them in different ways. This is supported by the National Planning Commission (2020), which confirms that the situation of unemployment is seen as a national emergency as it has caused impatience and frustration among young people.

Community Development Workers (CDWs) shared that, *“it is frustrating to work with unemployed youth because the young people are full of anger”*. They further explained that, *“unemployed youth are not satisfied with everything that is put before them as opportunities which is either jobs or learning opportunities”*.

Participant 20, explained that, *“My experience has been very bad and devastating because of nepotism and discrimination going on in workplaces.”*

Participant 15 explained that, *“I have a very bad experience in my job- search and also associate this bad experience and frustration on ‘witchcraft. I was once told by someone in the community that “ulibambe linga shone”, meaning you will never be successful in life, according to their explanation. This has affected me very bad and I end up giving up on looking for employment because I know that I will never get a job opportunity. I blame it on witchcraft”*.

Participant 6 added that, *“I have the qualification, but not relevant for opportunities that I am looking for. When I go search for jobs somewhere, I am discriminated because of age restrictions, relevant skills, and lack of knowledge”* while Participants 4 responded that, *“The required qualifications are Information Technology that I don’t have.*

Lastly, Participant 1 shared that, *“I have a qualification in Office Management, but as new innovations are introduced, technology becoming more advanced, it is a challenge for me as people are now able to work from home and access information everywhere they are without having an office administrator. That makes my qualification irrelevant at the moment”*.



#### **4.10 THEME 7: STAKEHOLDER MAPPING IN INCREASING EMPLOYABILITY IN BOTSHABELO**

According to Manyika et al. (2017), there is a need for stakeholders such as teachers, career guidance professionals, and political leaders who can contribute towards the development pathways of youth. This theme discusses the relevant stakeholders identified by the participants that can assist in realising the above initiatives and strategies.

DEL mentioned that, *"EPWP and CWP programmes plays a role in employing a huge number of unemployed youth in their programmes and providing skills like cleaning, construction, carpentry, building, tiling and knitting"*. These are the skills that are transferred to unemployed youth to enable them to be employable and self-employed.

Participant 5 shared that, *"Sector Education and Training Authority (SETAs) on the other hand is also assisting with learnership, apprenticeship and internships"*. These services will address the challenge that most unemployed youth has of lack of experience in the labour market. It also empower them with work-ethics to prepare them for the world of work.

DEL also mentioned that, *"the Department of Employment and Labour itself is assisting with the registration of unemployed work-seekers on their Employment Services of South Africa (ESSA)"*. They then search opportunities for them and place them into such opportunities. DEL shared that, *"we further provides training on Job-hunting skills, interview preparation, small –business and cooperatives to develop them into different pathways"*

The CDW also added that, *"The office of Cooperative Governance and Traditional Affairs (COGTA) have a mandate to work with all government department to assist in fighting youth unemployment. COGTA can initiate a cleaning campaign and Social Development can bring their programmes such as food security, gardening and other youth initiatives that they have to assist young people in Botshabelo. Raubex company was also suggested as a big construction company that can part training skill of crusher-making for unemployed youth and contribute towards their employability."*

Participant 14 states: *“I think SAPS and SANDF should look into its vacancy requirements in order to accommodate unemployed youth of ages up to 35, especially SANDF”* and *“They both doing a good job of employing in numbers, but most youth remain unemployed because of the age restrictions.”*

Participant 10 mentioned that, *“I think that departments like SEDA, NYDA and DESTEA can assist in entrepreneur training and providing funding for unemployed youth in Botshabelo. SEDA provides services like drafting a business plan, training on where to register business and how to apply for funds.*

The Department of Agriculture was suggested as another stakeholder that can assist unemployed youth through training in farming and agriculturally related services with the department.

Participants 22” *“For me, I think there is a need for DoE to more Career Exhibitions and invite other stakeholders to assist youth to get scholarship and bursary for further education , which is a development pathway for us.”*

In addition to the above stakeholders, Eskom, Transnet, and Transformer companies, Quintiles, Gijima, Aquivia, and MTN can assist in sourcing opportunities for unemployed youth if they have submitted their curriculum vitae to their offices. Eskom and Transnet have been on the forefront of providing training on scarce skills not only to realise employability for youth but to provide a development pathway towards self-employment.

