

**PUBLIC SECTOR YOUTH SUPPORT SERVICES EFFICACY:  
A CASE STUDY EXPLORING NEEDS YOUTH PERCEPTIONS AND SUGGESTIONS  
FOR IMPROVEMENT**

By

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## DECLARATION OF ORIGINALITY

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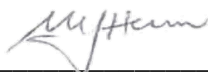
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I declare that the above thesis is my own original work, and all the sources, which I have used or quoted, have been indicated and acknowledged by means of a complete reference.

**Date:** 11 November 2022

**Signature:**  \_\_\_\_\_

## ABSTRACT

Youth not in education, employment or training (known as NEETs), represent some 600 million of the world's 1.8 billion youth population in 2015, and are a global multidimensional problem and concern. In South Africa, where currently more than 3,5 million (34,3% of all young people) are NEETs, the problem is acute.

Governments and welfare groups across the world have launched operations, programmes and mechanisms to develop youth skills and employability, including bursaries and loans, trade training schemes and youth cafés. Although South Africa has several NEETs policies and initiatives, minimal positive impact has been evidenced. In South Africa's Western Cape the Provincial Government has adopted a Youth Development Strategy whose goal is that all NEETs will be inspired, educated, responsible, independent, healthy and productive citizens by age 25.

This study investigated whether and to what extent NEETs youth see value in the Government initiatives with the exploratory study question: "What are the perceptions of NEETs youth with regard to public sector youth support service efficacy?" A 'multiple (embedded) case study design' was applied to assess the perspectives and suggestions of NEETs from two Western Cape youth cafés. A judgmental sample of 30 NEETs youth was drawn (15 units of analyses per youth café) who were beneficiaries of Government NEETs youth development programmes. Qualitative and quantitative data were collected using online semi-structured questionnaires and a key informant interview schedule for four government officials working in youth development programmes. The study findings informed the perceived relevance and effectiveness of government initiatives, together with opportunities and methods for resolution of factors obstructing improvement of the efficacy of NEETs youth programmes. Some findings could also be applied to inform broader policy frameworks for NEETs youth.

### **KEYWORDS:**

NEETs, NEETs causes, NEETs Policy Frameworks, Youth Development Programmes, Youth Empowerment.

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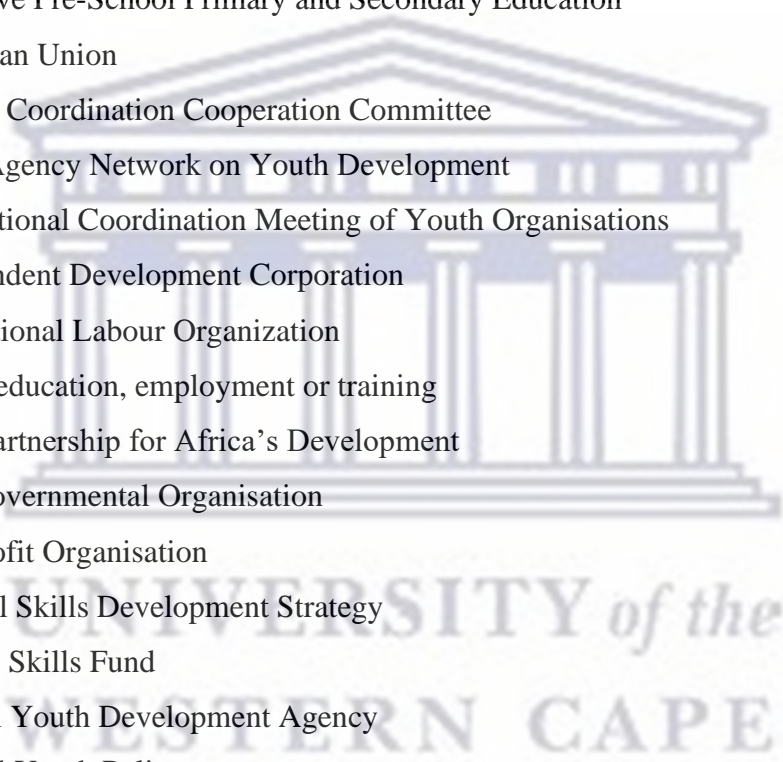
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## ABBREVIATIONS



ADB	African Development Bank
AU	African Union
DPSA	Department of Public Service and Administration
DSD	Department of Social Development
ECOSOC	United Nations Economic and Social Council
EMIS	Education Management Information Systems
EPF	Entrepreneurship Policy Framework
EPPSE	Effective Pre-School Primary and Secondary Education
EU	European Union
GCCC	Global Coordination Cooperation Committee
IANYD	Inter-Agency Network on Youth Development
ICMYO	International Coordination Meeting of Youth Organisations
IDC	Independent Development Corporation
ILO	International Labour Organization
NEET	Not in education, employment or training
NEPAD	New Partnership for Africa's Development
NGO	Non-Governmental Organisation
NPO	Non-Profit Organisation
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NYDA	National Youth Development Agency
NYP	National Youth Policy
OECD	Organisation for Economic Co-operation and Development
RYP	Regional Youth Platform
SEFA	Small Enterprise Finance Agency
SETA	Sector Education and Training Authority
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UN	United Nations
UNCTAD	United Nations Conference on Trade and Development

UNESCO United Nations Educational, Scientific and Cultural Organization  
UNV United Nations Volunteers  
UWC University of the Western Cape  
UYF Umsobomvu Youth Fund  
WCDSW Western Cape Department of Social Development  
WCG Western Cape Government  
YAC Youth Advisory Centre  
YDI Youth Development Initiative  
YDP Youth Development Programme  
YDS Youth Development Strategy  
YGP Youth Guarantee Programme



# CHAPTER ONE

## INTRODUCTION AND OVERVIEW

### 1.1. Introduction

Every country has challenges with young people who contribute little or nothing to national development and the welfare of society. They are now referred to as NEETs, meaning that they are ‘not in education, employment or training’. Originating in the United Kingdom (UK) in the 1980s, this acronym denotes a growing worldwide problem, albeit with regional variations. Whilst the problem stretches across Europe, America, Asia and Africa, it is acute in South Africa where currently just over 3,5 million youth (34,3%) are NEETs youth (Statistics South Africa, 2022). This represents a serious economic drag on both society and the economy through non-contribution by a major element of the population (Department of Higher Education & Training, 2018:3). Resolving the issue calls for a ‘whole-of-society’ engagement in defining the problem, developing new approaches, and building a socially inclusive and economically viable society (National Youth Policy, 2015:2).

The whole-of-society approach to education is an argument whereby simply providing free education as a basic human right ignores the equally relevant fiscal question whilst emphasising the role of education – and creates an imbalance. Pro-poor measures aimed at reducing or eliminating disadvantages of social class, racism, gender discrimination, oppressive social relations and power require a correctly balanced approach. Society as a whole is implicated in the criteria for choice making (Motala, Vally and Maharajh, 2016:13). A correctly balanced relationship between political and economic systems in society is the key to community development.

Back in 2015 the 1.8 billion young people in the world included close to 600 million who were uneducated, not in any form of employment, and without any sort of training. It was then the forecast that of the young people entering the labour market within the next decade, a significant number would remain unemployed (World Bank, 2015:32). Today there is no evidence to suggest that this situation has improved to any significant extent. More specifically, in Europe the NEETs rate in 2015 equated to 20,3%, with unemployment at 12% and a population of unemployed youth at 4 640 004 (O’Reilly et al., 2019: 507). NEETs everywhere thus indicates a multidimensional problem and an international challenge (Alfieri et al.,

2015:318-319; Eurostat, 2016:4). In the European Union (EU) almost 17% of young people aged 20 to 24 years were NEETs (Eurostat, 2015:2). In Africa, where young women are at higher risk of unemployment than young men, most NEETs are unlikely to make the school-to-employment transition (Abbott and Teti, 2017:4). In South Africa more than three million young people were NEETs earlier (Field et al., 2014:7). Today the number has grown by some half a million (Statistics South Africa, 2022). As a guide to resolving the broader problem of NEETs youth and their negative impact, this study aimed to investigate the causes and extent of the problem in South Africa and whether and to what extent South Africa's NEETs see value in the programmes offered by Government and its agencies to address the problem.

## **1.2. Problem Statement**

NEETs youth are a growing concern worldwide. Turkey reports 28.8% of young people aged 15 to 29 years as NEETs (Abbott and Teti, 2017: 11). In Switzerland, Austria, Greece and Italy NEETs reportedly range from 26.1% to 27.4% of youth (Abbott and Teti, 2017: 11). Australia, Japan and the USA are not exempt, whilst South Africa's high level of NEETs among youth aged 15 to 24 years (33,9%) remains a critical issue (Shung-King, et al., 2019: 246). Compounding the problem, not only are most NEETs poor and vulnerable to a life of crime, but young people are hit the hardest during times of job scarcity as they either find it difficult to enter the workplace or are the first to be let go when employers need to lay off staff (Gough, 2016:1).

Governments and welfare groups across the world have launched a number of operations and mechanisms to develop youth skills and employability, including bursaries and loans, trade training schemes and youth cafés. In South Africa there are the National Student Financial Aid Scheme (NSFAS), the Expanded Public Works Programme (EPWP) and the youth wage subsidy (National Youth Policy, 2015: 2). However, in South Africa minimal positive impact has been evidenced as deriving from these initiatives, with most youth resorting to crime as a way of living (National Youth Policy, 2015: 3). Jacobs and Slabbert (2019:223) concur with this view when they state that there is a strong correlation between substance misuse and criminality among adolescents. In addition, there is a general perception that youth development institutions have failed young people. This perception is fuelled by high levels of unemployment, HIV/AIDS infections, school and institutional dropouts, poverty and violent

crimes committed by young people (National Youth Policy, 2015:9). The two-part issue to be investigated therefore was:

- i) the youth perceptions towards the Government initiatives; and
- ii) attracting youth to become involved in a government scheme, with attention as to 'how best to resolve' the NEETs youth problem.

### **1.3. Purpose of the Study**

The purpose of this study was to critically investigate youth perceptions and their ideas and suggestions for improving the effectiveness of public sector NEETs initiatives. This was so that meaningful input is provided which could enable policymakers and training programme designers to develop and provide the measures, initiatives and means needed to transform NEETs youth into self-confident and gainfully employed members of strongly developing communities.

### **1.4. Objectives of the Study**

The objectives of this study were to:

1. review pertinent NEETs literature in order to understand the problem of NEETs youth and the theories, policies and implementation methods of youth unemployment initiatives worldwide;
2. conduct a multiple (embedded) case study with two NEETs sample groups, as well as with public sector officials, from two youth cafés in the Western Cape Province of South Africa, in order to understand their perceptions towards public sector initiatives targeted at them, inclusive of their views on what would be required for them to become involved in such initiatives;
3. collect and analyse both quantitative and qualitative data and report findings and recommendations both for the application of these findings and for further research that could aid interventions in resolving the NEETs youth problems.

### **1.5. Delimitations and Limitations of the Study**

Within the context of South Africa's NEETs youth, the Western Cape Provincial Government has adopted a Youth Development Strategy (YDS) whose goal is that "...by the age of 25 youth in the Western Cape are inspired, educated, responsible, independent, healthy and productive

citizens with positive personal, family and social relations...” (Western Cape Government, 2013:34). This is aligned with the National Youth Policy (NYP) empowerment aim to realise youth full potential whilst understanding their roles and responsibilities in building a prosperous South Africa (National Youth Policy, 2015:5). The Western Cape YDS provides a key data base element in this study.

This study therefore provides a primary data perspective of public sector youth support service efficacy, based on the views and perceptions of NEETs youth at the two sampled youth cafés in the Western Cape, one rural and one urban suburb – chosen to provide a representative cross-section of NEETs youth. Due to the small sample size, and the case study method applied, the study findings could not be generalised for all NEETs youth. The responses of participants were thus limited to their personal reflections and opinions confined to the efficacy of public sector interventions for NEETs youth. The answers provided in this study did, however, provide valuable and rich data on what actions and further research information are needed to implement more effective measures in resolving the NEETs issues.

### **1.6. Significance of the Study**

It was intended that the study data findings would inform opportunities and methods for the resolution of obstruction factors and the improvement of the efficacy of NEETs youth programmes. The study would also determine what factors could be obstructing success in resolving the NEETs youth problem, why they were causing problems, and the extent to which they were doing so. Underlying policies and initiatives, projects so far developed, and the ways in which these projects were being implemented, timed and located, were to be considered in this context. Study data findings would be applied to inform opportunities and methods for the resolution of problem factors and to improve the efficacy of NEETs youth programmes. However, the relatively small sample size limited the case study findings to the sampled respondents only and could not be generalised for all NEETs youth. The data obtained in this case study was therefore analysed also in the context of providing recommendations for future research on the NEETs youth problem.

### **1.7 Chapters Outline**

The study comprises five chapters:



**Chapter 1 – Introduction and Overview:** This chapter contains the introduction, problem statement, study purpose and objectives, the delimitations and limitations of the study and its significance.

**Chapter 2 – Literature Review:** This chapter presents a review of the literature relevant to the origins of NEETs youth, both worldwide and local, together with the identification of NEETs youth worldwide and in South Africa, their problems and societal impacts, the measures implemented to resolve the problems – and their efficacy in terms of legislative frameworks, local government contexts and skills development programmes provided in South Africa.

**Chapter 3 – Research Design and Methodology:** The research methodology and the design of the field of study is presented in this chapter, together with a detailed discussion of the sampling, data collection, and data analysis processes used to gain the relevant NEETs youth data and the opinions relevant youth and government officials engaged in programmes implementation.

**Chapter 4 – Data Analysis:** In this chapter were presented the themes and suggestions that emerged from the data analysis, as well as the interpretation of the results of the empirical study.

**Chapter 5: Conclusions and Recommendations:** The researcher provides a summary of the study, his conclusions arising out of the research project, and his recommendations for future research.

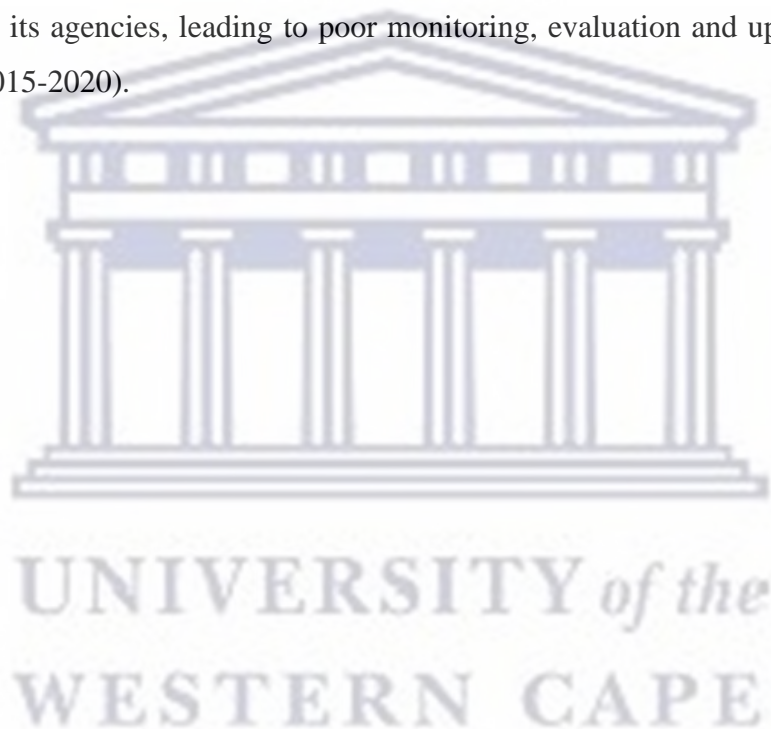
## **1.8 Conclusion**

That NEETs hinder socio-economic development at all levels is a problem that is now well recognised worldwide. This problem is particularly acute in South Africa, where just over 3,5 million (34,3%) of youth are NEETs. Whilst financial and training remedial initiatives are in place, there has been an apparent lack of effective improvement in resolving the problem of NEETs youth.

The South African Government has many youth support initiatives, such as internship programmes, learnership programmes, youth bursaries, work shadowing opportunities, the

National Youth Service, Expanded Public Works Programmes and, most notably, the National Student Financial Aid Scheme. However, these initiatives appear to lack impact because they do not adequately address the fundamental challenges facing young people. It was for this reason that this study was aimed at approaching a NEETs sample to provide data from their perspectives with regard to the efficacy of the Government initiatives and why they do not take full advantage of them.

A factor in the lack of impact of the Government programmes in remedying the NEETs youth problem is considered to be due to programme fragmentation, incoherent coordination, unclear mandates and the general overlaps between the different mandates of Government, its departments and its agencies, leading to poor monitoring, evaluation and updating (National Youth Policy, 2015-2020).



## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1.Introduction**

The literature reviewed for this study provided a qualitative data set on the development of recognising the NEETs youth as a problem, on identifying and defining the problem, on the factors involved and their parameters, and on the approaches and methods employed in tackling the problem. This data set informed the conceptual framework of research parameters, questions and analyses applied in the study.

#### **2.2.Origins of the NEETs Concept**

The NEETs youth concept originated in Britain in the 1980s. It arose during a recession that necessitated a focus on unemployed youth, labour market policy and a redefinition of economic activity (Furlong, 2007:102, Ralston et al., 2016:2). Researchers and government set up new methods of classifying youth and estimating the numbers of vulnerable, uneducated and untrained young people (Tunnard et al., 2008:11). The new scale became ‘Status 0’ or ‘Status Zero’ for unemployed youth, ‘Status 1’ for youth in education, ‘Status 2’ for youth in training, and ‘Status 3’ for young people in employment (Furlong, 2007; Eurofound, 2012:19). Later, due to negative implications, ‘Status 0’/‘Status Zero’ was changed to ‘NEETs’ (Bacher et al., 2014:1240). This ‘NEETs’ term gained prominence when Tony Blair as UK Prime Minister (1997-2007) launched his Social Exclusion Unit in 2001 (Kraak, 2012:78). In the next decade the NEETs concept research received much attention in Europe and abroad (Storz, 2010:3). NEETs were conceptualised as falling within a broader skills agenda, underpinned by a belief that economic growth was fuelled by higher level skills, and that educational opportunities should be available to all, with a focus on social justice (Hutchinson et al., 2016:713).

Various attempts to address the development issues posed by unqualified and underqualified youth have been sought (Tabin, 2014:1-3; Bardak, et al., 2015:56; Holte, 2017:2-3). Whilst opinions differed as to problem definition and appropriate remedial measures, there was and is general agreement both on problem significance and the need to address it, and that to do so requires meaningful government intervention policies well implemented in an accord with the non-governmental and private sectors. The NEETs youth concept can be problematic, both in classifying young people as NEETs and as a means of targeting support and intervention, but

it can be seen as the best practical means so far available of identifying who needs what help (Yates and Payne, 2006:343). Intergenerational influences and youth disaffection are seen as being important key elements in resolving the NEETs status concerns (Pemberton, 2008:256). Barriers preventing NEETs youth from becoming educated, employed and trained are significantly greater where they do not have a stable family environment and positive parental support (Pemberton, 2008:257). Risk factors can constitute ‘systematic structural exclusion’, meaning that the desire and expectations of the transition to successful adulthood might be impossible for the NEETs youth to realise (Sadler et al., 2015:509).

### **2.3. Defining NEETs**

The relevant literature defines NEETs as young people who are linked to a clear age classification, who are not employed, and who are substantially outside any education, employment or training system (Kotroyannos et al., 2015: 268; Maguire, 2015: 124; Tabin, 2014:1; Field et al., 2014:7, Northern Ireland Department of Employment and Learning, 2011:3).

Youth unemployment is not a new phenomenon, but its emergence as a recognised significant market force has compelled researchers to use the NEETs concept as a primary indicator of the extent of the participation of young people in the labour market (Noh and Lee, 2017:28). Anyanwu (2013:107) wrote: “...for youth aged between 15 and 24 years, unemployment is currently one of the greatest developmental challenges facing countries globally, including those in Africa...”, coinciding with the initial United Nations General Assembly international age classification (United Nations, 2001:2). The ‘NEETs’ classification was later expanded to include 25 to 29-year olds, during their transition from tertiary education to employment (Salvà-Mut et al., 2017:3). Meanwhile, Africa has applied a wider age span, defining youth as between 15 and 35 years (African Youth Charter, 2006:3). South Africa’s age span is wider still, classifying youth as aged 14 to 35 years (National Youth Development Policy Framework, 2002:7).

NEETs youth definitions also vary in other ways. The Organisation for Economic Cooperation and Development (OECD) countries define NEETs as youth aged 19 to 24 years who are not in education, training or employment, whereas in Japan NEETs youth are aged 15 to 34 years, single, out of the labour force, not in education and not keeping house (Noh and Lee, 2017:29;

Pemberton, 2008: 245). For this research study the sample of NEETs youth was aged 18-34 years, irrespective of family status, in accord with the Western Cape Provincial Government's Youth Development Programme (YDP).

Classifying the handicaps of youth from the point of view of social structures and government policies has given rise to attempts to address the development issues posed by these unqualified and under-qualified youth (Tabin, 2014:1-3, Bardak, Maseda and Rosso, 2015:56, Holte, 2017:2-3). An underlying assumption is that the 'NEETs' classification indicates young people with a high risk of social exclusion, and who are vulnerable to multiple exclusions affected by poverty issues (Bacher, 2014:1239; Russell, 2014:183, 184). NEETs are thus seen as a heterogeneous rather than homogeneous group who can be sub-categorized as: i) 'transitional': i.e. briefly NEETs but who become re-employed or re-engaged in education or training; ii) 'young parents': i.e. temporarily disengaged from employment through taking care of children; and iii) 'complicated': i.e. those whose risky circumstances contribute to their status. NEETs youth can also include those who are travelling, who are with disabilities, who leave paid employment voluntarily, or who are in volunteer work (Yates and Payne, 2006:330).