#### **4.11 THEME 8: STRATEGIES TO INCREASE YOUTH EMPLOYABILITY IN BOTSHABELO**

to recommend strategies and sustainable initiatives that can be used to increase the employability of youth in Botshabelo.

Participant 15 suggested that, *“The industrial hub in Botshabelo should be re-opened so that more jobs can be created through production.”*

Participant 2 mentioned that, *“Yes, we have a Mall in Botshabelo, but it should be expanded to employ more young people.”*

Participant 6: *“We really need assistance in starting our own small –businesses and cooperatives. This will assist us in employing other youth in Botshabelo”.*

Participant 1: *“We need to be encouraged to follow vocational skills training as well as scarce skills in order to increase our employability.”* This was supported by ILO(2012), that a skilled workforce goes hand in hand with economic growth.

Participant 11 added that, *“There should be more learnership and information session for unemployed youth in order to empower them. There should be art galleries, small-business expo, functions for food stalls for food tasting and selling exhibitions.”* This was supported by the OECD (2011), which noted that the world of work has changed and that technology has also made major developments that have made it more difficult for unemployed youth to enter the job market. There is therefore a need to equip the young unemployed for the current needs of the job market.

The CDW suggested, *“building and households companies which includes bricklaying and welding facilities in the area of Botshabelo can be a sustainable project. As the population increases, so is the need for housing.”*

Participant 5 mentioned, *“Funded roads and construction projects can also be good initiatives and another development pathway for youth as they will not only work , but gain skills of employability.”*

DEL also suggested that, *“There are strategies and sustainable initiatives, as per the Employment Services Act, if there should be an integration of Labour Activation Programmes, Public Employment Services and Unemployment Insurance Fund. Most of the unemployed youth will be assisted with employability by placed in such Labour Activation Programs. UIF will be able to support and fund such training programmes.”*

Lastly, Participant 23 suggested that, *“Unemployed youth should be given a piece of land to manage and take care of all the agricultural services, farming and selling such products to places like Metro and other companies in Botshabelo.”*

In conclusion, in order to improve the situation of youth unemployment through sustainable initiatives and strategies and reach the goal of employability for

unemployed youth, There is a need to follow up on IDP gatherings and include all other stakeholders involved.

#### **4.12 SUMMARY OF THE CHAPTER 4: DATA ANALYSIS**

The chapter above covered the data analysis from the collected data. The chapter consists of eight (8) themes, which were discussed in order to respond to the objectives of the study. Theme 1 covered the demographic details of participants. And then followed Theme 2, which is the definition of youth unemployment and the participants' discussion. According to the discussion, there was a conclusion that youth unemployment refers to a lack of available jobs for youth in Botshabelo. Theme 3 was about youth development, and it was also explained as bringing new innovations to youth. These two aspects are important for the study as they are the guides to our research topic of "unemployment and youth development pathways in Botshabelo." There was a discussion about activities that can contribute to the development of unemployed youth in Botshabelo. The discussion was followed by a discussion of what development pathways (Chapter 4) can be available for youth. Not to mention the unemployed youth in Botshabelo's job-seeking behaviour (Chapter 5) and job-seeking experiences (Chapter 5). The chapter continued to discuss the stakeholders that can be involved to enhance employability for youth (Chapter 6) and, lastly, the strategies that can be employed in order to increase employability for youth in Botshabelo.

From the findings and literature that support these findings, it is clear that there is a relationship between unemployment and youth development pathways in Botshabelo. The themes above have responded to the objectives of the study, and it is therefore important to make use of the findings above to find recommendations and conclusions in responding to the research question.

Having discussed the data analysis for this chapter, this chapter leads us to the next chapter, which is the conclusion and recommendations.