NEETs youth heterogeneity is therefore relevant to finding a permanent solution to the problem, since the concept includes those who are able to work and who may be looking for work, as well as those who are not currently able to work or who are not working by choice (Bacher, 2014:1242). Then there are those who are unwillingly excluded from employment and education opportunities, as well as privileged youth who can choose what they do. High percentages of NEETs have low education levels, whilst the majority, particularly in Africa, can be women (Salvà-Mut et al., 2017:6). In identifying who and why youth are NEETs, one cannot assume that the goal of a young person is necessarily to have a job or to be in education or training (Elder, 2015:4). Furlong, (2006:554) states that: "...heterogeneity means that both research and youth policy must begin by disaggregating youth, in order to be able to identify the characteristics and needs of the various different sub-groups...".

#### **2.4. NEETs Causes and Research Elements**

NEETs causes have been found to be due to: i) a lack specific work experience; ii) a lack of professional life planning skills; iii) loss of motivation; iv) low self-confidence; v) reluctance to relocate; and vi) a lack of professional social networks (Elamson, 2019:31). A 2016 EU

analysis of 15 to 29 year old NEETs youth in Bulgaria, Italy, Norway and Sweden found that each country's share of NEETs and their characteristics varied widely: 7.8% of youth in Sweden to 24.6% in Bulgaria; low skilled NEETs in Sweden and inactive NEETs without work experience in Bulgaria and Italy (Eurofound, 2012:41). The United Kingdom's (UK's) most frequent reasons for youth being NEETs were: childcare 16.3%, unemployment 13.1%, poor health 8.6%, and expiry of fixed term contracts 8.6% (Bacher et al., 2014:1242). Levels of social exclusion can rise proportionately as a young person is out of work and/or education (Belur, 2013:4).

According to Shange (2019:1) there is a high dropout rate in South Africa before grade 12, peaking in grades 10 and 11 (15.2% in 2012) with approximately one third of young people aged 15-24 are NEETs, whilst some two million children have not finished grade 12. They become NEETs youth because employers prefer well-trained experienced employees with better qualifications so long as they are available (Klinck and Combrinck, 2012:46). Reducing NEETs numbers are therefore both a primary concern and a major challenge for government (Carcillo and Königs, 2015:4).

NEETs youth can be due to insecure employment or no employment, low pay, teenage pregnancy, child-caring, conflict with the law, use of illegal drugs and chronic illness (Russell, 2014:184). In a UK study of the analytical and empirical basis of our knowledge of NEETs youth, the suggestion was that they cannot be accounted for purely in terms of individuals; they arise also from local structures of opportunity, interaction with the labour market and social distribution of educational achievement (Thompson, 2011:796). Elsewhere, young Italians characterised feeling 'included' by a sense of informal, interpersonal acceptance (Rose et al., 2012:261).

Pieters, (2013:4) indicate that youth employment is affected by labour demand (the need), supply (the skills available), and market functioning (e.g. capacity, quality of information and transparency in hiring practices). Different NEETs youth status levels require different policy solutions: some young people freely choose their NEET activity and require no policy intervention, while for others being a NEET is part of a wider pattern of disadvantage and powerlessness which needs to be tackled on a broader front (Raffe, 2003:1). Becoming a young breadwinner is difficult in the current climate of insecure youth labour markets and reduced welfare entitlements (Neale and Davies, 2016:86). Providing financial and material support for

children has traditionally been seen as the father's duty, primary care that of the mother (Neale and Davies, 2016:85). This is increasingly less applicable as more families now have two working parents, one parent – or no parents, let alone grandparents.

Youth who remain jobless for long periods typically come from more disadvantaged backgrounds, have low levels of educational attainment, and are in many cases inactive (Carcillo and Königs, 2015:4). NEETs challenges worldwide are compounded by financial recessions, the growth in terror attacks, and by natural disasters. The new security paradigm is globalisation which "... has brought an intended, but also unforeseen coupling of systems that has created high levels of interdependence and new vulnerabilities...", wherein a whole-of-society approach is one of 'disaster resilience' in a population's capability to bounce back from, or withstand, disturbances (Lindberg, 2012:1295, 1297). It allows governments to identify and draw on non-traditional actors – with all stakeholders sharing the risks, costs and eventual benefits. However, lack of government investment in non-state sector participation, particularly in financially fragile states, can result in failure to achieve a best practice of both government and non-government stakeholders working together (Brunk, 2016:62, 64).

The rising numbers of NEETs youth bring high costs, requiring a prominent focus in government policy. Levels of social exclusion rise when the young are out of work and/or not well educated, resulting in problems that may include homelessness or offending others (Belur, 2013:4). The NEETs phenomenon is multidimensional (Alfieri et al., 2015:318-19). Youth frustrations in making the transition to adulthood present challenges of practical application, amid growing indications of radicalisation and jihadism (Gouda and Marktanner, 2019:1). Collective youth frustration was the driver of ongoing demonstrations and riots in Algeria, Morocco and Tunisia (Abbott and Teti, 2017).

The UK Government policy that construes NEETs as a problem of young people fails to capture the dynamism and flux of youth transitions (MacDonald, 2011:431). The NEETs concept, both as a classification label and as a means for targeting support and intervention, presents challenges of both correct problem classification and compiling effective remedial programmes (Yates and Payne, 2006:343). The NEETs label is negative; adherence to NEETs-reduction targets can encourage a 'fire-fighting' approach rather than focusing support and intervention on areas where they may be most productive (Yates and Payne, 2006:329).

In OECD countries some two-thirds of NEETs are not even looking for employment, for reasons including care obligations, health problems and substance abuse, and a belief that any job search would be unsuccessful. Although exacerbated by financial crisis, NEETs causes are structural, with emphasis on the need for supply-side correctional reform rather than demand-side (job-creation) measures, with youth-to-adult unemployment ratios relatively constant across time (Eichhorst and Rinne, 2017:5; Abbott and Teti, 2017:6). Factors that impact on youth career choices often result in youth not being adequately equipped to make fully informed decisions, compounded by a lack of mentorship and appropriate role models, as well as through family and cultural upbringing (Sykes and Govender, 2015:57).

The many and varied causes of NEETs youth can involve social position, government policy and system failures, lack of quality education and job-creation measures, and problems with the youth themselves (Abbott and Teti, 2017:6). In Japan youth with high education levels and who own homes can be NEETs, whilst in Australia NEET's tend to have low levels of education, poor living conditions, be single and/or with no parents, lack opportunities and/or have a skills mismatch in the labour market (Wong, 2016:13). In a country with financial recession and low economic growth, youth labour market opportunities will diminish also for the economically active majority (Kotroyannos et al., 2015:272). Whilst most countries align with Australia's NEETs, the net result is a variety of causes and problems of definition which all affect the determination of effective remedial action. Youth development programmes should relate to their country's growth potential and be backed by effective government integration of youth in development planning.

In a study by Tamesberger and Bacher, (2014:1254) early school leaving has been put forward as the main direct cause of NEETs youth. Relationship analysis between early school leavers and NEETs in the UK indicated that: a) government targeting of 19 to 24-year olds, without including the 16 to 18 year olds, could be counter-productive; and b) developing NEETs policies in isolation from other European Union (EU) initiatives might not have led to the best outcomes (Janmaat et al., 2015:468).

Research literature indicates that the high number of South African NEETs is largely due to poor quality schooling and post-school training, with under-qualified youth and/or youth with no training capability enabling them to acquire the skills they need for the labour market (Potgieter, 2015:133; Rogan and Reynolds, 2015:1). Poor educational achievement limits



abilities and opportunities; the twin partner of poor education is lower socio-economic status (Sadler et al., 2015:509).

## **2.5. NEETs Ages and Interrelationships**

Age is a factor of prime significance in justifying the targeting of policies aimed at remedying social exclusion and non-participation (Fergusson, 2013:27; Tabin, 2014:1). NEETs come from interrelating diverse macro-, meso- and micro-social factors, where macro- represents institutional and structural determinants, meso- includes friends, family and community influences in orientating young people with micro-social factors of family, schooling and social interactions. NEETs status is related to the disadvantaged positions of the young and an elevated risk of social exclusion leading to stigmatisation (Salvà-Mut et al., 2017:4).

## **2.6. NEETs Input Factors and Broader Considerations**

NEETs problem investigations by several researchers have, *inter alia*, covered: a) improving conditions for skills acquisition in specialist education centres in South Africa; b) association between peer aggression in adolescence and later educational outcomes in an Australian birth cohort; c) access and internalised behaviour barriers beyond those common to the general adolescent population, as informed by technology, literacy and social structure norms; d) how NEETs can be a "trap" in European countries, whereby youth remain excluded from the labour market; e) patterns in partner countries on the NEETs problem magnitude and its underlying causes, including education to employment transition; and the mentally ill as NEETs youth (Tuckerman, 2016:2; Bardak et al., 2015:56; Mayombe and Lombard, 2015:611; Moore et al, 2015a:45; Glozier et al, 2014:2; Assirelli, 2011:8).

Youth employment is affected by labour demand, supply and market functions. The UK's Effective Pre-School Primary and Secondary Education (EPPSE) system has therefore focused on the influences of different phases of education on child cognitive, academic and social behavioural outcomes, as well as on other important background influences such as gender, family characteristics and the home learning environment (Sylva, 2014:1). In the past two decades, developing regions have experienced strong demographic pressures on their labour markets as a result of the youth bulge phenomenon. The radical approaches to NEETs by different countries point towards inequities embedded in their social structures, calling for

socio-democratic solutions veering towards a form of comfort radicalism that encourages the dominance of capitalist relations (Avis, 2014:272; Assaad and Levison, 2013:2).

A UK examination of the association between parents without work, and the experiences of their offspring in transit from school to work during a major economic downturn, found no support for an intergenerational transmission of a ‘culture of worklessness’; it pointed rather to multiple deprivations and a lack of local opportunities in shaping young life chances. Thus, youth development occurs within a set of interlinked contexts (Schoon, 2014:17).

Data on NEETs youth in the EU showed that with poverty seen as a moral inconsistency of society, the social exclusion and risk of poverty encountered by NEETs can lead many of them to inconsistency-conflict with the democratic society (Kotroyannos et al., 2015:276). NEETs were found to exist in all economies, related inversely to attractiveness of the educational system and its effectiveness in meeting labour market needs. More specifically: i) their prevalence is higher in developing economies, where their existence is not always targeted by economic and social policies; ii) there is causality between NEETs and other economic, social and governance indicators; and iii) NEETs do not appear to have common traits (Driouchi and Harkat, 2017:6). The number of NEETs in a country also depends on economic trends; the level in Australia increased significantly during the 2009/2010 financial crisis, mainly for early school leavers, first migrant generation youth, those with parents of lower-level education levels, and youth in urban areas (Bacher et al., 2014:1). Market segments most exposed to economic crisis were young people, old workers, those in vulnerable employment, and women (Bruno et al., 2013:2). Long-term NEETs were more likely to be inactive and/or receiving a benefit (Samoilenko and Carter, 2015:10).

The key macro-economic factors affecting youth employment are seen as: 1) globalisation, 2) access to private sector credit, 3) infrastructure availability, 4) education, 5) demographic factors, 6) cultural and social norms, 7) political systems, and 8) the level of economic development (Anyanwu, 2013:115). In particular, youth with disabilities can be less well educated than others, receive less social support, and face a negative impact both on their well-being and in higher unemployment rates (Cramm, Lorenzo and Nieboer, 2014:9). In addition, too many young people drop out of learning from and beyond the age of 16, thereby not gaining the skills they need (Northern Ireland Department for children, schools and families, 2008:2). However, youth employment indicators that show low unemployment and inactivity rates may

not be good indicators of the real problems, as they can mask high rates of vulnerable employment, informal work and poverty (Pieters, 2013:14). In the years since 2013/2014 social media reporting indicates little, if any, improvement in resolving the NEETs problem.

All countries need to develop policies that improve support structures. This includes school education, trades and technical training such as Technical and Vocational Education and Training (TVET) systems, employment opportunities, healthcare, housing and transport (Bardak et al., 2015:7). The issues of NEETs youth can lie within the broad context of social change, where structural factors affect transitions, particularly for those who may be vulnerable (Simmons and Thompson, 2014:10). Material and human resources challenges in most public and some private learning centres have led to gaps in skills training, with a focus on academic credits rather than on employability. Without improvement, adult trainees will continue to experience difficulties with integration into the labour market, and the poverty and social exclusion cycle will remain unbroken (Mayombe and Lombard, 2015:616). If a government cannot create and sustain resilient critical functions, loss of leadership confidence will lead to instability (Lindberg, 2012:1296).

## **2.7. Remedial Action**

Challenges are self-evident in developing meaningful action programmes that can and will enable NEETs youth to become fully fledged, self-confident citizens contributing to community and national welfare. An insufficiently broad vision of the NEETs problem or a too narrow focus in government policy can mean that NEETs *heterogeneity* is overlooked (MacDonald, 2011:431; Furlong, 2006:565, Yates and Payne, 2006:334). NEETs youth, like other young people, face a variety of challenges; combining complex factors under one policy heading hinders the development of interventions appropriate to different and distinct subsections (MacDonald, 2011:431; Coles et al., 2010; Bacher et al., 2014:1241).

The NEETs challenges, negative connotations and perceived risks of social exclusion have been central to the formation of an alternative service called ‘connexions’, aimed at inclusiveness in youth policy and easing youth transition to adulthood (Yates and Payne, 2006:330). An increase in NEETs represents a decrease in youth employment and a substantial problem in world populations life cycles, leading to decreased human capital (Noh and Lee, 2017:29). The term ‘NEETs’ can also indicate youth who might go on to become socially

excluded adults for a very long time (Sadler et al., 2015:509). These afore-mentioned authors support the position taken by Lee (2001), who argued that the ‘NEETs’ term categorises children as ‘human becomings’, not as already ‘human beings’. Whilst the alternative ‘connexions’ can make a positive contribution, but structural and resource issues have to be addressed to achieve its benefits (Cullen et al., 2009:110). However, unless there are radical changes in approach, the chronic problem of uneducated, unemployed and untrained (i.e. NEETs) youth will continue to damage the life prospects of young people and the generations to come (Sloman, 2014:1). Young people who are without the skills needed for the formal and informal labour markets, as well as for productive self-employment, lack capacity to respond to the new globalised era; human development, particularly in South Africa, is likely to be considerably stunted (Akoojee, 2007: IV). Arguably of equal importance is that NEETs youth represent a strain on the economy; the more a country has NEETs the heavier the strain – and the greater the difficulty in maximising growth for the country and all its people. This in turn creates a funding constraint in providing opportunities for NEETs youth (Vaughan et al., 2009:26).

A culture of horizontal harmonisation and networking across all structures of society needs to be fostered, countering the often-deep rooted conceptual differences among the many and varied professionals involved in resolving NEETs youth problems (Lindberg, 2012:1298, 1300). Adaptable and dynamic governance is needed to address the interactions between stakeholders with conflicting goals and priorities, using scarce economic resources (Addy et al., 2014:216). However, while a whole-of-society approach allows governments to draw also from non-traditional actors, a lack of government investment in the non-state sector, particularly in financially fragile states, can result in failure to achieve a best practice of encouraging both government and non-government stakeholders to work together to address economic and social welfare challenges impacting on the youth (Brunk, 2016:62, 64).

Societal structures need to unite society and eliminate professional bias in developing strategies to resolve youth underdevelopment through self-help empowerment opportunities. Government and Non-Profit Organisations (NPOs) initiatives, such as the Youth Development Initiative (YDI) in North Carolina in the United States, aim at enabling young people to develop and realise their full potential. The Ghanaian Government, in West Africa, started a “school-to-work transition” programme for young graduates (Association for the Development of Education in Africa, 2014: ix). Norway’s Young Adults Skills Programme presents young

people with opportunities that enable them to take advantage of vocational courses leading to completing degrees or similar high-level qualifications (Pitkänen, 2015: 4). In South Africa, replacing ‘hand-outs’ with ‘hand-ups’ for youth is inherent in the concept that “...Young people are a major human resource for development, often acting as key agents for social change, economic expansion and innovation...” (National Youth Policy, 2015:2).

Typically greater in emerging economies, the NEETs challenge in South Africa has been and still is particularly severe. Challenges include racial origins, disciplines and views, unbalanced market structures, population growth imbalances and developing economy financial constraints. Another challenge is still presented by the gaps in our understanding of the size, characteristics and geographical distribution of NEETs youth, as evidenced by research in England (Maguire, 2015:121; Field et al., 2014:16). The difficulty of finding a job can even induce some individuals to abandon the labour market, prevention of which should be a focus in policy making (Tuckerman, 2016:2).

The critical challenge facing many countries is how to provide an education that meets the socio-economic needs of their expanding youth populations (Aitchison, 2012:42). The youth employment indicators show that low unemployment and inactivity rates are not necessarily signs of better youth labour market outcomes; they could mask high rates of vulnerable employment, informal work and working poverty (Pieters, 2013:4). Broader remedy treatment by raising the NEETs participation policy age level and accountability is problematic, suggesting that schools should be accountable for the destination of their students (Lambert, Maylor and Coughlin, 2015:2).

## **2.8. NEETs Interventions**

An EU creative approach to harnessing the youth contribution to national welfare is the Youth Guarantee Programme (YGP) introduced in April 2013. All EU Members guaranteed that, within four months of leaving formal education or becoming unemployed, all youth under 25 years would receive either a good offer of employment *or* continued education *or* an apprenticeship *or* a traineeship through the Public Employment Services multi-stakeholder lead organization (Tosun, 2017:39; European Commission, 2016; Cabasés Piqué et al, 2016:684). YGP does not guarantee full-time employment, but it does ensure the opportunity. In this initiative barriers between community members and the young were removed, inter-personal

perceptions were revised, and reciprocity levels raised, so that the youth began volunteering to help in the community (Cabasés Piqué et al., 2016:687; Riaz, 2014:402). However, insufficient and retroactive funding could hinder YGPs in states under financial pressure, such as Spain. Meanwhile, YGPs can also be seen to offer merely a redistribution of existing employment, without providing new opportunities (Cabasés Piqué et al., 2016:700).

The Employer-Led Channels for Education Employment Linkages provide an economic perspective focused on the engagement of Institutes of Technology and Polytechnics with employer and youth ability to make good matches between education and employment options (Vaughan et al., 2009:3). The New Zealand Council for Educational Research *Pathways and Prospects* study, having found that the young experience problems as they prepare for employment, is following over 100 young people in their first four years after leaving school (Vaughan, 2005:174; Vaughan et al., 2006:1).

Vocational training is another important element, such as the TVET colleges programmes (Field, Musset and Álvarez-Galván, 2014:45). Adult non-formal education and training centres focusing on activities for self-employment during training were found more likely to create internal enabling environments for skills acquisition and income generation than similar centres offering courses for entering paid employment (Mayombe and Lombard, 2015:611).

Interventions involving entire schools are effective in modifying behaviour to foster positive relations where learners feel they belong, and which address peer aggression and associated long-term outcomes (Moore et al., 2015b:47). An important approach to preventing young people from becoming NEETs lies in developing entrepreneurship in education. In South Africa, the Eskom sponsored secondary school outreach programme is an example of developing young entrepreneurs who become creators of jobs, rather than job seekers (Wagenar et.al., 2016:4). Recognising that young people can be well attuned to the interpersonal development facet of inclusion can encourage youth to become productive contributors in the social capital of community development, rather than merely joining the ranks of the unemployed (Rose et al., 2012:261).

## **2.9. Policy and Legislative Framework for Youth (Typology)**

The United Nations (UN) and its member countries across the world have varied concepts and definitions of who is a NEET youth in terms of age, the nature and extent of the youth problem, and who needs to do what to resolve their NEETs issues. The differing jurisdictions, definitions, elements and characteristics, together with their remedial strategies and pillars to uphold them, for the UN, the EU and South Africa, are set out in Table 2.1 below.



**Table 2.1: Policy and legislative typology for the youth**

<b>JURISDICTION</b>	<b>DEFINITION</b>	<b>ELEMENTS/CHARACTERISTICS</b>	<b>STRATEGY/PILLARS</b>
United Nations (UN)	<p>A person between the ages of 15 and 24 years (United Nations, 2001: 2)</p> <p>The UN General Assembly has for statistical purposes defined youth as being between the ages of 15 and 24 years and acknowledges that, “the meaning of the term “youth” varied in different societies (National Youth Development Policy Framework 2002 – 2007, 2002: 7).</p>	<p>A national youth policy facilitates a comprehensive and integrated approach to youth issues. It is an important way of addressing the concerns of young people from a multidisciplinary perspective that allows for integrated and cross-sectoral policy interventions (UN General Assembly, Report of the Secretary-General, A/56/180, 2001:5).</p> <p>Reviews have been presented in earlier reports of the UN Secretary-General in 1994, 1997 and 1999 (A/49/434, A/52/60-E/1997/6 and A/54/59, respectively) on what progress has been made by member states in the formulation and implementation of national youth policies; the designation of a national youth coordinating mechanism; and the implementation of national youth programmes of action; or a combination of those three actions (UN General Assembly, Report of the Secretary-General, A/56/180, 2001:5).</p> <p>Member states are including youth representatives in their official delegations to the General Assembly, thereby encouraging youth participation in the decision-making process. Eight countries sent youth delegates to the 55th session who brought the problems facing their youth to the attention of national governments. Six of those youth representatives addressed the Third Committee on agenda item 103 (UN General</p>	<p>The UN Educational, Scientific and Cultural Organisation (UNESCO) revised its approach to youth issues by defining a new strategy aimed at the empowerment of young people. The strategy for UNESCO action with and for youth sets three major objectives: the presence of young men and women in UNESCO bodies as well as at events organized by UNESCO or its partners, the incorporation of youth views and priorities the collaboration with young people in projects and programmes, and the establishment of youth policies in UNESCO’s areas of competence (UN General Assembly, Report of the Secretary-General, A/56/180, 2001:12).</p> <p>The UN Conference on Trade and Development (UNCTAD)’s Entrepreneurship Policy Framework, supports policymakers in developing countries in designing initiatives, measures and institutions to promote youth entrepreneurship (The Policy Guide on Youth Entrepreneurship, UN 2015:17). UNCTAD’s EPF, provides a toolkit for the key elements in formulating a national entrepreneurship strategy that targets youth as well as the sequence of steps required to implement such a strategy from an institutional and operational perspective (Policy Guide on Youth Entrepreneurship, UN 2015:19-20).</p> <p>The UN Economic and Social Council (ECOSOC) encourages Member States to implement Active Employment Policy Programs aimed at promoting youth employment, which includes employment subsidies, entrepreneur promotions, vocational training vouchers, subsidies to companies hiring unemployed graduates, public welfare for youth, internships and other innovations (Greece Contribution to the 2015 UN Economic and Social Council, ECOSOC, 2015:7-9).</p>



JURISDICTION	DEFINITION	ELEMENTS/CHARACTERISTICS	STRATEGY/PILLARS
		<p>Assembly, Report of the Secretary-General, A/56/180, 2001:11).</p> <p>{ At the level of the UN various strategies are employed by member states to promote the integrated involvement of the young people in policy making in order to better understand their concerns and how to address them. }</p> <p>Youth participation in the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, held in Durban, South Africa, in August 2001, and organised by the Office of the UN High Commissioner for Human Rights, was made possible through an NGO Forum and a Youth Summit (UN General Assembly, Report of the Secretary-General, A/56/180, 2001:13). The UNV continued to promote youth volunteering. The programme has become a vehicle for youth to acquire both technical and life skills. The year 2001 was proclaimed the International Year of Volunteers and worldwide celebrations were organized (UN General Assembly, Report of the Secretary-General, A/56/180, 2001:13).</p> <p>Technology and innovation are important drivers of economic development. Business incubators and accelerators such as Start-Up Chile and India's Start-Up Village have emerged because they provide a conducive environment that nurtures innovation (Policy Guide on Youth Entrepreneurship, UN 2015:10).</p> <p>{ The development of youth skills so that they are ready to take advantage of the available</p>	

JURISDICTION	DEFINITION	ELEMENTS/CHARACTERISTICS	STRATEGY/PILLARS
		<p>opportunities is central to any NEETs programme. }</p> <p>The policy guide for young entrepreneurs summarises the main impediments faced by young entrepreneurs and the policy recommendations to address them. It devotes a section to each policy area, containing also a checklist of key questions and case studies from countries, as well as key messages identified from the different case studies (Policy Guide on Youth Entrepreneurship, UN 2015:10-12).</p> <p>{It is not enough to encourage young people just to seek jobs; those who are willing and able to start and run their own businesses must become skilled in entrepreneurial education and mentorship. }</p> <p>The UN Focal Point on Youth is the main contact of the Forum within the UN system. The unit is the permanent co-chair of the UN Inter-Agency Network on Youth Development (IANYD), designed as the network of the UN entities whose work is relevant to youth with the aim of increasing the effectiveness of UN work in youth development by strengthening collaboration and exchange among all these relevant entities (Policy Paper on United Nations and Global Youth Work Development, April 2012:6).</p> <p>Global Cooperation Coordination Committee (GCCC) meetings are the principal space for Regional Youth Platforms (RYPs) to come together to share information and report on their activities; this is also a political space</p>	

JURISDICTION	DEFINITION	ELEMENTS/CHARACTERISTICS	STRATEGY/PILLARS
		<p>where decisions are taken on the priorities for the global cooperation between RYP (Policy Paper on UN and Global Youth Work Development, April 2012:8).</p> <p>{ Young people are not existing in isolation, their concerns are global in nature and it is important for them to network locally, nationally, regionally and globally with the like-minded youth elsewhere and cooperate on key programmes and initiatives }</p>	
European Union (EU)	<p>In the analysis presented below, the young population is divided into two age groups (15–24 years and 25–29 years) in order to better reflect the diversity of situations of the European youth (Eurostat European Commission, 2009:103).</p> <p>NEETs were specifically referred to for the first time in European policy discussions in the Europe 2020 flagship initiative ‘Youth on the move’ (Eurofound, 2016:1)</p>	<p>Under the Youth Guarantee member states should ensure that, within four months of leaving school or losing a job, young people under the age of 25 can either find a ‘good quality’ job suited to their education, skills and experience or acquire the education, skills and experience required to find a job in the future through an apprenticeship, a traineeship or continued education (European Court of Auditors, 2015:12).</p> <p>The European Council Recommendation on Establishing a Youth Guarantee (2013) addresses the so-called ‘NEET’ (Not in Education, Employment, or Training) younger than 25 years of age and stipulates that employment, education or training shall be provided within a period of four months (Cabasés Piqué et al., 2016:684).</p> <p>Effective participation of young people and youth organisations in the societies in which they live and a cross-sectoral policy implementation at local, national, regional and global levels are key for the development of policies and programmes that successfully</p>	<p>The European Youth Forum intends to make further efforts to ensure that young people and youth organisations from Europe and other regions of the world are provided with the political and financial support that enables them to strengthen their dialogue and cooperation on regional and global issues and fully participate in cooperation processes, contributing to the development of coherent and coordinated strategies on youth, for the achievement of the MDGs and the implementation of the World Programme of Action for Youth (Policy Paper on UN and Global Youth Work Development, April 2012:2-3).</p> <p>In order to help young people to find decent and productive work, the UN, together with the heads of the World Bank and the International Labour Organization (ILO) launched the Youth Employment Network to pursue this goal (United Nations Guide to the Implementation of the World Programme of Action for Youth, 2006:32).</p> <p>The European youth policy is implemented through two specific interdependent strategies that complement the two interrelated policy aims, which are youth work and services for young people as well as cross-sectoral supports for young people that enhance their social participation, learning and employment prospects (European National Youth Policy - Towards 2020, 2015:14-20).</p>

JURISDICTION	DEFINITION	ELEMENTS/CHARACTERISTICS	STRATEGY/PILLARS
		<p>meet the needs and expectations of young people (Youth Policy Paper on United Nations and Global Youth Work Development, April 2012:4).</p> <p>{At the level of the EU, participating countries are encouraged to guarantee youth absorption into jobs and skills as they graduate from various education institutions. The skills on offer are in response to the needs of the economy and those of various communities}</p> <p>The International Coordination Meeting of Youth Organisations (ICMYO) has objectives of strengthening cooperation among youth organisations at regional and global levels, and the coordination of political input to global youth policy processes (Policy Paper on UN and Global Youth Work Development, April 2012:9).</p> <p>{The youth initiatives prevalent in other jurisdictions must be coordinated to benefit young people from all areas and strengthen cooperation among them.}</p>	
African Union (AU)	Every person between the ages of 15 and 35 (African Union Commission 2006 African Youth Charter (2006:3)	<p>Aspiration 6. An Africa whose development is people driven, relying on the potential of the African People, particularly its Women and Youth and caring for children (African Union Commission Agenda 2063, 2015:78). The targets for young people were:</p> <ol style="list-style-type: none"> <li>1. Reduce the 2013 rate of youth unemployment by at least 25%; in particular female youth.</li> </ol>	<p>To ensure youth civic participation, most African countries have government ministries or departments with explicit mandates to address youth issues, and many have national youth policies and councils (AU State of the African Youth Report, 2011:39).</p> <p>Civic Engagement, which is about the involvement of youth and community organisations, is seen as an important indicator of youth civic engagement (AU State of the African Youth Report 2011:39). Encourage electoral participation by young people (African Union State of the African Youth Report, 2011:40).</p>

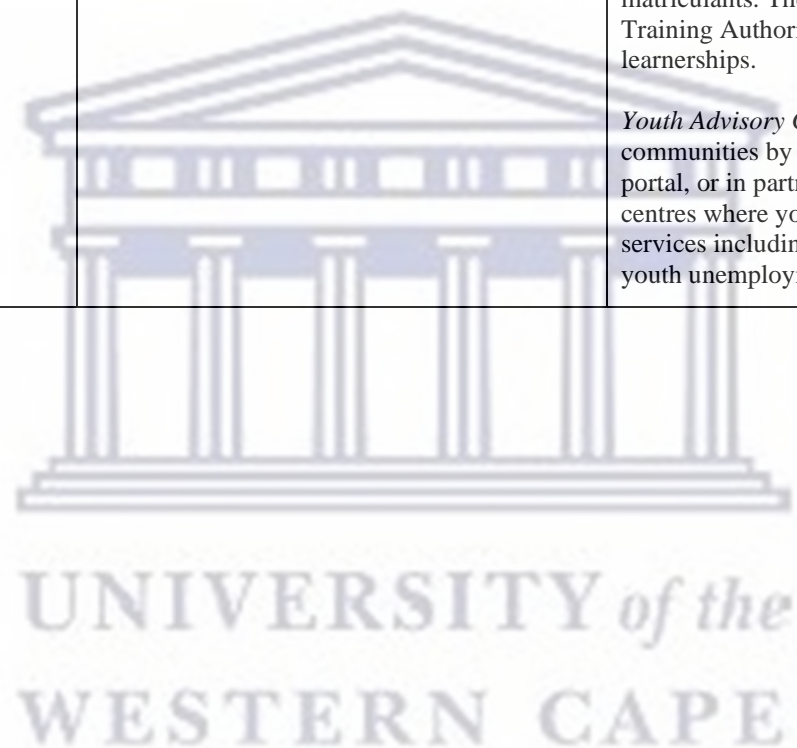
JURISDICTION	DEFINITION	ELEMENTS/CHARACTERISTICS	STRATEGY/PILLARS
		<p>2. Increase youth business start-ups including female youth in all business start-ups by at least 15%.</p> <p>3. At least 50% of youth who cannot go on to have tertiary education are to be provided with TVET (African Union Commission Agenda 2063, 2015:81).</p> <p>Consider developing academies under the stewardship of programmes such as the New Partnership for Africa's Development (NEPAD) to develop and strengthen entrepreneurship, apprenticeship and internship programmes in order to equip school-leaving youth with the practical experience required by the economy and labour market (African Union State of the African Youth Report, 2011: ix).</p> <p>{The AU propagates the strengthening of programmes aimed at capacitating young men and women across the continent. It emphasises the reduction of youth unemployment, improved youth education levels and building their entrepreneurial capacity.}</p> <p>“Decade on Youth Development in Africa 2009–2019.” The UN General Assembly called for member states to prepare a “National Review and Action Plan on Youth Employment,” and the AU, the Economic Commission for Africa, the African Development Bank (ADB) and the ILO have proposed a “Joint Initiative on Job Creation for Youth in Africa” (Filmer et al, 2014:136).</p>	

JURISDICTION	DEFINITION	ELEMENTS/CHARACTERISTICS	STRATEGY/PILLARS
		<p>The AU Regional Economic Communities recommended that youth and youth-led organisations should proactively leverage the African Governance Architecture – Youth Engagement Strategy to engage various AU organs and institutions with democratic governance mandates such as the African Commission on Human and Peoples’ Rights, the Pan African Parliament and the African Peer Review Mechanism. Young leaders should seize the opportunity provided by the ‘Resolution on the Human Rights Issues Affecting the African Youth’, 22 adopted by the African Commission on Human and Peoples’ Rights at its 58th Ordinary Session held in Banjul, to advocate policy and institutional measures to foster effective youth engagement (Tracey and Kahuthia, 2017:8-9).</p> <p>{Member states are obliged to produce programmes and action plans to reduce youth unemployment and incorporate youth into economically viable projects in their respective countries.}</p>	

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JURISDICTION	DEFINITION	ELEMENTS/CHARACTERISTICS	STRATEGY/PILLARS
South Africa	All individuals between the ages of 14 and 35 (National Youth Development Policy Framework 2002 - 2007, 2002: 7).	<p>Economic Participation and Economic Transformation whereby the Independent Development Corporation (IDC) and the Small Enterprise Finance Agency (SEFA) committed a combined R2.7 billion to finance youth-owned enterprises. The signing of the Youth Employment Accord in 2013 was an important milestone which added further impetus and focus on youth empowerment. Youth Brigades coordinated with the National Youth Service needed to engage at least one million young people over a period of two years. Increase youth target in the Expanded Public Works Programme and community works programme. Support and develop youth enterprises and cooperatives in various sectors (National Youth Policy 2020, 2015:20-23).</p> <p>To ensure the South African youth policy was executed, an implementation strategy would be developed with clear targets negotiated with the different stakeholders. An implementation evaluation was conducted two years after the strategy was promulgated, followed by an impact evaluation in 2019 in preparation for its review ((National Youth Policy 2020, 2015:36).</p> <p>{In South Africa, various agencies have been established to promote youth employment. These were initiated by the signing of the Youth Employment Accord, by the National Youth Service, and by the establishment of the expanded public works programme. }</p>	<p>A youth employment subsidy lowers the relative cost of hiring a young person (while leaving the wage the employee receives unaffected) and therefore increases demand for young workers (National Treasury – Confronting youth unemployment: policy options for South Africa, 2011:7).</p> <p>The new National Skills Development Strategy (NSDS) guides skills development in South Africa and seeks to ensure that the labour market is better able to cope with developmental challenges such as poverty, inequality and unemployment through responsive education and training. The NSDS is implemented by the National Skills Fund (NSF) and the Sector Education and Training Authorities (SETAs) (National Treasury – Confronting youth unemployment: policy options for South Africa, 2011:20).</p> <p>Other examples of training programmes in South Africa include the recently established Training of Unemployed Persons programme which is being run by the Department of Labour (National Treasury- Confronting youth unemployment: policy options for South Africa, 2011:21).</p> <p>One policy option that has close links to public works is the idea of a National Youth Service or Youth Corps. The Department for Economic Development raised the possibility of a programme to provide an opportunity for young people who have left school and who struggle to find employment, to take part in a period of public service. In the process they gain skills, experience of service provision as well as earn an allowance (National Treasury-Confronting youth unemployment: policy options for South Africa, 2011:22).</p> <p>The National Youth Development Agency (NYDA) also provides services in support of job searches by young people. These services include the Graduate Development and Job Preparation Programmes which aim to enhance the employability of jobless graduates and matriculants by providing job preparation (e.g. work related life skills, computer literacy, CV preparation, interview readiness) and job development support that helps young people find work placements.</p>

JURISDICTION	DEFINITION	ELEMENTS/CHARACTERISTICS	STRATEGY/PILLARS
			<p>The <i>Jobs &amp; Opportunity Seekers (Jobs)</i> and the <i>Graduate Database</i> both link unemployed young people (especially unemployed graduates) to job opportunities. A database has been established which provides an online job-linking service which employers can use to find staff and on which work seekers can load their CVs. The programme will focus on placing matriculants. The database is increasingly used by Sector Education and Training Authorities (SETAs) and companies to source learners for learnerships.</p> <p><i>Youth Advisory Centres (YACs)</i> are walk-in centres established within communities by the NYDA Umsobomvu Youth Fund (UYF) skills portal, or in partnership with municipalities. They are one-stop service centres where young people can access all NYDA (UYF) products and services including career counselling (National Treasury-Confronting youth unemployment: policy options for South Africa, 2011:23).</p>





Comparing the NEETs youth definitions, characteristics and problem remedial measures applied in the jurisdictions of the UN, the EU and South Africa illustrates the variations in the scope of NEETs youth definition, the varying dimensions of the NEETs youth problem, and the ranges of actions taken in seeking to resolve the NEETs youth problems faced in their varied contexts. The literature review above showed that individual member states of both the UN and the EU can each have their own varying ranges of who are NEETs youth, their ages, family contexts, education levels, employability, and their society and national impacts. South Africa, where the NEETs youth problem is particularly acute, follows the path charted by the AU in extension of the parameters set by the UN and the EU (including an age range of 15 -35 years). South Africa's Western Cape Province, which provided the data base sample for this study, has its own adaptations of South African national approaches to NEETs youth definition and remedial actions.

The similarities between the UN, EU and South African different jurisdictions are identified and amplified below, as well as the gaps and omissions perceived in their coverage of youth problems and their remedial action in promoting youth engagement and productivity.

#### **2.10. Similarities in Interventions**

The age categorisation of young people as 15-24 years old is the same in terms of the definitions of the UN (United Nations, 2001:2) and that of the Western Cape Government (Western Cape Government Youth Development Strategy, 2013:6). The EU initially defined youth as those aged from 15-24 years, but then divided the youth population into two age groups: 15–24 years and an additional 25–29 years group, in order to better reflect the diversity of situations of the European youth (Eurostat European Commission, 2009:103; Eurofound, 2016:1).

The UN youth policy facilitates a comprehensive and integrated approach to youth issues. It is an important vehicle for addressing the concerns of young people from a multidisciplinary perspective that allows for integrated and cross-sectoral policy interventions (United Nations General Assembly, Report of the Secretary-General, A/56/180, 2001:5). The policy is subject to annual reviews to check what progress has been made by member states in the formulation and implementation of national youth policies; the designation of a national youth coordinating mechanism; and the implementation of national youth programmes of action; or a combination

of those three actions (United Nations General Assembly, Report of the Secretary-General, A/56/180, 2001:5). Under the auspices of UNESCO the UN sets three objectives in support of young people: 1) the presence of young men and women in UNESCO bodies as well as at events organised by UNESCO or its partners, 2) the incorporation of youth views and priorities and the collaboration with young people in projects and programmes, and 3) the establishment of youth policies in UNESCO's areas of competence (United Nations General Assembly, Report of the Secretary-General, A/56/180, 2001:12).

The EU youth policy is implemented through two specific but interdependent strategies that complement the two interrelated policy aims. These aims are youth work and services for young people as well as cross-sectoral supports for young people that enhance their social participation, learning and employment prospects (European National Youth Policy - Towards 2020, 2015:14-20). The EU also has a European Youth Forum that ensures that young people and youth organisations from Europe and other regions of the world are provided with the political and financial support that enables them to function optimally. In Africa the AU has issued a specific mandate to member states government ministries or departments to address youth issues through their respective national youth policies and councils (African Union State of the African Youth Report, 2011:39). In the case of South Africa, there is the 2020 National Youth Policy that lays down a policy framework for the support, services and opportunities for young people (Tracey and Kahuthia, 2017:8-9).

In South Africa, the Western Cape Government (WCG) has a youth policy with the purpose of enabling the WCG departments to provide standardised opportunities for unemployed youth to gain workplace experience, to be employed, and to enhance their ability to access the labour market (Western Cape Government Youth Empowerment Policy, 2016:4).

Volunteer programmes are a widespread concept – and the UN has a volunteer programme (the UNV), which promotes youth public services volunteering and has become a vehicle for youth to acquire both technical and life skills. The UN proclaimed 2001 as the International Year of Volunteers, with worldwide celebrations (United Nations General Assembly, Report of the Secretary-General, A/56/180, 2001:13). The WCG runs a volunteer and work shadowing opportunities programme propagated by its Youth Empowerment Policy (Western Cape Government Youth Empowerment Policy, 2016:19).

The UN has a policy guide for young entrepreneurs that summarises the challenges faced by the youth in becoming entrepreneurs (UNCTAD Policy Guide on Youth Entrepreneurship, 2015:10-12). The UN Focal Point on Youth is the main contact of the forum within the UN system which encourages international, national and regional participation of the youth (Policy Paper on United Nations and Global Youth Work Development, 2012:8). The UN supports the Entrepreneurship Policy Framework, which supports policymakers in developing countries in designing initiatives, measures and institutions to promote youth entrepreneurship (UNCTAD Policy Guide on Youth Entrepreneurship, UN 2015:17).

Under the auspices of NEPAD the AU has developed and strengthened entrepreneurship programmes in order to equip school-leaving youth with the practical experience required by the labour market (AU - State of the African Union Report, 2011: ix). In South Africa, these entrepreneurship programmes are promoted through the Economic Participation and Economic Transformation mandated of the IDC and SEFA.

The EU implements a Youth Guarantee Programme whereby member states are called upon to ensure that, within four months of leaving school or losing a job, young people under the age of 25 years can either find a 'good quality' job suited to their education, skills and experience or acquire the education, skills and experience required to find a job in the future through an apprenticeship, a traineeship or continued education (European Court of Auditors, 2015:12). The EU also has a youth policy which is implemented through two specific but interdependent strategies that complement the two interrelated policy aims, which are: a) youth work and services for young people, and b) cross-sectoral supports for young people, both of which are designed to enhance their employment prospects (European National Youth Policy - Towards 2020, 2015:14-20).

The ADB and the ILO have a "Joint Initiative on Job Creation for Youth in Africa" (Filmer et al., 2014:136). The AU resolution to reduce youth unemployment by 25% in 2013 was in line with the South Africa signing of the Youth Employment Accord in 2013. The youth brigades, in coordination with National Youth Service, needed to engage at least one million young people over a period of two years, as well as increase the youth target in the Expanded Public Works and Community Works Programmes aimed at job creation for the youth (National Youth Policy 2020, April 2015:20-23). In addition to these measures, South Africa has introduced a

youth employment subsidy to reduce the cost of hiring young people (National Treasury – Confronting youth unemployment: policy options for South Africa, 2011:7).

In contributing to youth employment, the WCG has introduced work experience opportunities for matriculants giving them an opportunity to work for the government for 12 months (Western Cape Government Youth Empowerment Policy, 2016:14). In order to deal with the large numbers of destitute youth, a trainee-appointment programme has been tested whereby unsuccessful applicants are called back to be appointed as trainees (Western Cape Government Youth Empowerment Policy, 2016:16).