## **CHAPTER 5: RECOMMENDATIONS AND CONCLUSION**

### **5.1 INTRODUCTION**

This chapter presents the conclusion and recommendations derived from the findings in Chapter 4 on the relationship between youth unemployment and youth development pathways in Botshabelo. Furthermore, the chapter will also present the objectives and discuss whether they were covered. The discussion will be on the chapters discussed above in order to give a clear overview of the primary objective of the study question presented. As discussed in Chapter 1, the secondary objectives were to look into the job-seeking experiences of the unemployed youth in Botshabelo. How have these experiences affected their developmental transitions and pathways? What strategies and sustainable initiatives can be used to increase the employability of youth in Botshabelo? Lastly, which stakeholders can be included to realize the above strategies? The discussion went on to look at the literature review of the research question, which provided a review of theories and concepts of youth unemployment. The literature also presented how different countries view youth unemployment and development pathways. The review was made based on the international, sub-Saharan, and South African contexts of the experience of youth unemployment. In addition to that, chapter two also covered the causes and effects of youth unemployment and the developmental pathways available to young people in Botshabelo.

The discussion continued to Chapter 3, where it looked at the methodology for conducting research based on the research question above. In an attempt to accomplish this, Chapter 3 provides a detailed methodology for data collection. Furthermore, data was collected and analyzed under Chapter 4 of this study, and the empirical findings of the study were presented. Lastly, Chapter 5 provides a detailed explanation of how the recommendations and conclusion herein were reached. This chapter discusses each of the above chapters to reach clear recommendations in an attempt to respond to the research question and objectives of the study. Chapter five is divided into five sections: Conclusions on the theoretical chapter; conclusions on the empirical findings. Furthermore, the authors discuss the accomplishment of the objectives, limitations, and recommendations for future research. Lastly, the chapter closes the discussion by focusing on the conclusion of the research question.

## **5.2 CONCLUSIONS ON THE EMPIRICAL FINDINGS**

The findings from data analysis are discussed following each topic from chapter four above:

## **5.3 ACHIEVEMENT OF OBJECTIVES**

The primary objective of the study was to look into the relationship between youth unemployment and youth development pathways in Botshabelo.

The first secondary literature examined the relationship between youth unemployment and youth development in Botswana. This was attained through a literature review, wherein youth unemployment has a direct relationship with the developmental pathways of youth, as well as from the research done. Youth in Botshabelo shared that Botshabelo is a semi-rural area and there are not many economic activities, which affects their own development as youth. Furthermore, even when there are some economic activities, Botshabelo is a large township, and they cannot be covered by available opportunities.

The second objective was to examine the job-seeking experiences of youth. This objective was achieved through the findings that the job-seeking experience of unemployed youth is not good, that it affects their personal growth in terms of resilience, and that they have lost hope.

The third objective was the effect of this job-seeking experience on their development transitions and pathways. This objective was attained through findings that the effect is huge and that it affects unemployed youth physically (most unemployed youth have high blood pressure and have lost or gained weight), emotionally (stress and depression), and psychologically (they are mentally challenged) as a result of a lack of progressive transition. The researcher has also picked up on the findings that most youth in Botshabelo have resorted to alcohol and drug abuse, crime, and gangsterism.

The fourth objective was for strategies and sustainable initiatives to be used to increase employability among youth in Botshabelo. This objective was attained through findings from the study and from the literature. Strategies are in place, but the implementation of such strategies remains a challenge in South Africa and is having

a negative effect on the unemployed youth. And this is the reason for further study on the research question.

The last objective was for stakeholders to be included in the above strategies. This objective was attained from the previous discussions, which showed that there are stakeholders, as discussed above, who work hand in hand to increase employability for unemployed youth in Botshabelo. Furthermore, it is the duty of the department to ensure that the Employment Equity Act (1998) is enforced in order to contribute through the recognition of the representation of designated groups, such as youth, in workplaces.

Furthermore, the municipalities, through the Municipal Systems Act, have the responsibility of mainstreaming the economic participation programs into the Integrated Development Programs (IDP) and Local Economic Development (LED), which encourage stakeholder participation, including youth. Lastly, the NYC has developed an integrated national plan that uses available resources and expertise to develop youth along different pathways.

In conclusion, all the objectives were achieved based on the discussion above.

## **5.4 RECOMMENDATIONS**

This section presents recommendations and conclusions based on the discussion above and on the objectives attained.

- Chapter 13, Section 127, calls for redressing economic imbalances among marginalised members of the population, including youth. Therefore, there is a need to redress the economic balance in South Africa, which will benefit unemployed youth.
- There should be a provision of detailed proposals on how to improve the life prospects of identified youth priority groups in two strategic areas: education and training and economic participation. There should be a promotion of general education to ensure that young people stay in school and avoid early school drop-outs and leaving school with low levels of education. Educational guidance and job search assistance are needed in order to help young people become employable.

- There should be a promotion of a uniform approach by all organs of state, the private sector, and non-governmental organisations (NGOs) to matters relating to or involving youth development.
- It is also recommended that there be an establishment of Sector 43 Education and Training Authorities, aimed at providing market-related skills intended to benefit people, including young women and men.
- Departments involved in economic development should implement programs and policies on enterprise development for youth. In order to stimulate the creation of formal and sustainable jobs, economic policies should be designed to create more enterprises offering regular jobs in the formal sectors.
- In order to fight youth unemployment, there is a need to increase savings and investment among youth by encouraging them to establish cooperatives and other forms of enterprise and minimise barriers that prevent young men and women from starting and growing their own businesses.
- YEDS needs to follow up on its mandate to increase the contribution of youth-owned and managed enterprises to the GDP of South Africa from a low base of less than 5% to 15% over the next 10 years (2013–2023).
- There is a need to bring academic education closer to the private sector, in that academic training should be more market-oriented, incorporating internships with employers into academic curricula to ensure that young people acquire relevant experience.
- In order to fight youth unemployment, there is a need to increase savings and investment among youth by encouraging them to establish cooperatives and other forms of enterprise and minimize barriers that prevent young men and women from starting and growing their own businesses.
- There is a need to stimulate the creation of formal and sustainable jobs by abolishing bureaucratic business registration procedures, enacting tax reforms, stimulating investment in the private sector, and creating start-up support for formal companies for young people.
- Lastly, for the benefit of the study, the other recommendation for the community of Botshabelo is to rehabilitate the firms and the infrastructure that used to supply job opportunities and training for the community of Botshabelo.



## **5.5 LIMITATIONS OF THE STUDY**

The following limitations were found from the study.

- The community of Botshabelo is very large, and only 24 unemployed youth participated in the study. Therefore, the findings from this sample cannot be generalised as a true reflection of the situation of youth unemployment in Botshabelo.
- Although the sampling technique chosen was non-probability, it cannot be concluded from the findings that males were fully represented, as few males participated in the study. Furthermore, the findings cannot conclude that females were fully represented as there were more females in the study.
- Lastly, the study only focused on youth between the ages of 18 and 24 and excluded those from 25-35 based on the reasons provided when the sampling age was chosen.

## **5.6 AREAS FOR FUTURE RESEARCH**

- A further quantitative study on the same research question should be conducted again in Botshabelo with a bigger sample and should include youth from ages 18–35 years in order to get a larger body of information on the subject of the study.
- The study focused on youth unemployment and youth development pathways, it will be recommended that the youth development pathways be further discussed and cover other aspects that affect unemployed youth.
- Youth unemployment is a continuing concern in South Africa, but there have not been sustainable programmes to fight this pandemic. While addressing development pathways, it would be necessary to conduct a study on sustainable alternatives to fight youth unemployment through the development pathways identified in this study.
- There is a need to further conduct a research on the education and career guidance in order to realise appropriate transition and development pathways in order to contribute to the fight of the increasing number of the unemployed youth.

- Future research is needed on mainstreaming youth enterprise and getting unemployed youth trained in small business and cooperatives.