To assist in youth work readiness the UN is continuously encouraging member states to implement programmes aimed at promoting youth internships and other innovations (Greece Contribution to the 2015 United Nations Economic and Social Council, ECOSOC, 2015:7-9). As is the case within the UN, the AU, through its NEPAD initiatives, has developed apprenticeship and internship programmes to expose unengaged young people to on-the-job workplace experience to respond to the demands of the labour market (AU - State of the African Union Report, 2011: ix).

In South Africa a number of government departments are promoting the job readiness of the young people through creating 12 month internship opportunities for them. According to the annual report of the Department of Public Service and Administration (DPSA), South Africa has partnered with other stakeholders to support and source funding geared towards the implementation of the learnerships, internship and artisan programme in rural communities (DPSA Annual Report, 2016/17).

Similarly, the WCG is implementing apprenticeship and internship programmes to offer 12–18 month job readiness opportunities to young graduates whereby they will learn occupational skills in the classroom, with their learning expanded to include hands-on on-the-job training (Western Cape Government Youth Empowerment Policy, 2016:20).

The WCG also has its own transversal strategy for the youth of the province, adopted in 2013. This strategy is driven by the Five Pillars of: Family Foundation; Education and Training; Economic Opportunities; Identity and Belonging; and Reconnection. Each pillar has its own rationale and objective (Western Cape Government Youth Development Strategy, 2013:33-57).

At the European level, effective participation of young people and youth organisations in the society they live in and a cross-sectoral policy implementation at local, national, regional and global levels, were both key elements of implementation (Policy Paper on United Nations and Global Youth Work Development, April 2012:4). In addition to these interventions, the International Coordination Meeting of Youth Organisations has an objective of strengthening cooperation among youth organisations at regional and global levels, and the coordination of political input to global youth policy processes (Policy Paper on United Nations and Global Youth Work Development, April 2012:9).

In the AU youth participation is brought about through the notion of civic engagement which is about the involvement of youth and community organisations. This is seen as an important indicator of youth civic engagement in the marketplace and in community development towards an expanding economy (AU State of the African Youth Report, 2011:39).

The AU has Regional Economic Communities that ensure that youth and youth-led organisations should proactively leverage the African Governance Architecture – Youth Engagement Strategy to engage various AU organs and institutions in democratic governance mandates, such as the African Commission on Human and Peoples’ Rights, the Pan African Parliament and the African Peer Review Mechanism. The AU further enforces civic engagement which is about the involvement of youth and community organizations as an important indicator of youth civic engagement (AU State of the African Youth Report, 2011:39). The AU also advocates the electoral participation by young people (African Union State of the African Youth Report, 2011:39, 40). In addition to these measures the Commission for Africa, the ADB and the ILO have put forward a “Joint Initiative on Job Creation for Youth in Africa” (Filmer et al., 2014:136).

In the development and capacity building of young people the UN is using its volunteer programme as a vehicle to provide youth with both technical and life skills (UN General Assembly, Report of the Secretary-General, A/56/180, 2001:13). Meanwhile, the EU uses its YGP to build the education and skills base of young people (Cabasés Piqué et al., 2016:684). South Africa has adopted a National Skills Fund (NSF) and SETAs to provide the skills training and continuous development of young people in the broader South African population (National Treasury – Confronting youth unemployment: policy options for South Africa, 2011:20). In the WCG its departments provide bursaries to youth with the intention of increasing the pool of

available scarce and critical skills according to departmental needs (Western Cape Government Youth Empowerment Policy, 2016:18).

### **2.11. Gap Analysis**

The EU has a broader definition of young people. Their definition started with 15–24-year-olds, but was then extended to 15–29-year-olds (Eurofound, 2016:1). The AU meanwhile defines youth as any person between the ages of 15 and 35 years (African Youth Charter, 2006:3). South Africa has extended this age range from 14 to 35-year-olds (National Youth Development Policy Framework, 2002:7). Although the WCG focuses on 15–24-year-olds, it recognises that any NEETs youth aged 25 to 35 years should be in their final phase before transitioning into productive adulthood (Western Cape Government Youth Development Strategy, 2013:15). WCG policy recognises that has any young people who have not been able to develop positive relationships and are not responsible and independent members of society by the age of 25 years are unlikely to transition into productive adulthood (Western Cape Government Youth Development Strategy, 2013:15).

In South Africa, although youth participation is mentioned in the National Youth Policy 2020, there appears to be no policy framework for ensuring youth involvement. Whilst this is in stark contrast with the UN, the EU and the AU; there is also no available evidence to show that the EU is implementing active internship programmes targeting young people with and between member states. Furthermore, there is equally no evidence that the EU, the AU and South Africa have policy frameworks regulating or encouraging volunteerism from among young people. It does not seem that the EU has any policy framework to transversally promote youth entrepreneurship between its member States. In South Africa the WCG has no policy guideline on the promotion of youth entrepreneurship programmes.

None of the organisations and governments compared in this literature review (and as presented in Table 2.1 above) seem to have a dedicated department focusing on the opportunities for young people. The necessary existence of coordination structures is acknowledged, but they do not have the required mandates to effect meaningful changes in the quality of life of young people. No dedicated resources were provided by the respective institutions to monitor and report on performance of member states; no evidence was found of penalties being imposed for under- or non-performance of members. It is only the AU that has a programme to encourage

electoral participation of young people (African Union State of the African Youth Report, 2011:40).

## **2.10. Conclusion**

There is extensive empirical literature that has identified NEETs youth as a widely recognised problem across the world. Definitions and classifications of who are NEETs youth and their relative significance, why they are a problem and the extent to which they are a problem, vary from country to country. Meanwhile, in South Africa the NEETs youth are recognised as an acute problem.

This in turn contributes to descriptive conclusions on NEETs youth perceptions of public sector youth support and service efficacy, ranging from problem recognition, principles and parameters to methods employed in tackling the problem, together with recommendations on how best to achieve NEETs youth engagement in society, community, national and international development.

There is a broad consensus of national and international views that remedial teaching and skills training are needed for NEETs youth to change from being a burden on a country's finance and development to becoming contributors to socio-economic and community development and national enhancement. Although the remedies lie in a range of financial support and special training programmes designed to turn NEETs youth into employable, active and willing contributory members of society, the literature reviewed showed a marked lack of dedicated and coordinated effort and worthwhile results emanating from measures in place to ensure the effective application remedial programmes.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Introduction**

In the previous chapter an empirical review of relevant literature provided extensive evidence on the recognition of NEETs youth as a problem, on the definition of the problem's parameters, and on the formulation of remedial measures designed to transform NEETs youth from being a problem into becoming productive and constructive members of society. The findings derived from this literature review (objective one of this study) provided the evidence upon which was based the study objectives two and partly three which was to apply a research design and collect data with data collection instruments (e.g. a questionnaire and an interview schedule) that were informed by the data results from literature review.

#### **3.2. Research Methodology**

Babbie and Mouton (2001:49) argue that there are three paradigms in social science research: quantitative, qualitative and participatory action research. The quantitative paradigm is linked to positivism, the qualitative paradigm is linked to interpretivism or phenomenology, and the participatory action research paradigm is characterised by participatory involvement, action and change, encounter and dialectic dialogue by the researcher in the study (Babbie and Mouton, 2001:49, 58).

This study is classified within the qualitative paradigm because case study design is predominantly qualitative in nature. However, the data collection procedure for the study followed a mixed method data collection approach, as described in more detail below. The study critically assessed the causes of NEETs youth and the extent to which each cause could be problematic for policy developments that support NEETs youth initiatives. This assessment is based on a comprehensive review of empirical literature and global policies, frameworks and approaches for addressing the NEETs youth problem – thus the qualitative, secondary data component, addressing objective one of the study. Additionally, this study explored the two sampled youth café groups for their perceptions and suggestions towards improved NEETs efficacy in public sector initiatives – thus the primary data which were mostly quantitative data linked to the descriptive respondents' suggestions which represented the primary qualitative data component.

The researcher opted for this mixed method data collection approach because the secondary qualitative data would provide the constructs for measurement to design the primary data collection



instruments for the NEETs youth (e.g. semi-structured questionnaire) and the Government officials (e.g. structured interview schedule).

The blending of qualitative and quantitative data collection approaches in case study design is a relatively recent development, but in doing so the researcher collects information on the ‘what’ (quantitative) which can then be further explored regarding the ‘why’ and ‘how’ of the ‘what?’ (Swanborn, 2010:11). This approach has therefore strengthened the study towards achieving its objectives and addressing the research problem by means of not only verifying the extent to which (i.e. the quantitative ‘what’) Government and its related policy are addressing the NEETs youth problem, but of also extracting suggestions (i.e. the qualitative ‘how’) for improvement via the NEETs youth and Government officials responses. This approach resulted in a comprehensive understanding of the research problem, thereby enabling the provision of meaningful recommendations for changes to NEETs policies and interventions.

It is important to note that the operationalization of the data collection had to be changed to online questionnaires and interview schedules due to the COVID-19 lockdown regulations at the time of data collection.

### **3.3. Research Setting**

The research setting for the study was at two youth cafés, one from an urban town and one from a rural town in the Western Cape Province. One youth café is located in Vrygrond, a Cape Town city suburb, the other in Oudtshoorn, a rural town towards the southern part of the province. Responses from participants were confined to personal reflections and their perception of the available government services to support their development. Responses from the respective public sector officials, who were employed at the provincial office of Department of Social Development (DSD), were confined to their personal reflections, conceptual perceptions and suggestions to meet the needs of NEETs youth; based on their work experience with NEETs public-sector interventions.

### **3.4. Empirical Study Question**

The exploratory research question formulated for this study was: “*What are the perceptions of NEETs youth with regard to public sector youth support service efficacy?*” The researcher aimed at answering the ‘why’ and ‘how’ components of NEETs government services: 1) *why* are young people not taking advantage of available government services provided for their empowerment and development; and 2) *how* can these services be made more effective from the perspectives of both the NEETs youth and the public sector officials? The research question and related study objectives

were indicated in chapter one. In chapter two the literature review addressed objective one of the study which involved the review of current policies, frameworks and interventions undertaken in other jurisdictions, internationally, regionally, nationally and locally (Western Cape) to address the broad challenges and its underlying causes faced by NEETs youth. These secondary data findings derived from the literature review contributed to the design of the primary data collection instruments to achieve objective two of the study.

### **3.5. Research Study Design**

A research design is the operationalization plan for obtaining answers to the questions being studied, as well as for handling some of the difficulties encountered during the research process (Polit and Beck, 2004:49). Research design addresses the planning of scientific enquiry – designing a strategy or method for the research study problem investigation (Babbie and Mouton, 2001:72). Research designs are therefore developed to address the exclusive requirements of a study in a systematic manner. According to Babbie and Mouton (2001:74) and De Vos (1998:123), a research design is a blueprint or detailed plan for how a research study is conducted. Yin (2009:26) sees research design as a logical plan for getting from ‘here to there’, where ‘here’ can be defined as the initial set of questions to be answered, and ‘there’ is a set of conclusions (answers) derived from those questions. He further explains that ‘here’ and ‘there’ are linked by the collection and analysis of relevant data. Van Wynsberghe and Khan (2007:3) align themselves with Yin (2009:26) and Babbie and Mouton (2001:74) in defining research design as an action plan that guides the research from the study questions via the data to the drawing of conclusions, and which includes steps for collecting, analysing, and interpreting that data. Another proponent of this definition is Rowley (2002:18) who suggests that a research design is the logic that links the data to be collected and the conclusions to be drawn as they apply to the initial questions of a study, thereby ensuring coherence. The researcher supports the said definitions of seeing research design as a plan that focuses on the end product, while articulating the various steps that must be satisfied to achieve validity and reliability in taking a researcher to the desired outcome of the research.

Polit and Beck (2004:209) and Lobiondo-Wood and Haber (1997:157) indicated that selecting an appropriate research design should be guided by an overarching consideration of whether the design is the best ‘fit’ for ensuring both the reliability and the validity of the data obtained in its links to the exploratory research study question for this NEETs research study. The study also aimed at assessing the extent to which the Government programmes were aligned to the needs and expectations of the NEETs youth. This resulted in the mixed method data collection component (i.e. qualitative and quantitative), so that there would also be a descriptive component to the study. It also justified the reason for deploying case study design as the most suitable design for this study

because of the small sample that was accessible to the researcher, and because in recent years more and more mixed method data collection is being done using case study design. The benefits of the mixed method data collection approach resulted in the researcher being able to assess the ‘what’, ‘why’ and ‘how’ of the overall study question and purpose (Yin, 2009:8).

The researcher was interested in finding out from the NEETs youth themselves the reasons why they were not taking advantage, or full advantage, of the opportunities made available by government to support them. Further linked to the ‘why’ question was the researcher’s interest in understanding the deeper real-life issues affecting young people in order to compare them with some of the issues identified in the literature review (see chapter 2, sections 2.2 to 2.5). Yin (2009:18) argues that a case study design method is preferred when a researcher wants to understand a real-life phenomenon in depth, and when such understanding encompasses important contextual conditions. Rowley (2002:17) also states that case study research is valuable for contemporary events when the relevant behaviour cannot be manipulated, because case study research uses a variety of evidence from different sources such as documents, different types of interviews and observation, which go beyond the range of sources of evidence that might be available from big sample survey studies.

In addition to the earlier mentioned case study definition by Yin (2009:18), Van Wynsberghe and Khan (2007:2, 9) define a case study as a transparadigmatic and transdisciplinary heuristic that involves the careful delineation of the phenomena for which evidence is being collected (event, concept, programme and/or process). The authors argue that this definition has led them to suggest that case study is not exclusively about the case revealing itself; it is about the unit of analysis being discovered or constructed and contextualized. They further explain transparadigmatic as meaning that a case study is relevant regardless of one’s research paradigm (i.e. qualitative, quantitative or participatory action research). In concurring with the case study definition of Yin (2009:18), Van Wynsberghe and Khan (2007:8) argue that within the post-positivist paradigm researchers discover and study cases – and for which they can with them generate and test hypotheses about the real world. Post-positivism has emerged in response to the realisation that a researcher cannot be an independent observer of social reality, because that reality can never be completely known, and because attempts to measure it are limited to human comprehension (Weaver & Olson, 2006:460). Van Wynsberghe and Khan (2007:8) conclude their argument by stating that case studies can be seen as studies of empirical units that exist and can be found out, discovered, or delineated in the course of research.

The researcher understood that this study would involve a smaller sample because of it seeking descriptive exploratory answers to contemporary issues that affect young people in real life. This approach linked directly with the above-mentioned possibilities on offer, and in the subsequent strengths of case study design. Whilst case studies may provide little basis for scientific generalisation, they are one of the only study designs that provide in-depth descriptions of a phenomenon (Yin, 2009:14, 15).

Having selected case study design as opposed to survey design to address the research question, the researcher was then faced with a decision as to whether the design would be single or multiple case study design, as informed by the context of the study. Gustafsson (2017:11) argued that the benefits of single case studies are that they are not as expensive and time consuming as multiple case studies, and that they are more effective when the researcher wants to formulate a high-level theory, because this design type lends itself to high-level theory development. A single case study also ensures a deeper understanding of the unit of analysis in order to better describe the existence of a phenomenon (Gustafsson, 2017:11).

Multiple case study design affords the researcher with the opportunity to analyse data both within each case and across different cases in order to understand the similarities and differences between the cases (Gustafsson, 2017:11). Yin (2009:60-61) proposes that when the researcher has a choice and the necessary resources, multiple-case designs should be preferred over single-case designs, even if only a "two-case" case study is done; the data results and reliability will be of greater value than those obtained from a single case study design. Guided by the methodological literature reviewed, the researcher selected multiple case study design and used the two youth cafés to access the main unit of analysis, i.e. the NEETs youth making use of them.

According to available methodological literature, case studies can also be divided into holistic or embedded case studies (Rowley, 2002:22). Yin, (2009:59), Rowley (2002:21) and Scholz and Tietje (2002:2) argue that holistic case studies examine the case as one unit (i.e. a single unit of analysis), whereas embedded case studies examine a number of sub-units (i.e. multiple units of analysis). This current study dealt with multiple units of analysis, namely the NEETs youth from the two youth cafés, as well as the Government officials who have been involved in youth initiatives by the DSD. Thus, a multiple embedded case study design was deployed for this study with which both qualitative and quantitative data were collected for the purpose of data synthesis and knowledge integration (Scholz and Tietje 2002:7). This allowed the researcher to analyse and understand the similarities and differences between the sampled units (i.e. the 30 NEETs youth and the four WCG officials), following a further embedded approach by also integrating qualitative and

quantitative data to describe the features, process and context of the phenomenon in relation to the study question and purpose (Scholz and Tietje 2002:7; Baxter and Jack, 2008:550).

### **3.6. Study Population and Sample**

Babbie and Mouton (2001:174) define a study population as the aggregation of elements from which a sample is selected. Polit and Beck (2004:289) support this definition by defining a population as the entire aggregation of cases that meet a designated set of criteria. Kabir (2016:169) simplified the definition by suggesting that a population is the total of items about which information is desired.

This study applied purposeful sampling to select NEETs youth who regularly accessed (made use of) the two Western Cape youth cafés, one in the Cape Town suburb of Vrygrond and the other in the rural town of Oudtshoorn. Kabir (2016:174) emphasises that in this sampling technique the sample is selected with a definite purpose in view, and the choice of sampling units depends on the discretion and judgment of the researcher, who determines and uses selection criteria to draw the sample.

The sample that was purposefully drawn from the study population consisted of 30 NEETs individual units of analysis from the abovementioned two youth café sites who were beneficiaries of public-sector NEETs interventions in the Western Cape. The selection criteria for the purposeful sampling were:

1. Age group: 18 to 34 years, equally divided between male and female.
2. Education level: all participants should have completed at least Grade 9.
3. All respondents should have participated in at least one government supported NEETs youth programme.

These selection criteria provided the same units of analysis in data supply for NEETs youth perceptions on interventions, suggestions for improvements, and for comparability of data gathering during this study with interventions and studies done internationally.

Additionally, in order to compare and verify some of the responses provided by the main units of analysis (NEETs youth), a semi-structured interview schedule was used with four public sector officials involved in DSD NEETs youth programmes within the Western Cape, as key informants involved in the roll-out of NEETs interventions and the sampled youth cafés. This was implemented in order to obtain a deeper insight into the challenges experienced with these interventions, as well as their strengths.

The proposed study sample ratios for the two samples drawn for the two youth cafés are classified as A and B in Table 3.1 below. The actual sample ratios after data collection are presented in chapter four.

**Table 3.1: Age, Race and Education Profile of NEETs**

Group	Age	Coloured	African	White	Indian	Prefer not to disclose	Gender - Female	Gender – Male
<b>A</b>	18-21	2	2	2	1	0	5	3
<b>A</b>	22-25	2	2	2	0	0	3	2
<b>A</b>	26-29	0	0	0	0	0	0	0
<b>A</b>	30-34	0	0	0	0	0	0	0
<b>B</b>	18-21	2	2	2	1	0	5	3
<b>B</b>	22-25	2	2	2	0	0	3	2
<b>B</b>	26- 29	0	0	0	0	0	0	0
<b>B</b>	30-34	0	0	0	0	0	0	0
Total		8	8	8	2	0	16	10

### 3.7.Data Collection Method

Having conducted a comprehensive review of the relevant literature (presented in chapter 2), the researcher identified the key themes (i.e. constructs) relevant in answering the research question. Two data collection instruments were designed for this study: i) a NEETs youth questionnaire, and ii) a semi-structured interview schedule for the DSD officials which was also informed by some of the data received from the NEETs questionnaire responses. The NEETs questionnaire was mainly quantitative responses while the interview questions put to the officials were mostly qualitative.

Polit and Beck (2004:729) define a questionnaire as an instrument for gathering self-report information from respondents. Babbie and Mouton (2001:239) argue that the format of the questionnaire is just as important as the nature and wording of the questions asked. The electronic questionnaire designed for this study consisted of mostly closed-ended questions, which were 23, of which 31 had pre-determined response options for selection by the respondents and 8 open-ended questions for further explanation and/or justification of the selection made by the respondents.

The NEETs questionnaire design went through five design and drafting stages. Firstly, the key themes derived from the literature review that belonged together were grouped and the first draft questions were developed around them. Next, because of their ‘in-house’ knowledge and experience of the DSD NEETs programme initiatives, colleagues working within the Community Development component of the Western Cape DSD were requested by the researcher to provide at least two questions they would ask a young person about their apparent lack of interest in available NEETs initiatives. The officials’ proposed questions, together with questions developed by the researcher, were matched with each of the broad data enquiry themes, and a final draft questionnaire with 76 questions was constructed. These 76 questions were then classified into two categories: i) study relevance, and ii) study significance as a means of not having more questions than necessary, as well as to rephrase some of the questions for better clarity. This resulted in a final draft questionnaire consisting of 5 sections (Parts A – E) and 31 questions across the sections to be piloted for finalization of the questionnaire.

The data collection instruments used in this study were: 1) the NEETs Youth Questionnaire (Annexure A), and 2) the Officials Semi-Structured Interview Schedule (Annexure B). Polit and Beck (2004:729) define a questionnaire as an instrument for gathering information from respondents through self-administration of questions. Babbie and Mouton (2001:239) argue that the format of the questionnaire is just as important as the nature and wording of the questions asked that are in it.

The NEETs Youth Questionnaire consisted of pre-developed, mostly closed-ended questions with pre-determined response options – in order to readily align youth responses with the delivery problems identified in the literature review. Whilst both NEETs youth and officials responded to mostly the same questions derived from the literature reviewed, the NEETs Youth Questionnaire answers were predominantly quantitative, while qualitative responses were sought from the officials. A covering letter (i.e. cover introduction) was compiled by the researcher and issued in the Google Form application which summarised the nature of the study, the reason for undertaking the study and the importance of participation in the study (see Annexure A: NEETs Questionnaire and Annexure B: Officials Interview Schedule). The importance of having a covering letter is outlined by De Vos (1998:157), who argues that it is an integral part of the questionnaire because it introduces the study, explains what is expected of the respondent and indicates the benefit of gathering responses (i.e. data) about the research topic.

The NEETs youth questionnaire was divided into five (5) Sections: A) Demographic Information: Gender, Age, Race; B) Current status; C) Challenges Recognition; D) Action available; and E) Recommendations.

The interview schedule for the four (4) DSD officials consisted of five (5) Sections: A) Background; B) Current status; C) Challenges recognition; D) Action available; and E) Recommendations. These sections covered nineteen (19) open ended questions.

The categories and questions links for the NEETs youth questionnaire and the interview schedule for the officials are summarised in Tables 3.3 and 3.4 below.

**Table 3.3. NEETS Questionnaire Research Categories and Questions Links**

<b>PART</b>	<b>CATEGORY</b>	<b>LIST OF QUESTIONS</b>	<b>QUESTION NUMBER</b>
A	Background Information	1; 2; 3; 4;	4
B	Current Status	5; 6; 7; 8; 9;	5
C	Challenge Recognitions	10; 11; 12; 13; 14; 15	6
D	Action Available	16; 17; 18; 19; 20; 21; 22; 23; 24; 25	10
E	Recommendations	26; 27; 28; 29; 30; 31	6

**Table 3.4. Officials Interview Schedule Research Categories and Questions Links**

<b>PART</b>	<b>CATEGORY</b>	<b>LIST OF QUESTIONS</b>	<b>QUESTION NUMBER</b>
A	Background	1;2;3;4;5	5
B	Current Status	6;7;8;9;10	5
C	Challenges recognition	11	1
D	Action available	12;13	2
E	Recommendations	14;15;16;17;18;19	6

### **3.8.Piloting the Instrument**

Brink and Wood (1998:259) advise that in order to determine the feasibility and validity of the instrument to be used, pre-testing (i.e., piloting) of it must be done prior to its use in the study. Validity refers to the degree to which an instrument measures what it is supposed to be measuring (Polit and Beck 2004:422). Babbie and Mouton (2001:244) emphasise that pre-testing is crucial,



especially where more than one cultural or language group is included in the study. As advocated by Babbie and Mouton (2001:245), the researcher piloted the questionnaire validity by arranging a workshop with his two research assistants, one female and the other male, using Google Meet due to the Covid-19 lockdown regulations. At this workshop the study objectives were explained and the questionnaire was discussed in detail, looking for ambiguities and possible violations of cultural practices. Each assistant was then given a copy of the questionnaire to answer in 30 minutes, and each was asked to mark any question not understood with a big question mark. Both assistants completed the questionnaire within 15 minutes and raised no issues. The researcher also gave the questionnaire to a third-year female student at the University of the Western Cape (UWC); she completed the questionnaire in 20 minutes and also raised no issues. Following this testing, the researcher was confident that the NEETs youth answering the questionnaire should also have no problems.

### **3.9.Data Collection Process**

Each youth café provided a coordinator for interaction between the researcher and the sampled NEETs youth. The researcher sent an introduction video clip via WhatsApp through each coordinator to each participant youth in which the researcher introduced himself, explained the purpose of the study, thanked all of them for their participation, and explained the value their participation would add to the study (See Annexure C for sample copy of research study information letter to participants) All youth participants were familiar with Google and Google Forms, making any issues that might arise much easier and faster to resolve. Each coordinator sent the researcher the list of participants at their youth café with their Gmail addresses in order to send the questionnaire using the pre-populating function of Google Form to send to the sampled participating NEETs youth. This pre-populating function made it easy for the researcher to track the responses by each of the sampled participants together with an automated reminder function in Google Forms that was used until all responses were received from the two NEETs youth samples.

The data collection process began at the management level of the two youth cafés, during the study population and sampling stage, availing their 30 (15 from each) participating NEETs youth for an hour before the beginning of the youth café day. In discussion of the data collection process, participants were asked by the researcher their preference for completing the questionnaire electronically, whether by: a) using an online Google Form questionnaire, or b) manually by using a printed version of the Google Form questionnaire for them to complete by hand to send to the researcher for capturing. All preferred the electronic online version of the Google Form questionnaire.

Meanwhile, the COVID-19 lockdown regulations impacted on the process and timeframe of data collection. It is for this reason that each of the two youth cafés provided the researcher with a coordinator who interacted with the youth participants on behalf of the researcher with regard to obtaining: a) the Gmail address of the sampled participants, so that the researcher could send them the questionnaire; and b) their cell phone numbers so that the researcher could send them the video clip explaining the study via WhatsApp; and c) more importantly to assist the researcher in obtaining a consent (signed electronically) from each participant before sending the questionnaire.

### **3.10. Data Analysis**

Polit and Hungler (1999:699) refer to data analysis as the systematic organisation and synthesis of research data, and the testing of a research hypothesis using that data. After all the questionnaires were completed by the NEETs youth respondents, the data was processed using descriptive statistical analysis. In line with the thinking of Polit and Beck (2004:716), this enabled the researcher to reduce, summarise and describe quantitative data obtained from empirical evidence.

After receiving the NEETs youth questionnaire answers the researcher realigned the questions to design the electronic semi-structure interview schedule and sent it to four officials in the Western Cape DSD, all currently involved in NEETs youth initiatives. The responses from the officials, submitted via Google Forms (due to the COVID-19 lockdown regulations), were analysed, using thematic analysis to categorise and summarise the data in order to obtain verifiable reasons/answers in relation to the perceptions of the NEETs youth about the efficacy of the available government services intended for their support. The data results and findings for both the NEETs questionnaire and the officials interview schedule are presented in chapter four.

### **3.11. Ethical Considerations**

According to Polit and Beck (2004:717), research ethics are referred to as a system of moral values concerned with the degree to which research procedures adhere to professional, legal and sociological obligations to the study participants. In this study the researcher complied with the ethical guidelines as described by the UWC ethical practices applicable to the treatment of participants during all research processes. Study findings were made available to all participants, relevant policy makers, stakeholders, programme staff and the University of the Western Cape (UWC) by means of direct verbal, written and electronic communication.

#### ***3.11.1. Protection of the rights of the institutions involved.***

The researcher requested and obtained from the Department of Social Development, Western Cape in South Africa, permission to conduct research at the youth cafés funded by the Department and furthermore, permission to interview government officials working with the youth cafés. After permission was granted, the research proposal was then submitted to the UWC Humanities and Social Science Research Ethics Committee, where the researcher was registered as a post-graduate student. This committee approved the proposal and gave permission for the study to be conducted (See Annexure D for Ethical clearance letter and number).

### ***3.11.2. Protection of the respondents***

Polit and Beck (2004:151) advise that a researcher must obtain informed consent from the research participants, this means that participants have adequate information regarding the research, are capable of comprehending the information, and have the power of free choice, thus enabling them to consent or decline participation in the research. In this study, the researcher obtained informed electronic written consent from each research participant, signed prior to completing their respective Google Forms (i.e. the NEETs youth questionnaire or the officials semi-structured interview schedule). Before completing the Google Forms (i.e. electronic online data collections tools) the researcher introduced himself in full to the respondents, using a pre-recorded video clip that was shared via WhatsApp with the respondents. The researcher explained the research purpose and its objectives, emphasising how important the respondents were to the success of the study.

Respondents were assured that participation in the study was voluntary, and that each one of them had a right to refuse participation and that would not result to any penalties. The researcher shared his contact details with the respondents in case any one of them needed to clarify some issues post the introductory session. The researcher further explained to and assured the respondents that everything in relation to their participation in the study would be treated as confidential, that their names would not be published anywhere, and that anonymity and confidentiality would be maintained throughout the study. Confidentiality is maintained when participants are protected in a study such that their individual identities are not linked to the information provided and is never publicly divulged (Polit and Beck, 2004:712).

### ***3.11.3. Scientific integrity***

The integrity of scientific knowledge was protected by applying the principles as stipulated by Babbie and Mouton (2001:526-528). The following measures of scientific integrity were respected by the researcher:

- i) The researcher did not falsify or fabricate any data or observation during the study.

- ii) The researcher rejected and avoided any form of plagiarism by always acknowledging the sources of information and not presenting such as his own work.
- iii) All sources were consulted and all persons who contributed to the study were acknowledged.
- iv) The researcher refrained from and avoided any distortion of findings to validate and/or confirm any preconceived ideas and views.
- v) The researcher did not encourage, influence or persuade any participants to support certain views or ideas in their responses.

### **3.12. Conclusion**

The research study was designed and operationalised in accordance with validated and reliable research methodological design and data collection tools. A quantitative and qualitative data collection approach was followed using a double embedded case study design to determine the perceptions of the NEETs youth attending youth cafés supported by the Western Cape Department of Social Development in their provision of government support programmes targeting youth. These respondents were also encouraged to make recommendations on how these programmes could be improved to serve the needs of youth people. Similarly, observations made by WCG officials running the government youth development programmes were recorded and their recommendations were taken into account.

Data was collected by means of the described electronic online Google Forms, namely: NEETs youth questionnaire and an interview schedule for officials. The researcher applied recognised and generally accepted methods to enhance data quality with the processes followed to design the two data collection instruments and to ensure compliance with all considerations regarding ethical principles. The following chapter presents the data results, with discussion of the findings in relation to the study purpose.

## **CHAPTER FOUR**

### **DATA ANALYSIS**

#### **4.1. Introduction**

This chapter deals with the empirical portion of the study: “*Public sector youth support services efficacy: A case study exploring NEETs youth perceptions*”. This assessment of efficacy and perceptions is based on the responses received: a) from the 30 NEETs youth café participants to their semi-structured questionnaire, and b) from the interviews of four government officials engaged in youth development programmes who work in the Youth Development sub-directorate of the Western Cape Department of Social Development (WCDSO), in South Africa.

Both sets of data findings are presented in such manner as to integrate and synthesize the secondary data findings from the literature review (objective one of the study) with that of the primary quantitative (descriptive – ‘what’) findings. The primary quantitative ‘what’ is then further supported with the primary qualitative (exploratory – ‘why’ and ‘how’) findings (see sections 3.2 and 3.5) relating to the reason for, and how, the mixed data collection method for the study was followed.

Chapter four therefore presents the purposeful sample multiple embedded case study data findings on the perceptions of NEETs youth attending the two youth cafés, and of the available government services and programmes provided in support of young people, together with their recommendations on how these services could be improved to better support and develop NEETs youth. The latter of which is then compared with the data received from the four WCDSO officials.

#### **4.2. Steps of qualitative data analysis**

Babbie (2016:328) asserts that coding is the process whereby raw data are transformed into standardised formats suitable for machine processing and analysis. Creswell (2014:246) takes the point further and suggests that researchers should make use of six steps in helping with qualitative data analysis to give concrete illustrations of potential codes and themes that might emerge in the study. The researcher found the steps useful and applied them as follows:

##### **Step 1. Organise and prepare the data for analysis**

The researcher received all the responses using a Google Form application questionnaire that grouped and classified the responses according to the different sections of the questionnaire.

## **Step 2. Read or look at all the data**

The researcher designed a table with columns depicting: i) the number of the question per the questionnaire; ii) the coded names of each participant; iii) the responses of each participant; iv) the notes of the researcher; and v) the comments of the researcher. This enabled the researcher to relate the responses of the participants relative to the study question and reflect on their meaning. The researcher wrote clarification comments to each response as it was read.

## **Step 3. Code the data**

The researcher grouped the responses of the participants into clusters of information as a start to the data coding process. Using the most relevant descriptive words in each response, and informed by the study question, the researcher grouped the responses that belonged together into one category and gave each group a name. The following five categories became dominant: 1) barriers to opportunities; 2) access to opportunities; 3) awareness; 4) youth perceptions and 5) recommendations.

## **Step 4. Use the coding process to generate a description of the setting or people as well as the domains and themes for analysis**

The researcher scrutinised the responses given by the participants for each of the categories outlined during the coding process. Creswell (2014:245), supported by Creswell and Creswell (2018:268), suggests that because text and image data are so dense and rich, not all of the information can be used in a qualitative study. The researcher therefore needed to “winnow” the data, focusing on aggregating data into a small number of five to seven themes. Guided by this advice, the researcher integrated the data and the following themes emerged from each of the categories identified during coding:

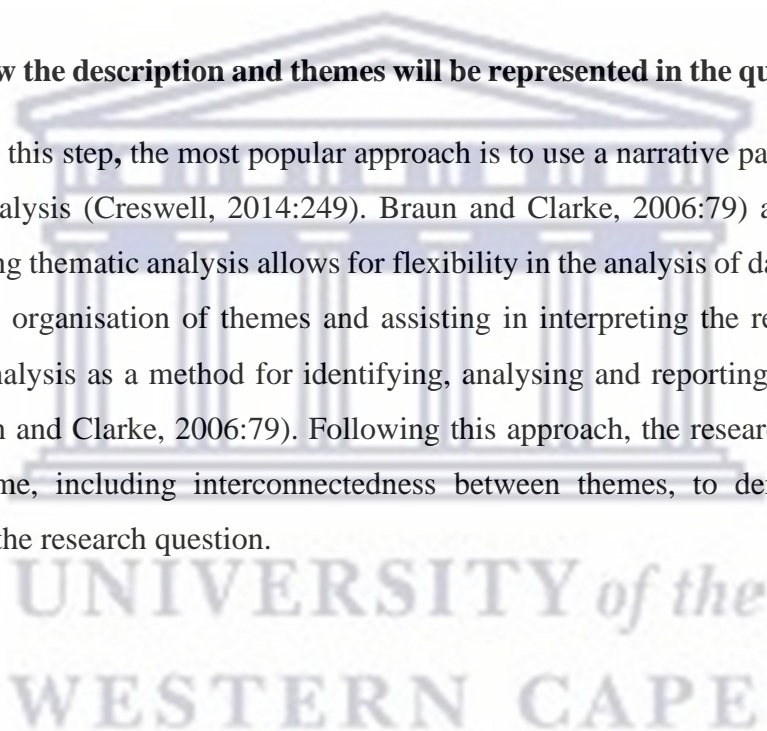
**Table 4.1: Domains of emerging themes**

<b>DOMAINS</b>	<b>EMERGING THEMES</b>
<b>Barriers to opportunities</b>	Lack of funding/finance/bursaries
	Lack of educational qualifications
	Lack of adequate government investment in youth development
	Poverty and social exclusion
	Stigmatisation of the youth
<b>Access to opportunities</b>	Run youth development programmes in communities
	Youth development programmes must be where youth are
	Advertise youth development programmes on social media
<b>Awareness</b>	Lack of information
	Lack of use of social media

DOMAINS	EMERGING THEMES
	Advertise opportunities
<b>Youth perceptions</b>	Youth development programmes are not adequately marketed
	Good, helpful and skilling
	Government failing the youth – lack of opportunities
<b>Recommendations</b>	Increased access to available opportunities
	Make youth part of the design and implementation of youth development programmes
	Improve the course content of available programmes
	Link development opportunities to job finding
	Use social media and social partners to advertise available youth development programmes
	Focus more on skills programmes
	Skills for self-employment – entrepreneurship

### **Step 5. Advise how the description and themes will be represented in the qualitative narrative**

To better illustrate this step, the most popular approach is to use a narrative passage to convey the findings of the analysis (Creswell, 2014:249). Braun and Clarke, 2006:79) add to this view by indicating that using thematic analysis allows for flexibility in the analysis of data whilst providing a structure for the organisation of themes and assisting in interpreting the research topic. They define thematic analysis as a method for identifying, analysing and reporting patterns or themes within data (Braun and Clarke, 2006:79). Following this approach, the researcher discusses each category and theme, including interconnectedness between themes, to demonstrate how the responses answer the research question.



### **Step 6. Final step in data analysis involves making an interpretation in qualitative research of the findings and results**

Creswell (2014:249) describes this step as the final one in data analysis which deals with the lessons learnt from the researcher’s personal interpretation inherent in the understanding that the enquirer brings to the study from a personal culture, history, and experiences. This step deals with the confirmation or disapproval of the observations made during the review of the literature.

#### **4.3. Data Processing and Analysis**

On completion of the fieldwork, the data collected from all the questionnaires was processed using Google Forms application. The quantitative data was obtained from the answers to the 31 questions to which the 30 NEETs youth responded in their semi-structured questionnaire questions of which

20 were then used to inform and finalize the 19 interview schedule questions used to obtain the respective responses from the four WCDSD officials.

The quantitative responses from the two NEETs youth cafés were collected using a Google Form application which already populated the data into charts and graphic percentage presentations. The qualitative responses from the NEETs youth questionnaire and the officials' interview schedule were compared by the researcher to establish their alignment with the study research question and objectives – specifically with regard to the integration and synthesis of the secondary and primary (quantitative and qualitative) data. Furthermore, the captured data sheets, derived from the Google Forms questionnaires and interview schedule were designed to cross-reference dependable captured data between sheets. This provided an additional quality assurance measure indicating any capture errors or omissions. The date on which each questionnaire response was received by the researcher was recorded thereon in an automated manner, as described in the previous chapter (see section 3.7).

The quantitative questionnaire data was analysed by means of descriptive statistical analyses embedded in the Google Forms, while the qualitative responses were filtered by the researcher to select the data relevant to the study objective. According to Creswell (2013:76), qualitative data analysis procedures involve thematic ordering and systematization of the information generated by means of qualitative techniques – and this method of analysis was employed in this study in order to ensure a logically relevant analysis of responses in answering the study question.

Using the Google Forms application for data collection, resulted in the responses from the NEETs youth questionnaire as well as those from the interviews with the officials, automatically being saved in a Google Sheet (Excel Sheet) by the Google Forms application each time a response was received. This further assisted the researcher in monitoring responses to ensure a 100% response rate. The researcher started by analysing the responses received from the 30 NEETs youth respondents, already grouped and analysed by Google Forms, followed by the responses received from the 19 questions answered by the officials interviewed. Responses to the NEETs youth and officials' questions are presented below, grouped in 16 summaries of the evidence provided by the 30 NEETs youth and the four WCDSD officials.

#### ***4.3.1. Quantitative and Qualitative Data Analysis***

Quantitative analysis is defined as the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect (Babbie, 2016:412). Qualitative analysis is explained as the non-numerical examination and interpretation



of observations for the purpose of discovering underlying meanings and patterns of relationships (Babbie,2016:382).

The quantitative data analysis entailed the following areas: A) Background Information: the demographic and experience profiles of the youth respondents and the officials; B) Current Status: the reasons why the youth are NEETs; C) Challenges Recognition: the barriers preventing NEETs youth from rising above their current level; and D) Action Available: how the youth see that government provided and sponsored programmes and initiatives can best attract and equip them to become gainfully employed members of developing communities.

The researcher further designed some supplementary qualitative questions to the quantitative questions for the NEETs youth together with the researcher's 19 qualitative interview questions for the four WCDSO officials. This was done to obtain an in-depth assessment of the individual responses to the questionnaires in providing an answer to the study question, and in achievement of the study purpose. It was also useful to assess the extent to which the officials would support or contradict the views expressed by the youth respondents in relation to their understanding of the efficacy of the available YDPs.

The NEETs Youth questionnaire's qualitative questions extracted for the interviews questions to be answered by the officials engaged: B) Current Status: knowledge of programmes, the role of government, level of involvement, views on relative programme values, and awareness of the benefits of YDPs; C) Challenges Recognition: what does or does not work well; and D) Action Available: remedial recommendations. The final qualitative area in the NEETs Youth Questionnaire was E) Recommendations: what needs to be done to best meet the youth needs.

The responses of the 30 NEETs youth and the four officials to their questions relative to each area are presented below, together with data charts of the responses upon which those responses were based.

#### **4.3.1.1. Background Information**

The NEETs youth profile required of this study for the NEETs youth from the two youth cafés were: i) equal or near-equal numbers of males and females; ii) a cross-section of racial representation; iii) an education level of at least Grade 10/N1; and iv) all respondents having attended at least one government supported NEETs youth programme.

The NEETs youth responses received met these criteria in that: i) there were 14 (46%) male and 16 (56%) female respondents; ii) all racial groups were represented, with 47% falling within the 22-25 age group, 23% each within the 18-21 and 26-29 age groups, and 7% within 30-34 age group; iii) the education levels of all participants ranged from secondary education grade 10/N1

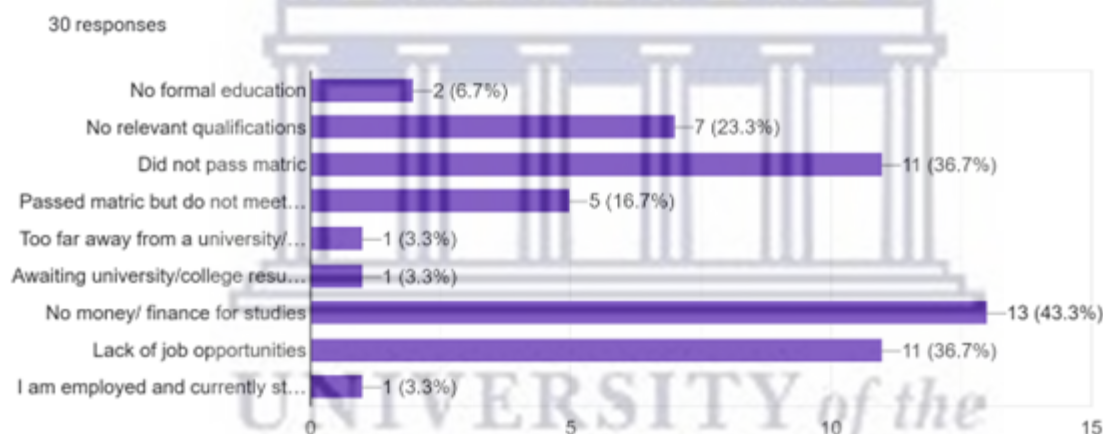
to professional degree at postgraduate level, and iv) all respondents having attended at least one government supported youth programme.