## **5.7 SUMMARY OF THE CHAPTER**

Chapter five looked into the recommendations and conclusions of each section. It went on to discuss the limitations and possible future research on youth unemployment and youth development pathways. Furthermore, conclusions on theoretical chapters, empirical findings, achievement of objectives, and study recommendations were discussed. Finally, a summary of the chapter was presented.

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## APPENDICES

### ANNEXURE A: CONSENT DECLARATION

My name is Dimakatso Veronica Yanta, I am currently studying Masters in Development Studies (MDS) the University of the Free State, Bloemfontein Campus. As part of my studies I am conducting a research on 'Youth Unemployment and development pathways in Botshabelo, Free State in South Africa. I need assistance in answering questions related to my research. Against this background, you are kindly requested to participate in my research as to help me answer my research question. Please be informed that participation in this research is voluntary. You are also informed that all participants are requested to sign a consent form to ensure that you have understood what is all about this research and what is expected from you as the participant. Please note that the information provided by you will be kept private and confidential. Participants names will not be used. The information received will only be shared between me and the University of the Free State.

Thank you for your support

Yours

.....

Dimakatso Veronica Yanta

**ANNEXURE B: CONSENT FORM**

I.....ID.....

volunteer to

participate in this research. I declare that I have understood what is expected from me in this

research. I will therefore provide valid and accurate information in answering questions. I will answer

all questions and the information provided will be the true reflection of my opinion.

Signature of the respondent.....

Date.....

## **ANNEXURE C: FOCUS GROUP DISCUSSION: QUESTIONS GUIDE**

My name is Dimakatso Veronica Yanta, I am currently studying Masters in Development Studies (MDS) at the University of the Free State, Bloemfontein Campus. As part of my studies I am conducting a research on 'Youth unemployment and development pathways in Botshabelo, Free State, South Africa.

This focus group discussion is in partial fulfilment of my studies. I will be facilitating this discussion and I will be asking questions during the course of our discussions. I will also be noting down your responses to ensure accurate gathering of the information. I humbly request that you state your honest opinion as this will help in determining the facts about Youth unemployment and development pathways as well as recommendations thereof.

1. What does youth unemployment mean?
2. What does youth development pathways mean?
3. What do you think are the causes of youth unemployment?
4. How do you look for jobs?
5. What has your experience been in looking for employment?
6. How has these experiences affected your development transition and pathways as youth?
7. Do you think that the qualifications that you have qualifies you for the job that you are looking for?
8. Which government programs have you attended to develop yourself for employability?
9. What do you think can be done to improve the situation of youth unemployment in Botshabelo?
10. What strategies and sustainable initiative can be used to increase employability among youth?

11. Which stakeholders might be relevant might be relevant to realise the above strategies?

12. Which areas in your career and livelihood can be improved through these stakeholders.?

13. Is there anything that you want to share in relation to the issue of unemployment and development of youth.?

Thank you for your time

Research study conducted by Dimakatso Veronica Yanta

Number of participants..... Date.....



## **ANNEXURE D: INTERVIEW GUIDE FOR CDW**

My name is Dimakatso Veronica Yanta, I am currently studying Masters in Development Studies (MDS) at the University of the Free State, Bloemfontein Campus. As part of my studies I am conducting a research on 'Youth Unemployment and development pathways in Botshabelo, Free State, South Africa. This interview is in partial fulfilment of my studies. I humbly request that you state your honest opinion as this will help in determining the facts about Youth unemployment and development pathways in Botshabelo, Free State Province.

1. What is unemployment and development?
2. How has your experience been with working with the unemployed youth?
3. What do you think the causes of unemployment are in Botshabelo?
4. What has been the effect of unemployment among youth in your area?
5. Do you have programmes that you do that involves youth and unemployment?
6. Which areas do you think need to be developed among youth in Botshabelo?
7. Is there any kind of support that the unemployed youth get from the community?
8. If so, what kind of support is that?
9. Does this kind of support assist in the development of unemployed youth.?
10. What do you think can be done with the current status of unemployment among youth?
11. Is there anything that you want to comment on based on the aspects that we have discussed above?

Thank you for your time

Research study conducted by Dimakatso Veronica Yanta

## **ANNEXURE E: INTERVIEW GUIDE FOR DEPARTMENT OF EMPLOYMENT AND LABOUR OFFICIAL**

My name is Dimakatso Veronica Yanta, I am currently studying Masters in Development Studies (MDS) at the University of the Free State, Bloemfontein Campus. As part of my studies I am conducting a research on Youth unemployment and development pathways in Botshabelo, Free State Province. This interview is in partial fulfilment of my studies. I humbly request that you state your honest opinion as this will help in determining the facts about Youth unemployment in Botshabelo, Free State.

1 What is employment and development?

2 What has been your experience in working with unemployed youth?

3 What is your estimation of unemployed youth in the Free State and specifically Botshabelo?

4 What do you think the causes of unemployment are?

5 Do you have a programme that you use as a government department to assist unemployed youth?

6 How has this youth unemployment affected your work-seekers placement in your programme?

7 Do you have any youth unemployment policies in place?

8 How effective has the programmes and policies been?

9 Which areas of young people do you think need to be developed in order to make them employable?

10 What do you think can be done to contribute towards the problem of youth unemployment as the Department?

11 Is there anything that you want to share in relation to the study of unemployment and development of Youth in the Free State and in Botshabelo as the area under study?

Thank you for your time

Research study conducted by Dimakatso Veronica Yanta

## **ANNEXURE F: ETHICAL CLEARANCE FORM**

GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

28-Oct-2020

Dear Ms Dimakatso Yanta

Application Approved

Research Project Title:

UNEMPLOYMENT AND YOUTH DEVELOPMENT IN BOTSHABELO, FREE STATE,  
SOUTH

AFRICA.

Ethical Clearance number:

UFS-HSD2020/1276/1510

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

## **ANNEXURE G: REQUEST FOR PARTICIPATION**

The request is noted. I have forwarded the request to Beira and asked her to indicate her willingness to participate. You will be informed as soon as I get her response. Unfortunately, I will not be able to participate due to my demanding work and schedule. In future, please include Mamiki when you send communication to me, I am forever in meetings so it is easy to miss emails.

Regards

From: Dimakatso Veronica Yanta (BSB)

Sent: 04/November/2020 07:38 AM

To: Emily Maneli (CDPO-FS)

Cc: 'dimakatsoyanta@gmail.com' (dimakatsoyanta@gmail.com)

Subject: REQUEST FOR AN APPOINTMENT- RESEARCH INTERVIEW

Good Morning CDPO

Hope that this email finds you well.

This is a follow-up on the conversation we had about having someone to interview for my research : Unemployment and the development of Youth in Botshabelo.

I have received approval to continue with the research from the Ethical Clearance Committee and my ethical clearance number is UFS-HSD2020/1276/1510 I will need at least an hour with the delegated official and I will send a set of questions to be asked prior to the interview.

I will appreciate if I can secure an appointment by next week Friday – 13/11/2020.

Your assistance in this regard will be appreciated.

Kind Regards

Dimakatso Yanta

**ANNEXURE H: EDITING LETTER**



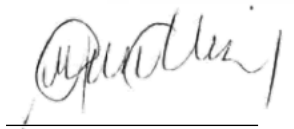
**Marieta Grundling (MBA)**

---

366 Rosemary Street  
Grootfontein Country Estates  
Pretoria, 0081  
081 354 1596  
edit@profeditmba.co.za  
15 January 2023

To Whom It May Concern

This serves to confirm that the dissertation: **UNEMPLOYMENT AND YOUTH DEVELOPMENT PATHWAYS. A CASE STUDY OF BOTSHABELO, FREE STATE, SOUTH AFRICA** by **DIMAKATSO VERONICA YANTA** was edited. The language, presentation, and referencing system (both in-text and against the Reference List), were checked and corrected.



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M Grundling

15 January 2023