The profiles responses required of the four officials were age, gender, race, appointment level and length of YDP involvement – as evidence that they were well suited to provide qualitative evidence in support of the evidence supplied by the 30 NEETs youth.

#### 4.3.1.2. Causes of NEETs Youth Status

The NEET’s youth in this study were asked to identify the reasons why they are NEETs. Responses received showed that the main causes are linked to a lack of finance (43%), together with lack of opportunity (36%) and too low an education level (36%). The percentage ratios for all the causes to NEETs youth status from the respondents are presented in Chart 4.3.1 below

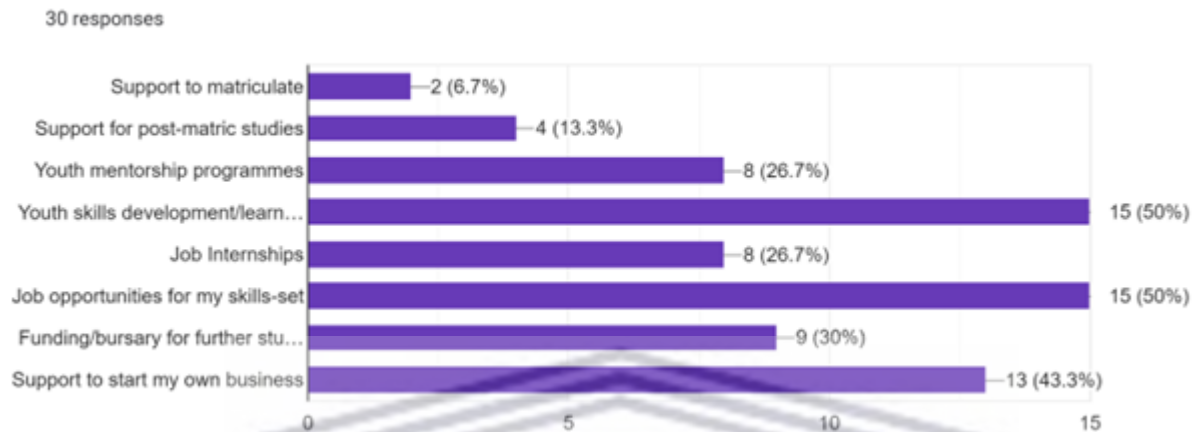
**Chart 4.3.1: Causes Ratios for NEETs Youth Status**



#### 4.3.1.3 Priority Needs for NEETs Status Improvement

Respondents were asked to identify their priority needs for improving on their NEETs status. The top priorities ranked by respondents which they considered could improve their NEETs status are: skills development (50%) and job opportunities (50%). The drive towards entrepreneurship evidenced in the 43% of respondents wanting to be supported to start their own businesses indicates the emphasis on entrepreneurship amongst NEETs youth, especially in light of the high employment rate facing the country – and with its potential to contribute to creating jobs for others. The need for financing for further studies (30%), job internships (26%) and youth mentorships (also 26%) also highlighted the underlying reasons why many young people are NEETs.

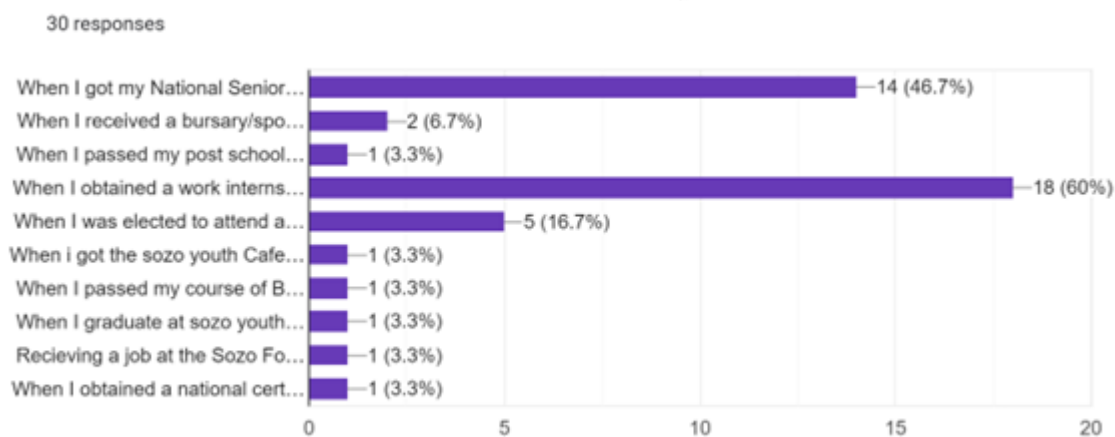
**Chart 4.3.2: Priority needs to improve your NEETs status**



#### **4.3.1.4 Proud Moments Recollections**

Relative to upliftment from their NEETs status, respondents were asked to identify proud moments in their lives. Most respondents (60%) indicated their proudest moment was when they received an internship placement to learn about workplace dynamics and gain experience which would prepare them for the world of work and the job market. This was followed by 46% of respondents indicated that their proud moment was when they obtained a National Senior Certificate (matric), whilst more than 16% of respondents indicated that they were proud to be elected to attend a National Youth Camp, which gave them an opportunity to interact with other young people from other provinces and share life ideas.

**Chart 4.3.3: Proud moments recollections**



The data presented in charts 4.3.1 and 4.3.2 is further supported by the following qualitative responses. Most of the NEETs youth highlighted that their NEETs status was primarily due to lack of finance which impacts on their ability to further their education – as evidenced by three of the respondents:

Respondent 1: *“Finances is my biggest problem at the moment. I can't fund my own studies.”*

Respondent 22: *“Responsibilities at home that needs money and they require me to work instead of studying as I have to look after myself”.*

Respondent 23: *“Funding/bursary to go study more. No learnerships that's nearby for the course I want or there's none at all. Traveling for internet connection is difficult because I am disabled person as well. Finding a job in general because of my disability”.*

Additionally, two other important responses were received. One respondent indicated that *‘the absence of role models’* in their community hindered development and presented no opportunity for social behavioural incentives. The other respondent indicated missed opportunities because of struggling for years to obtain an *‘identification document (South African) from the Department of Home Affairs’*, together with the challenge of epilepsy.

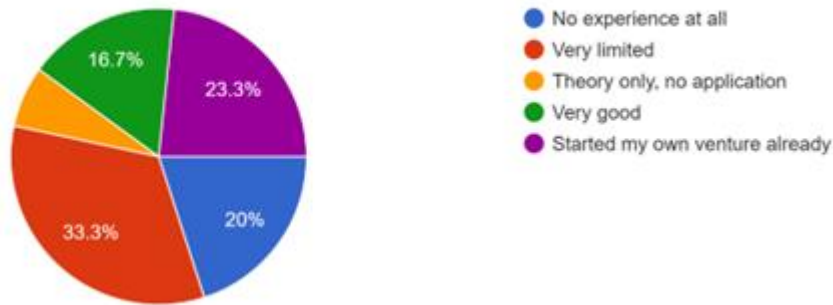
Challenges like these indicate the need for a whole-of-society approach, as discussed in chapter two, to ensure that young people do not fall prey to circumstances outside their control.

#### ***4.3.1.5 Entrepreneur experience***

In determining what, if any, underlying bedrock of NEETs youth experience already existed, respondents were asked to rate the extent to which they have experience in developing business skills, including starting new ventures (i.e. being an entrepreneur, using a 5-point Likert scale). In line with previous answers, the results in chart 4.4 show that priority needs are for skills development (50%) and the availability of job opportunities (50%), backed by mentorship programmes (26%) and studies funding (26%), as well as support in starting a business (43%).

#### ***Chart 4.3.4: Entrepreneur experience***

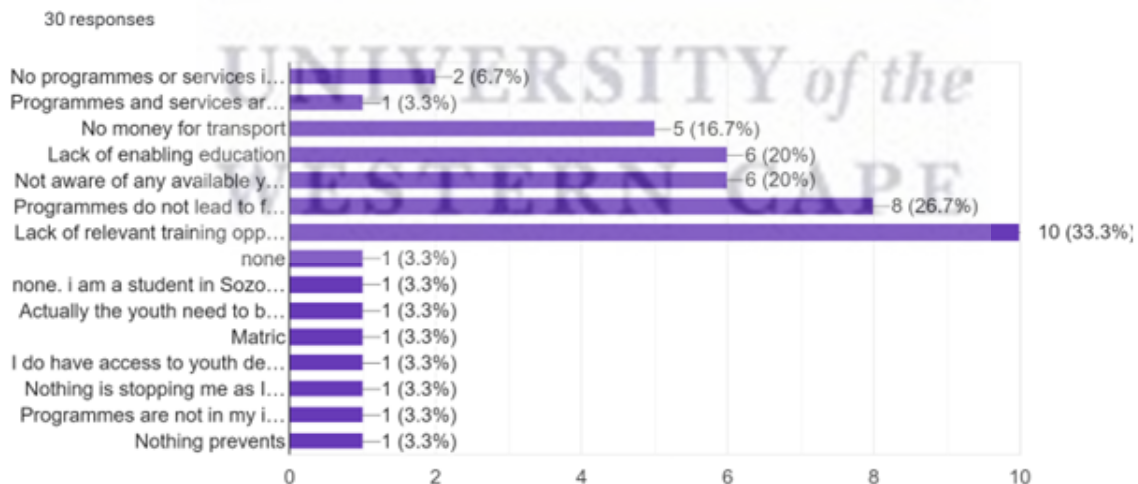
30 responses



#### 4.3.1.6 Access barriers to youth development programmes and services

In seeking to understand what barriers are faced by NEETs youth in their efforts to rise above their level in life, respondents were asked to indicate what prevented them from accessing youth development programmes (YDPs) and services. In response, 33% indicated that a lack of relevant training opportunities was their barrier, whilst 26% indicated that most of the programmes on offer do not lead to further opportunities for young people. This was followed by 20% who felt that the lack of enabling education is their barrier. The percentage ratios to listed barriers are presented in chart 4.3.5.

**Chart 4.3.5: Barriers to YDPs and Services Accessing**



In face of the need for job and entrepreneurial skills development, 26 youth respondents nevertheless saw a bright future for young people in South Africa, whilst four were pessimistic. Respondents expressed the need for government to continue with providing opportunities to young people through sponsored training and skills programmes which advance their skills sets to change their NEETs status, so that they in turn could become meaningful contributors to the further development, as evidenced in the following quotes:

Respondent 3: *“Yes, because there are youth development programmes that are willing to give young people a chance regardless of their background”*.

Respondent 10: *“Yes, because in South Africa they can find supporters including the NGOs and government or other projects... And once they have skills they can find something to do with their skills for their future”*.

Respondent 9: *“No, many young people aren't educated properly, and disciplined. Which leads to a lot of unemployed young people”*.

Asked their opinions of the government YDPs on offer, 15 respondents saw the youth related development programmes as being good, skilling, helpful and exciting.

Respondent 2: *“Very exciting and sure does contribute to opportunities given”*.

Another respondent viewed the programmes as a tool for taking young people off the streets in order to focus on their development and reduce their vulnerability to social ills.

Respondent 8: *“I think they are they are doing a good job taking youth off the streets and giving them skills etc, but i think that they can and should do better”*.

However, there was also a view that there is not enough marketing of the available opportunities to enable young people to attend programmes in numbers. Each respondent appeared to have a positive opinion regarding the available youth development programmes and called for more investment by government in them.

Respondent 21: *“there should be a lot more programs for youth”*.

Respondent 20: *“I think these programmes will help a lot of youth and more should open in different places to help youth”*.

Another view expressed was that the available youth programmes bridge the gap for those who do not have an opportunity to further their education:

Respondent 7: *“[YDPs] they are important to community and they play a big role to kids that have no education”*.

However, one respondent had an opposite view, indicating that government is failing young people by not providing them with sufficient opportunities:

Respondent 19: *“Government is really failing the youth no opportunity provided for us”*.

Yet another respondent blamed youth in general for not taking up available opportunities:

Respondent 27: *“There are so many opinions but we as youth don't take the chances [opportunities on offer]”*.

Very importantly, one respondent saw these youth opportunities as helpful, but indicated that not all of them are relevant in supporting young people:

Respondent 28: *“They are helpful even though some are relevant and some are not”*.

A view expressed by some respondents was that the available YDPs initiated by government are not well enough advertised to enable young people to be informed about them:

Respondent 11: *“not enough awareness or advertising is created to inform youth”*.

Respondent 12: *“not enough advertising about it to get to all youth”*.

On the question of what youth thought of the YDPs provided by government, one significant view was that the available programmes are not sustainable in that on completion participants are issued with certificates that are not accredited, and therefore carry no weight during the job seeking process.

Respondent 1: *“They are not very sustainable. You can't do anything with the certificates as it is not accredited.”*

The views of the officials on why so many young people do not, or are not able to, access youth targeted development programmes were varied. One view was that young people do not attend because they are not aware of the available YDPs.

Official 1: *“They are not aware of the services”*.

Another view was that youth do not access youth services because they are from poverty-stricken families, where impoverishment has been transferred from one family generation to the next. Due to this poverty mindset youth think that available programmes are only meant for the connected youth, who might know somebody in government or influential bodies.

Official 2: *“Young people observe and live their situation. Research has found that poverty can become part of the DNA of people and transferred from generation to generation. The same goes for motivation. Youth becomes tardy. Then there is the perception that only certain groups of people benefit from government programmes”*.

Some young people were viewed as not accessing YDPs because they expect the opportunities to come to them while sitting at home. Others were seen as having lost hope, whilst others resorted to drugs and substance abuse – as well as being affected by home poverty.

Official 3: *“why young people not able to access programmes it could be due to expectations that things will come to them while seating at home or in*

*corners or due to lost of hope or mental challenges and lack of will from them or due to lack of vision or goal in life . The other factors could be social problems related to drug or alcohol abuse or poverty”.*

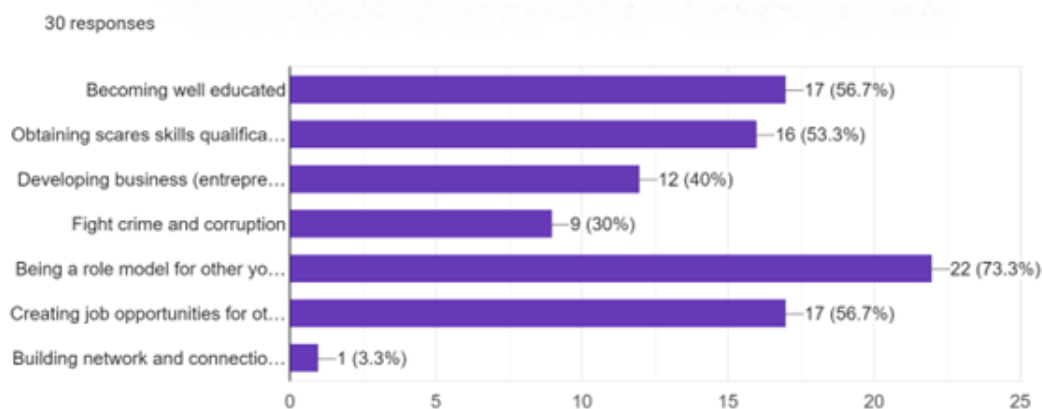
A further drawback to attending the youth targeting programmes was seen to be also due to the stigma attached to some youth interventions, the lack of youth involvement in the design and planning of the programmes, and the long distances the youth have to travel to reach available opportunities.

Official 4: *“Some reasons could be due to stigma associated with certain programmes... that something must be wrong/lacking with a person in order to access services. The length of time it takes to access government services can also be a barrier for young people. The lack of involvement of young in the planning of services can be a barrier to access. Location and the amount of time and financial resources it takes to access a service can be barriers, particularly in the rural context”.*

#### **4.3.1.7 Contributing towards achieving a better future for young people in South Africa**

Respondents were asked to identify what actions they thought could be taken towards achieving a better future for young people in South Africa and 73% felt that providing good role models to young and upcoming youth is what is needed. This is consistent with the views expressed during the qualitative data analysis, where some respondents highlighted the need to have role models in communities in order to attract youth to attend YDPs. More than half of the respondents (56%) felt that becoming well educated and creating job opportunities are what may lead to having a better future for all in South Africa. Additionally, 40% felt that developing good business entrepreneurs could help in building the future of our country.

**Chart 4.3.6: Contributing towards achieving a better future for young people in South Africa**



In recognising the challenges facing NEETs youth officials presented diverse views on the efficacy of the current government initiated YDPs. Overall, current programmes are considered



ineffective because they are offered in silos, with no integration amongst and between the government departments and agencies offering YDPs.

Official 1: *“I previously mentioned Government departments working in silos... so I believe that all departments are reaching THEIR individual goal/targets. But imagine the effectiveness of YD if all departments worked together!!!”*.

The lack of coordination and integration by government departments, added to the absence of integrated delivery of YDPs, often led to wasteful expenditure and less impactful outcomes. Furthermore, the lack of private sector support in partnering with government to develop youth policies resulted in low efficacy of government initiated YDPs.

Official 2: *“Efficacy is low. Government is not very well supported by the private sector to assist government developed policies around youth. The lack of integration and coordination amongst government departments often lead to wasteful expenditure and reduced outcomes”*.

Although government initiated YDPs are seen as effective and in line with the South African Skills Development Act of 1998, clause 2 (1), and whilst the required youth skills are being addressed, government needs to address the education syllabus by ensuring that it addresses the skills that are needed by the job market. Whilst acknowledging the challenges imposed by globalisation in fully addressing youth needs.

Official 3: *“The government efficacy is in line with the skills development Act and it really address the required skills, but the challenges are so big as we are part of global economy”*.

Despite the youth targeting programmes being effective and the youth development programmes well tracked, the results of these programmes are only reporting outputs rather than outcomes. This suggests that the efficacy of the government initiated YDPs needs to be comprehensively researched by evaluation research to determine their effectiveness.

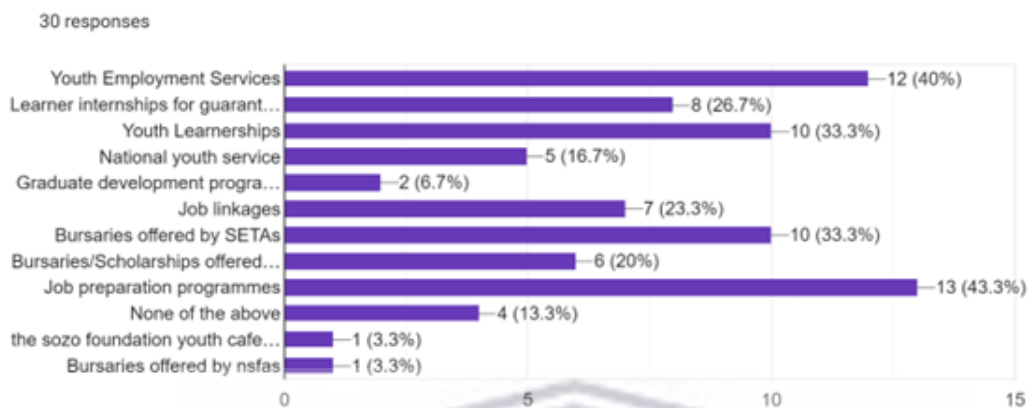
Official 4: *“Government initiated youth development programmes are well tracked especially where the programmes are part of government's reporting structure. The results, however, are often limited to output instead of outcomes or results. A stronger focus of evaluation and research is needed to fully comprehend the extend of the impact of government services for young people”*.

#### **4.3.1.7 Known youth training and development programmes**

In seeking to understand youth awareness of available training and development opportunities, respondents were asked to identify which, if any, they knew. Respondents indicated that youth are to an extent aware of a number of government initiated YDPs on offer. Chart 4.3.7 indicates

that 43% are aware of the job preparation programmes, followed by 40% with knowledge of youth employment services, and 33% each knowing about youth learnerships and bursaries offered by SETAs. These response ratios indicated a need for wider knowledge amongst youth.

**Chart 4.3.7: Known youth training and development programmes**



Asked whether they had applied for any of the youth opportunities on offer, 57% youth responded in the affirmative, whilst 43% indicated that they have not applied. The reasons given for non-application ranged from lack of awareness to late applications, to worries about the selection process for the successful applicants. Views expressed included:

Respondent 1: *“No, I always find out about [it] too late”.*

Respondent 11: *“No, most of the time I am not really sure how the different selections work”.*

Respondent 13: *“No, I haven’t received youth opportunities yet”.*

Respondent 16: *“No, I have not seen opportunities on social media”.*

It appears that most respondents would have applied for these opportunities if they had been aware of them. Meanwhile, another respondent presented the perhaps odd view that not applying was due to not being a South African citizen, when these opportunities are open to all youth residing in South Africa, whether with South African identity documents or with residency status. It is thus another indication of what is required to improve the marketing of the opportunities for youth.

Respondent 15: *“No, most of the time are only for citizens which I’m not”.*

Respondents (57%) who attended a youth programme said they did so because of the possibility of obtaining skills and experience to help them in their job seeking endeavours.

Respondent 3: *“Yes, I have a job now because I attend one of them”.*

Respondent 2: *“Yes, Samsung innovation programme just to build experience”.*

Respondent 4: *“Yes, I need a job”*.

Respondent 9: *“Yes, I did a computer course that was offered and it was very interesting”*.

Respondent 10: *“Yes, @Sozo Youth Café because they offer different course which can help youth to get chanced of employment and life skills”*.

The four WCDSO officials were asked to identify which YDPs they are aware of. Each official gave a number of programmes that are government offered to build the capacity and skills of young people. From the responses given, it was apparent that there is no shortage of YDPs on offer by several stakeholders.:

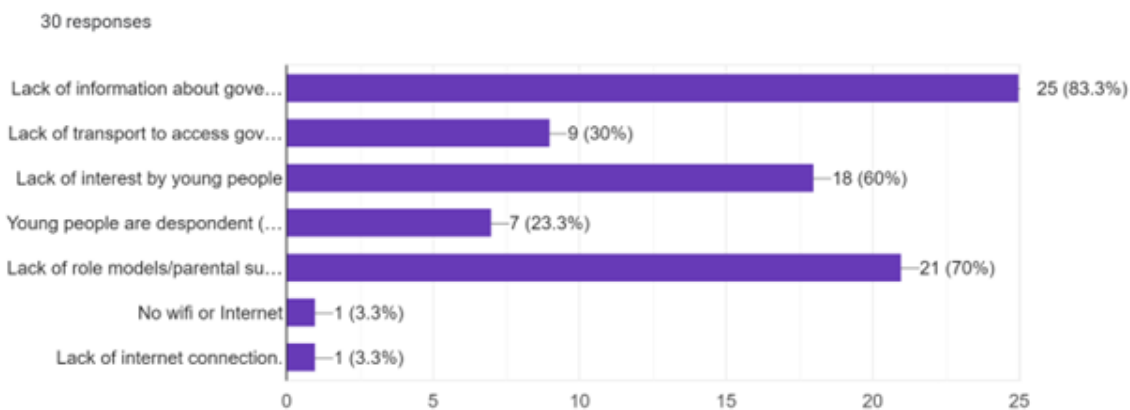
Official 1: *“Currently, government departments are really trying to empower youth through different service delivery intervention nl. MOT, After-school game changer programmes, Youth Cafés, ICAN Learn programmes, Presidential Youth Programme, PAY interns, teachers assistance, NYDA, EPWP CWP”*.

Official 4: *“National Youth Service Programme, National Student Financial Aid Scheme, Entrepreneurial support provided by the National Youth Development Agency, National Rural Youth Service Corps Programme (Naresec), Youth Development services, both developmental and therapeutic by the Department of Social Development. Sports Promotions programmes provided by the Department of Cultural Affairs and Sport, Cape Access Centres, Youth Cafes and Youth Development programmes offered by NGO's ranging for hard to soft skills. Chrysalis Academy, The Premier Advancement of Youth Programme (PAYE)”*.

## **5 Reasons why youth does not access government services and opportunities for youth**

Underlying the reasons for the NEETs problem in South Africa was the need to understand why the reasons for the youth not accessing government provided services and opportunities. Most respondents (83%) indicated that they do not have information about the youth development programmes on offer. Once again, for 70% the absence of role models in communities came as a reason why youth do not access opportunities on offer. Disappointingly, 60% of respondents indicated that youth themselves have no interest in the development programmes on offer. Youth despondency and lack of interest are factors in apparent need of attention.

### **Chart 4.3.8: Reasons for youth not accessing government services and opportunities**



One youth view as to why so many young people are not able to access development programmes that are targeted for them was that young people do not attend because they are not aware of the available YDPs.

Respondent 3: *“They are not aware of the services”*.

Another view was that youth do not access youth services because they are from poverty-stricken families, where suffering has been transferred from one family generation to the next. Due to this poverty mindset youth think that available programmes are only meant for the connected youth, who might know somebody in government or influential bodies.

The officials, on being asked why youth do not take up the YDPs on offer said that the NEETs youth are not understood by government, and their opportunities remain far away from those who need them. Furthermore, the cost of transport to attend available YDPs is a deterrent, whilst the lack of after-care to those who attend the programmes is a disincentive.

Official 2: *“The needs of youth are not fully understood. Youth is challenged to learn or survive. Opportunities are too far from the needy. Cost of transport and participation, lack of after care and support”*.

Respondents also felt that whilst there are many social problems facing the NEET’s youth, there is also a lack of a will power on the part of some of them to attend available YDPs. In addition: a) some YDPs are considered to be by nature stigmatising (e.g. youth at risk or mental illness programmes); b) there can be a perceived lack of confidentiality in the running of YDPs; c) the cost of transportation can prevent youth from attending available programmes; d) there are safety concerns when youth must travel and cross gangster controlled areas and general crime spots to attend available programmes; and e) some programmes are not available weekends, which could limit participation.

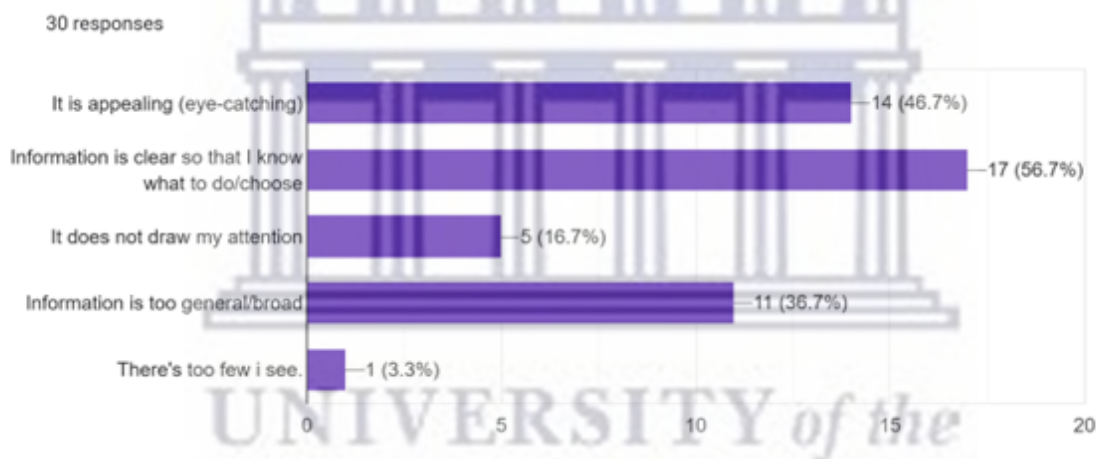
Official 4: *“There are a number of reasons for this. As indicated, some programmes are seen to be stigmatizing to young people, particularly those*

*that are targeting at-risk youth and health/mental health related services. Confidentiality or the perception of lack of confidentiality may limit uptake. The availability and distance to reach programmes may prevent participation including fear of crime and safety concerns. Many programmes are not available over weekends and seem to work according to office hours which could also limit participation”.*

#### **4.3.1.10. Value of the advertisements for youth training and development programmes**

To estimate the value of the government advertising of their YDPS and services, respondents were asked what they thought of its effectiveness. Only 56% of respondents felt that the advertisements are clear enough for them to know what programme to choose. Whilst 46% thought that the advertisements are eye-catching, 36% indicated that the information advertised is too general and broad to enable them to make a choice.

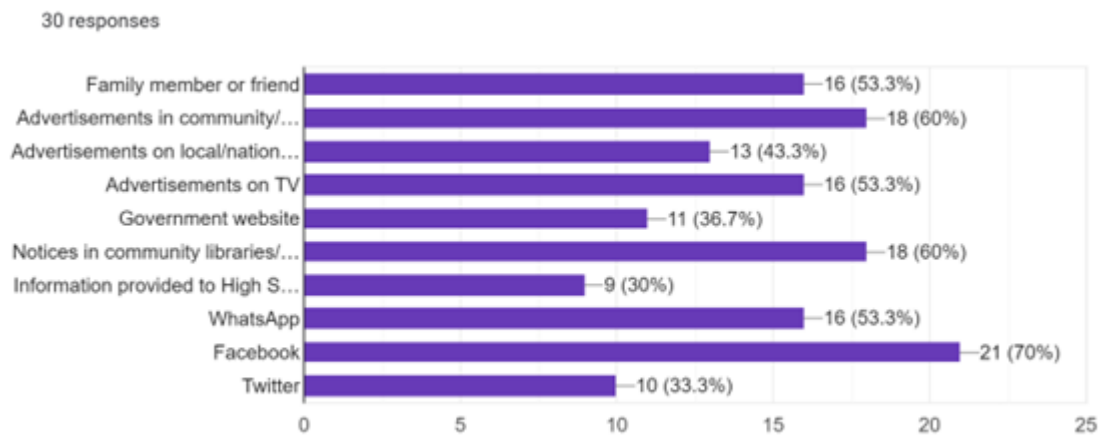
**Chart 4.3.9: Value opinion of youth training and development programmes advertisements**



#### **6 Effectiveness of communication platforms for accessing YDPs**

As well as evaluating the government advertising, this study sought evidence on how effective the different communication platforms in are enabling youth to access the government YDPs. Most respondents (70%) felt that Facebook is a useful tool for attracting the majority of young people, 60% felt that advertising in communities is a good route, whilst 60% also considered that community libraries provide a preferred option to communicate planned YDPs. The next preferred communication platforms are WhatsApp and family/friend word of mouth, with a 53% response rate each, and. 43% considered that local and national radio stations are communication platforms to consider, whilst at 33% Twitter appears to be less preferred.

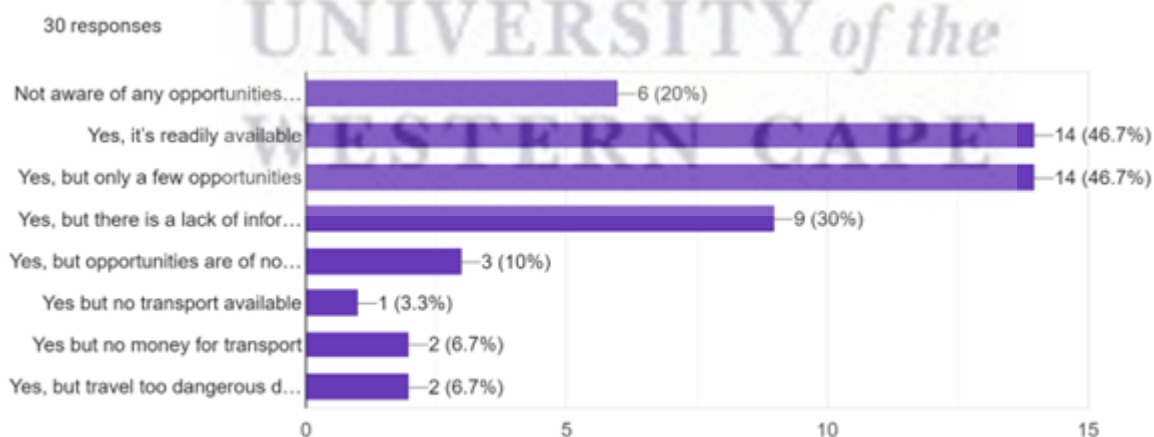
**Chart 4.3.10: Effective Communication Platforms for Accessing YDPs**



### ***Local access to YDPs, services or business opportunities***

Accessing YDPs in their own areas was another important element in seeking evidence on the efficacy of government youth development measures. Almost half (46%) of respondents felt that the youth services and opportunities are available in their area, but 46% also thought so only to a limited extent and 30% of respondents indicated that these youth development opportunities are indeed available in their areas. The respondents did however indicate that there is no adequate information about them to encourage young people to attend and participate. This view is supported by the 20% of respondents indicated that they are not aware of the available opportunities in their areas.

***Chart 4.3.11: Local access to YDPs, services or business opportunities***

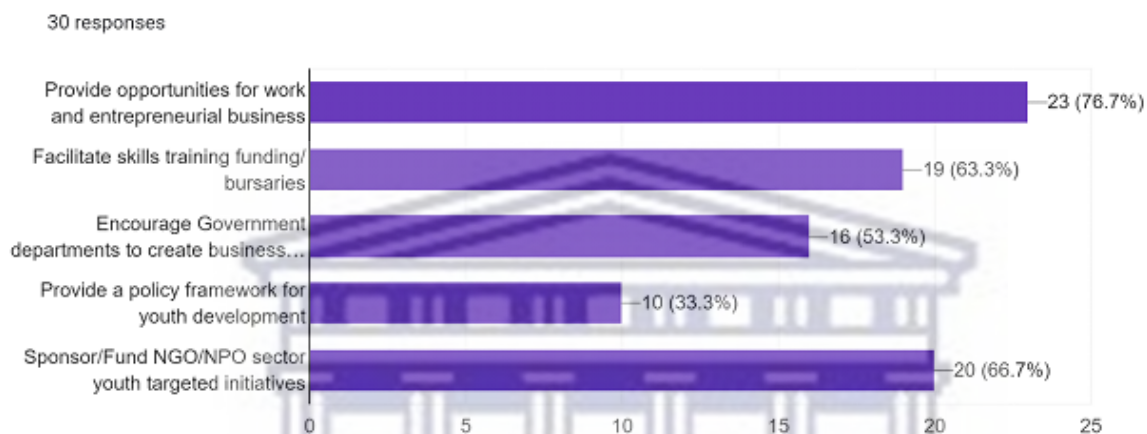


## ***7 The role of government in youth development***

Respondents were further asked what they considered should be the role of government in youth development. Most respondents (76%) saw the role of government as one of providing work and entrepreneurial opportunities for the youth, whilst 66% felt that government must support NGOs/NPOs that are running youth targeting initiatives. Linked to the role of providing jobs and

opportunities, 63% of respondents felt that government must facilitate skills training for the youth and fund them accordingly, whilst 53% of respondents saw the role of government as encouraging government departments to create business opportunities for the youth. Only 33% of respondents saw the role of government as providing the necessary policy framework for business and civil society to operate from and create youth development opportunities, indicating a need for a broader understanding by youth of the NEETs problem.

**Chart 4.3.12: The Role of Government in Youth Development**



Officials viewed the role of government in youth development as that of a facilitator in youth development by allowing youth and skilled people to implement YDPs, with government fostering an integrated approach to youth development that discourages the silo approach – and by creating space and resources within which youth could develop.

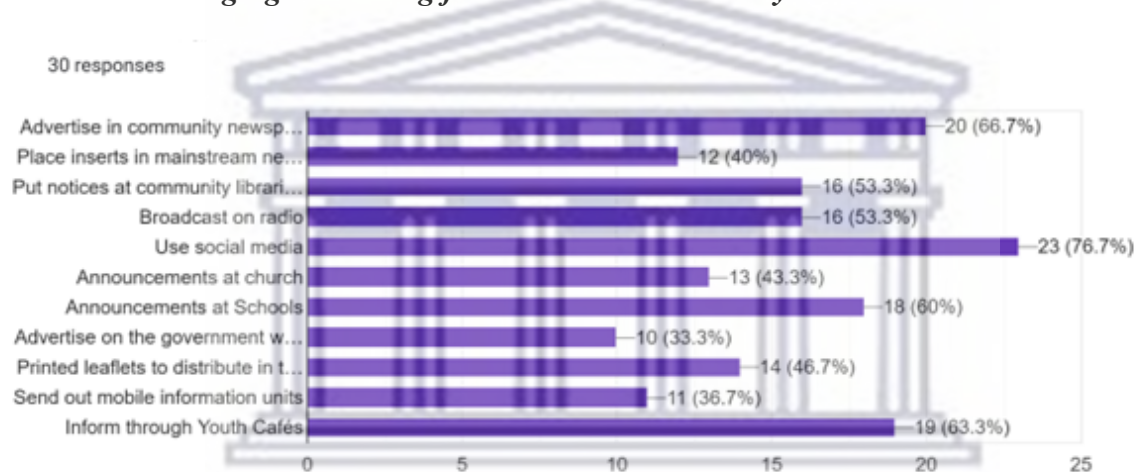
Official 1: *“Both urban and rural, although the dynamics is different the approach for effective Youth Development can be the same... Government firstly needs to have an integrated approach. Youth Development is everybody's business effective Youth development cannot be implemented in silos. And it needs to start in the highest sphere of government to ensure that all departments in government work integrated. Then have a top to bottom approach in government. Once governments approach in integrated with one plan, hence, why not one Youth Development Strategy? The NGO and Private sector must then be approached by ONE government”.*

Official 2: *“The government should provide programmes that is in line with the development of young people to be self-sustainable and provide holistic development. This programme should be a base for young people development and enhance the skills young people possesses. The other aspects of development should be supported with Mentoring and coaching of young people. The programmes should be linked to economic, psycho-social and entrepreneurship. The programmes across the board should create opportunities for youth who are in urban and rural areas and complement the needs of private sector and public sectors.”*

## 8 *Bringing advertising for YDPs and services to youth's attention*

The majority of the respondents (76%) proposed the use of social media to attract and inform young people of the available youth services and opportunities, whilst 66% recommended the use of community-based platforms like libraries and municipal facilities to advertise YDPs. This was followed by 63% of respondents felt that it is important to use already known youth centres like youth cafés to advertise for the available youth opportunities and development programmes and 60% favoured announcements at schools. Additionally, 53% of respondents saw value in putting notices at community libraries, and 53% saw value in broadcasting YDPs on national and community radio stations.

**Chart 4.3.13: Bringing advertising for YDPs and services to youth's attention**



Asked for their opinions on enhancing the provision of YDPs and opportunities for youth, respondents gave diverse views. Seven respondents recommended that the programmes must be arranged in communities so as to ensure the attendance of many young people.

Respondent 1: *“Make it easily accessible for youth in their communities”*.

Respondent 2: *“Interact move with the communities”*.

Respondent 19: *“Going into our community is the only option so that you can interact with youth help them find a way forward”*.

Eight respondents recommended that youth development programmes must all have a skills development component to support young people in finding meaningful employment opportunities.

Respondents supporting this point of view included:

Respondent 17: *“Develop a program where youth can benefit or can get skills so they can have jobs at end of the day”*.

Respondent 21: *“Government must do the survey in communities and bring skills that are needed by youth”*.



Respondent 24: *“Option further trainings or learnership/internships if a youth wants to go for further after the programmes. With entrepreneurial programmes give practical tasks & help where needed to start their business ideas”.*

Another view expressed was that government and policymakers should improve the course content of these youth development programmes.

Respondent 8: *“I'd recommend that they should improve in the knowledge they give”.*

Yet another view was that the recommendation to promise jobs in each youth development programme should be implemented.

Respondent 20: *“promising job opportunities”.*

Five respondents emphasised the need to have more and accessible advertising campaigns to attract young people to the developmental programmes. A general point made by many respondents was that a considerable number of NEETs youth miss these opportunities due to a lack of information about their availability. Respondents recommended the widespread use of social media and social partners in communities to advertise the date, time and venue for the intended youth development programmes taking place.

Respondent 11: *“create awareness and also make visible the different opportunities”.*

Respondent 18: *“Use social media, most of the youth use social media so maybe they will get interested there”.*

It was also recommended by some respondents that schools, youth cafés and Non-Governmental Organisations (NGOs) could be used to run these programmes for better reaching of the targeted youth.

Respondent 9: *“Get the high schools involve into the youth development programmes”.*

Respondent 10: *“I recommend that the youth café facilities or colleges must have all kinds of courses... so that the students can learn all of their skills or courses at the same college... The government must make sure that these schools are free, which means NGOs sponsors are required”.*

On the question of how best government can best make YDPs accessible to youth, two dominant recommendations were made by respondents: 1) Hosting of YDPs should be in communities where targeted young people reside; and 2) awareness creation should include social media to ensure that more youth are reached, resulting in large numbers of youth attending them. Nine respondents supported the offering of these youth targeted development programmes in communities.

Respondent 3: *“By being present in the communities and not only focus on developed areas”*.

Respondent 14: *“Having programs in our community, offering us jobs or providing jobs”*.

Respondent 22: *“programmes must be brought in the communities and not in cities”*.

Respondent 23: *“They must be where they needed in the townships and rural areas”*.

Eight respondents supported ‘creating awareness’ about these programmes through social media to ensure that young people know about them and could attend. Views expressed included:

Respondent 21: *“mobile phone because everyone has phone and news travel fast on phones”*.

Respondent 24: *“Social media. Whatsapp. Via sms. Phone calls”*.

Respondent 18 *“Tell them in social media”*.

Some views expressed were that such youth development opportunities should come with either a promise of a job or an opportunity for further development. However, most respondents saw youth development opportunities as increasing their chances of getting employment or creating new jobs and businesses. One respondent indicated that when youth development opportunities are advertised, it should be made clear that attendance is free – thereby highlighting to those without financial means that cost not a barrier to attend:

Respondent 13: *“But making it clear that course[s] are free of charge”*.

The four officials expressed divergent views on recommendations to attract young people to attend available YDPs. One respondent recommended that schools, churches and NGOs must be involved in youth development, emphasising that youth development is everybody’s business. Another respondent recommended that the geographic locations of the places in which to run the programmes must be accessible to all NEETs youth, whilst the focus of the programmes must be the teaching of hard skills like artisanship and the promoting of entrepreneurial programmes.

Official 2: *“The problem with most programmes is that it is not always in the areas of greatest need but in areas with political affiliation of the ruling party. I will recommend research to identify areas of greatest need that will be adjusted after need is satisfied. Focus on entrepreneurial programme, earn while learn artisan ships and avail resources in all areas”*.

In the use of social media to market YDPs the design of the programmes on offer it was recommended that they should provide an incentive of a job placement or a bursary for further studies to youth who attended the programmes to completion.

Official 3: *“The programmes should attract young people by marketing the programmes to Social media and incentives those young people with job opportunities or bursary for further educations”.*

There was also a view that youth must be consulted in the design of the developmental programmes intended for the NEETS youth – the reason being that youth do not participate because they feel not consulted.

Official 4: *“Every programme must have a well-consulted youth participation strategy. Young people must be involved in the delivery of all or parts of the services and should be adequately trained for the services rendered. The implementation of standards and qualifications are useful in promoting increased participation”.*

Official 1: *“I don't think they don't want to... maybe youth feel they wasn't consulted”.*

Furthermore, as the design of the YDPs must be done in consultation with the youth the young people must be trained to be involved in the rollout and the implementation of the programmes.

Official 4: *“Every programme must have a well-consulted youth participation strategy. Young people must be involved in the delivery of all or parts of the services and should be adequately trained for the services rendered. The implementation of standards and qualifications are useful in promoting increased participation”.*

On being asked how they would make government YDPs more accessible to the youth, one official recommended that popularising the YDPs in Thusong centres of municipalities, conducting jamborees (celebrating achievements), and convening youth Indabas to get young people to connect with their peers, will assist a great deal.

Official 1: *“Awareness programmes about services... Jamboree, youth focal points at all libraries, multipurpose centres, Youth indabas annually to stay on track with the current youth dynamics, government must move with youth (4th industrial revolution)”.*

Further suggestions were that government should use municipalities to market YDPs at the coalface, use schools and cultural centres to also market and conduct available YDPs, and use after-school programmes to attract young people.

Official 2: *“Government must in partnership ensure that every municipality and every town have the means to developed. Availability of schools, cultural centres and opportunities to develop. More Community base workers must be deployed. Volunteer services must be in place for all matric leaving school. After school programmes in all areas and towns”.*

In coordinating resources to enhance effectiveness respondents considered that all like-minded institutions of government, Non-Governmental Organisations (NGOs), Faith-Based Organisations (FBOs) and the private sector must work in an integrated way with a common

programme of action that makes all available services accessible to all NEETs youth. This approach requires that all available community spaces are used to conduct these YDPs, for ease of access, and that social media are used to advertise them.

Official 3: *“The government should work integrated with all the government departments, community structures, faith base structure and business sector involve in creating an environment that conducive to the development of our young people ensure that spaces are available in communities where they live and provide a social media platform that each and every young person has access, furthermore all municipalities, schools should be a to advertise such programmes and in all government building should be available for programmes”.*

In furthering the above viewpoints, it was recommended that government should: a) use youth to develop some of the YDPs, b) destigmatise all youth development interventions, and c) abolish the use of the term “youth at risk”.

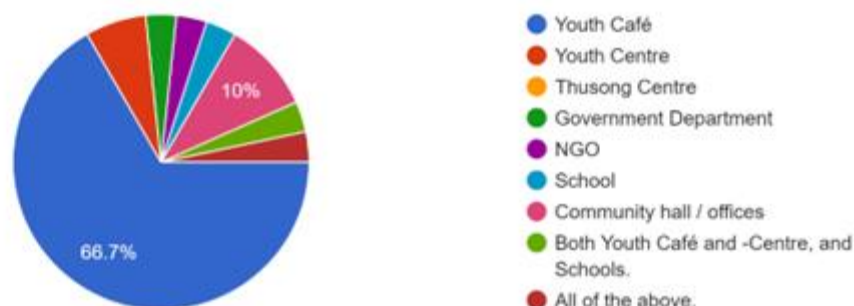
Official 4: *“Involving young people in the development of services, whether health or social development services. De-stigmatising youth development services as being directed to at-risk youth”.*

### 9 Preferences for attending a YDP or receiving a service

In terms of improving delivery of government support measures for NEETs youth, respondents were asked where they would prefer to attend a YDP and receive services. Most respondents (66%) preferred a school to a youth café, whilst 10% proposed attending at available community halls and facilities. Respondents indicated marginal interest in other areas. This could indicate a need for government redirection of programme delivery.

**Chart 4.3.14: Preferences for Attending a YDP or Receiving a Service**

30 responses



Officials gave a wide range of programmes they proposed should be offered to the youth. They all emphasised the importance of a holistic approach to youth development, focusing on training and skills programmes to empower NEETs youth for their future development and ability to take advantage of further opportunities in life. For example:

Official 1: *“Youth Development must have a holistic approach. Starting at personal development. Our youth are broken, they come from broken homes, trapped in substance abuse, trapped in abusive relationships, and the list goes on and this is very sad. You cannot just equip youth with skills to be employable although that is the need. Personal development and skills audits are needed to ensure individual development, after placement at jobs regular tracking is needed. I will not exclude any programme currently running in the YD field but do believe YD must have a holistic approach to build strong independent adults”.*

Official 3: *“...The programs should be underlined with life skills, IT skills, business skills and the skills that will provide young people to be employable. The training should be elevated to accredited training and job shadowing of all young people. The last element that is needed is the Mentoring and coaching of young people with the relevant sectors that young people are interested in”.*

When asked how best they considered young people could be attracted to attend YDPs and utilise the services on offer, respondents provided several divergent views. These views included: proving stipends, presenting youth role models, conducting mobile information sessions, including sport activities as part of YDPs introducing music and entertainment as part of the course content, use of social media advertising, marketing in communities, attracting youth by introducing fun activities as part of the inherent content of the YDPs programmes.

Respondent 3: *“Government should spend money on mobile info sessions in communities especially the struggling ones, with fun activities like, music, dance etc with”.*

Respondent 10: *“They like music, entertainment... We introduced them that we will have time for that and sports then... Teach them using electronic appliances”.*

Respondent 23: *“Do events that Youth Enjoy like music and sports”.*

Suggestions for the use of social media to advertise and attract many young people into attending the YDPs were based on the view that with the majority of young people owning or using a smart phone, larger numbers of young people would be reached:

Respondent 8: *“advertisements through social media”.*

Respondent 16: *“Through social media because most of the youth have phones. Having visual posters and colourful, its attractive and easy to read from where they hung around. Facilitator must be active and should be able*

*to relate with the youth at all times. Facilitator must be always willing to support and encourage the youth.”.*

Some respondents recommended giving stipends, presenting youth role models, providing mobile information sessions and posters, and introducing fun activities as part of the YDP design.

Respondent 2: *“Try and get energetic, marketable youth leaders that people can look up to attract the Youth”.*

Respondent 19: *“There must be a small amount of money that they must receive that's what would drive them”.*

Respondent 3: *“Government should spend money on mobile info sessions in communities especially the struggling ones, with fun activities like, music, dance etc with refreshments”.*

Respondent 22: *“Bring youth together by inviting them to fun Youth programs like music events”.*

One view focussed on the need to understand the hunger situation in South Africa and in the Western Cape Province. The respondent proposed that participants should be given something to eat while attending YDPs:

Respondent 26: *“Perhaps give them something to eat or make it more interational if possible”.*

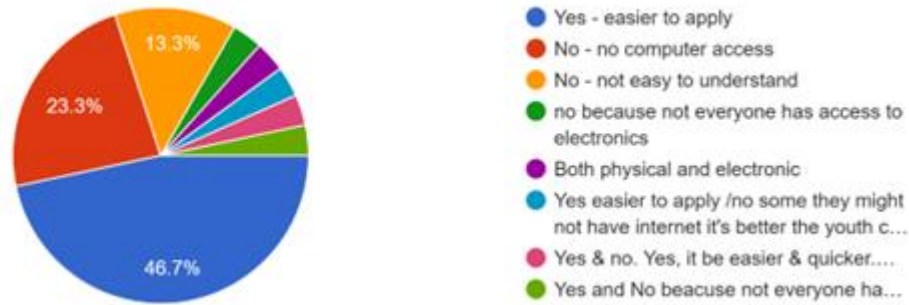
Another respondent proposed that youth must always form part of the ‘creative brain’ (i.e. design brainstorming sessions of the YDPs, as articulated in the following respondent quote:

Respondent 30: *“Make youth part of creative brain storm sessions”.*

## **10 Whether YDP applications should be electronic**

On the question of how best to enable youth to access government YDPs and services, respondents were asked to say whether they thought the application medium should be electronic and 46% of respondents agreed that applications should be electronic because it is easy to apply on such platforms. However, 23% felt that applications should not be electronic because many young people have no computer access, whilst 13% indicated that the applications should not be electronic because such applications are not easy to understand and there is often no support to help the applicants.

### **Chart 4.3.15: Count of whether YDP applications should be electronic**



### 4.3. Barriers to opportunities

Responses to the question of what currently is preventing NEETs youth from becoming gainfully employed and engaged productive members of their communities – and of society as a whole – led the researcher to analyse more closely the reasons for this lack of progress into three thematic areas of specific reasons, followed by recommendations put forward towards finding effective remedies.

#### Theme 1: Lack of funding/finance/bursaries

**Table 4.2: Lack of funding/finance/bursaries**

DOMAIN	EMERGING THEMES
Barriers to opportunities	Lack of funding/finance/bursaries

A number of respondents highlighted the challenge of access to finance as a major impediment to their development. This theme cross-pollinated with other categories and themes, like access to opportunities, lack of educational qualifications, poverty and social exclusion. Each of these themes, individually or in combination, might be reasons why young people do not have access to available opportunities, thereby becoming barriers to the development of the NEETs youth. Responses included:

Respondent 1: *“Finances is my biggest problem at the moment. I can't fund my own studies.”*

Respondent 22: *“Responsibilities at home that needs money and they require me to work instead of studying as I have to look after myself”.*

Respondent 23: *“Funding/bursary to go study more. No learnerships that's nearby for the course I want or there's none at all. Traveling for internet connection is difficult because I am disabled person as well. Finding a job in general because of my disability”.*

Although Respondent 23 added physical disability, the general thrust of the response was the lack of finance and bursary opportunities. One view indicated that when these youth development opportunities are advertised, it should be made clear that attendance is free.

Respondent 13: *“But making it clear that courses are free of charge”*.

## **Theme 2: Lack of educational qualifications**

**Table 4.3: Lack of educational qualifications**

<b>DOMAIN</b>	<b>EMERGING THEMES</b>
Barriers to opportunities	Lack of educational qualifications

Some respondents indicated that there is no worthwhile future for the young people in South Africa due to them lacking the educational qualifications that would enable them to take advantage of available opportunities. This presents yet another barrier that prevents young people from accessing youth development opportunities.

Respondent 9: *“No, many young people aren't educated properly, and disciplined. Which leads to a lot of unemployed young people”*.

Respondent 7: *“there are important to community and thy play a big role to kids that have no education”*. This was in response to her/his opinion about available youth development programmes.

## **Theme 3: Lack of adequate government investment in youth development**

**Table 4.4: Lack of adequate government investment in youth development**

<b>DOMAIN</b>	<b>EMERGING THEMES</b>
Barriers to opportunities	Lack of adequate government investment in youth development

There is a feeling that government should do more in investing in youth development.

Respondent 21: *“there should be a lot more programs for youth”*.

*I think these programmes will help a lot of youth and more should open in different places to help youth”*.

These responses cross-pollinate with matters of investment in YDPs, where respondents call for more government investment in youth development to address a number of social ills affecting young people, including unemployment and lack of opportunities.



Respondent 19: *“Government is really failing the youth no opportunity provided for us”.*

Respondent 8: *“I think they are they are doing a good job taking youth off the streets and giving them skills etc, but i think that they can and should do better”.*

One official respondent supported the view that government has to do more to support young people, indication that youth are not understood by government and that available opportunities are far from them.

Official 4: *“The needs of youth are not fully understood. Youth is challenged to learn or survive. Opportunities are too far from the needy. Cost of transport and participation, lack of after care and support. Many youth were exposed to shortcuts”.*

#### **Theme 4: Poverty and Social Exclusion**

**Table 4.5: Poverty and social exclusion**

<b>DOMAIN</b>	<b>EMERGING THEMES</b>
Barriers to opportunities	Poverty and social exclusion

In examining the responses of respondents it emerged that the lack of finance issues are central in the poverty situation of many respondents, leading to their general exclusion in the socio-economic activities of society and the job opportunities offered by the economy.

Respondent 1: *“Finances is my biggest problem at the moment. I can't fund my own studies.”*

Respondent 22: *“Responsibilities at home that needs money and they require me to work instead of studying as I have to look after myself”.*

Respondent 9: *“No, many young people aren't educated properly, and disciplined. Which leads to a lot of unemployed young people”.*

In examining the responses from officials, there appears to be general support for the view that poverty is a barrier to youth accessing available youth development opportunities. One official added that due to this poverty mindset youth think that available programmes are only meant for the connected youth, who might know somebody in government or influential bodies.

Official 4: *“Young people observe and live their situation. Research has found that poverty can become part of the DNA of people and transferred from generation to generation. The same goes for motivation. Youth becomes tardy. Then there is the perception that only certain groups of people benefit from government programmes”.*

## Theme 5: Stigmatization of the youth and engagement

**Table 4.6: Stigmatisation of the youth**

DOMAIN	EMERGING THEMES
Barriers to opportunities	Stigmatisation of the youth

Responses from officials indicated that some young people do not attend the youth targeting programmes due to the stigma attached to some youth interventions. Attention was drawn also to the lack of youth involvement in the design and planning of the programmes and the long distances the youth have to travel to reach available opportunities. For example:

Respondent 6: *“Some reasons could be due to stigma associated with certain programmes... that something must be wrong/lacking with a person in order to access services. The length of time it takes to access government services can also be a barrier for young people. The lack of involvement of young in the planning of services can be a barrier to access. Location and the amount of time and financial resources it takes to access a service can be barriers, particularly in the rural context”.*

The same official held the view that government should use youth to develop some of the youth development programmes, destigmatise all youth development interventions and abolish the use of the term, “youth at risk”.

Respondent 6: *“Involving young people in the development of services, whether health or social development services. De-stigmatising youth development services as being directed to at-risk youth”.*

## Theme 6: Lack of information and advertising

**Table 4.7: Lack of information and advertising**

DOMAIN	EMERGING THEMES
Awareness	Lack of information and advertising

Respondents indicated that if more was known about available YDPs young people would be attending them in large numbers.:

Respondent 11: *“not enough awareness or advertising is created to inform youth”.*

Respondent 12: *“Not enough advertising about it to get to all youth”.*

Respondent 11: *“create awareness and also make visible the different opportunities”.*

The general view from officials supported the youth view that young people do not attend because they are not aware of the available YDPs.

Official 3: *“They are not aware of the services”*

### Theme 7: Lack of social media use

**Table 4.8: Lack of social media use**

DOMAIN	EMERGING THEMES
Awareness	Lack of social media use

Respondents believed that most young people are fond of social media, and that therefore available youth development opportunities should be announced and advertised therein. NEETs youth respondents proposed that YDPs should be hosted in communities where targeted young people reside and create awareness through social media to allow large numbers of youth to attend them. While the youth highlighted the importance of the use of social media, they also recommended what they considered attracts young people to attend available programmes.

Respondent 16: *“No, I have not seen opportunities on social media”*.

Respondent 18: *“Use social media, most of the youth use social media so maybe they will get interested there”*.

Respondent 24: *“Social media. Whatsapp. Via sms. Phone calls”*.

Officials also supported the youth recommendation that in using social media to advertise available youth development opportunities and that the youth should be involved in the design of the youth programmes on offer.

Official 3: *“The programmes should attract young people by marketing the programmes to Social media...”*.

## Theme 8: Youth development programmes are not adequately marketed

**Table 4.9: Youth development programmes are not adequately marketed**

DOMAIN	EMERGING THEMES
Youth perceptions	Youth development programmes are not adequately marketed

A dominant view among the respondents was that the available YDPs are not widely marketed to attract many young people to attend them. Views expressed included:

Respondent 11: *“not enough awareness or advertising is created to inform youth”*.

Respondent 12: *“Not enough advertising about it to get to all youth”*.

Respondent 20: *“I think these programmes will help a lot of youth and more should open in different places to help youth”*.

Officials who responded supported the view that YDPs are not adequately marketed. One official recommended that schools, churches and NGOs must be involved in youth development, emphasising that youth development is everybody’s business. Another official recommended that the geographic location of the place to run the programmes from must be readily accessible to the youth, adding that the focus of the programmes must be on the teaching of hard skills like artisanship and promoting entrepreneurial programmes.

Official 2: *“The problem with most programme is that it is not always in the areas of greatest need but in areas with political affiliation of the ruling party. I will recommend research to identify areas of greatest need that will be adjusted after need is satisfied. Focus on entrepreneurial programme, earn while learn artisan ships and avail resources in all areas”*.

## Theme 9: Good, helpful and skilling

**Table 4.10: Good, helpful and skilling**

DOMAIN	EMERGING THEMES
Youth perceptions	Good, helpful and skilling

Respondents generally held a positive perception about the available YDPs and called for more investment in them.

Respondent 7: *“there are important to community and thy play a big role to kids that have no education”*

Respondent 2: *“Very exciting and sure does contribute to opportunities given”*.

Respondent 8: *“I think they are they are doing a good job taking youth off the streets and giving them skills etc, but I think that they can and should do better”*.

This view that YDPs are helpful was shared by some official respondents who saw government initiated YDPs as effective and in line with clause 2 (1) of the Skills Development Act (South Africa, 1998:5).

Official 5: *“The government efficacy is in line with the skills development Act and it really address the required skills, but the challenges are so big as we are part of global economy”*.

In supporting the view that the youth targeting programmes are effective and well tracked, another official however criticised the fact that these programmes are only reporting outputs rather than outcomes (i.e. impact). This respondent suggested that the efficacy of the government-initiated youth development programmes has to be comprehensively researched by evaluation research to determine their effectiveness.

Respondent 6: *“Government initiated youth development programmes are well tracked especially where the programmes are part of government's reporting structure. The results, however, are often limited to output instead of outcomes or results. A stronger focus of evaluation and research is needed to fully comprehend the extend of the impact of government services for young people”*.

One view was that the available government initiated YDPs are not being sustainable. The view was that on completion of the programmes participants are issued with attendance certificates which are not accredited and carry no weight during job seeking process.

Respondent 1: *“They are not very sustainable. You can't do anything with the certificates as it is not accredited”*.

### ***Theme 10: Government failing the youth – lack of opportunities***

***Table 4.11 Government failing the youth – lack of opportunities***

<b>DOMAIN</b>	<b>EMERGING THEMES</b>
Youth perceptions	Government failing the youth – lack of opportunities

Another view was that government is failing young people by not providing opportunities to them:

Respondent 19: *“Government is really failing the youth no opportunity provided for us”*.

However, one respondent considered that government is doing the most it can under the circumstances, but youth are not taking up available opportunities.

Respondent 27: *“There are many opinions but where youth don't take the chances”*.

#### **4.4.1. Recommendations**

##### ***Recommendation 1: Increased access to available opportunities***

**Table 4.12: Increased access to available opportunities**

<b>DOMAIN</b>	<b>EMERGING THEMES</b>
Recommendations	Increased access to available opportunities

Respondents advised that a key challenge to youth participation in development is the general lack of access to the available opportunities, and that YDPs must be convened in communities to ensure maximum youth attendance.

Respondent 1: *“Make it easily accessible for youth in their communities”*

Respondent 2: *“Interact move with the communities”*.

Respondent 19: *“Going into our community is the only option so that you can interact with youth help them find a way forward”*

Respondent 22: *“programmes must be brought in [to] the communities and not in cities”*.

Respondent 23: *“They must be where they needed in the townships and rural areas”*.

Official respondents supported the need to have these youth development opportunities closer to the youth themselves, in their communities. Popularising YDPs in Thusong centres of municipalities, conducting jamborees (celebrating achievements) and convening youth indabas to get young people to connect with their peers will assist a great deal in increasing access to the available opportunities.

Official 1: *“Awareness programmes about services... Jamboree, youth focal points at all libraries, multipurpose centres, Youth indabas annually to stay on track with the current youth dynamics, government must move with youth (4th industrial revolution)”*.

Some views expressed by officials were that municipalities should be used to market YDPs at coalface, as well as schools and cultural centres, as well as after-school programmes, to attract NEETs youth.

Official 2: “Government must in partnership ensure that every municipality and every town have the means to developed. Availability of schools, cultural centres and opportunities to develop. More Community base workers must be deployed. Volunteer services must be in place for all matric leaving school. After school programmes in all areas and towns”.

**Recommendation 2: Make youth part of design and implementation of youth development programmes**

**Table 4.13: Make youth part of the design and implementation of youth development programmes**

DOMAIN	EMERGING THEMES
Recommendation	Make youth part of the design and implementation of youth development programmes

Respondents suggested that available YDPs must be facilitated by the youth themselves and by those who understand the general issues that are close to the hearts of the youth.

Respondent 16: “Facilitator must be active and should be able to relate with the youth at all”.

Respondent 29: “Make youth part of creative brainstorm sessions”.

This recommendation by the NEETs youth was supported by some official respondents, who suggested that government should use youth to develop some of the YDPs, destigmatise all youth development interventions and abolish the use of the term, “youth at risk”.

Official 4: “Involving young people in the development of services, whether health or social development services. De-stigmatising youth development services as being directed to at-risk youth”.

**Recommendation 3: Improve the course content of available programmes**

**Table 4.14: Improve the course content of available programmes**

DOMAIN	EMERGING THEMES
Recommendation	Improve the course content of available programmes

One respondent recommended that government and policymakers should look at improving the course content of what is on offer to develop young people.

Respondent 8: “I'd recommend that they should improve in the knowledge they give”.

**Recommendation 4: Link youth development opportunities to job finding**

**Table 4.15: Link youth development opportunities to job finding**

<b>DOMAIN</b>	<b>EMERGING THEMES</b>
Recommendation	Link youth development opportunities to job finding

One respondent proposed that when young people are invited to take part in YDPs they must be promised that they will be linked to a job or to other developmental opportunities. This view provided another creative solution to youth unemployment.

Respondent 20: *“promising job opportunities”*.

Respondent 14: *“Having programs in our community, offering us jobs or providing jobs”*.

**Recommendation 5: Use social media and social partners to advertise available YDPs**

**Table 4.16: Use social media and social partners to advertise available youth development programmes**

<b>DOMAIN</b>	<b>EMERGING THEMES</b>
Recommendation	Use social media and social partners to advertise available youth development programmes

Following the general view expressed by many respondents that available youth development opportunities are not known by the youth, many respondents recommended different ways to market these YDPs. Some respondents believed that young people must be exposed to massive advertising campaigns to attract them to the available developmental programmes. Most emphasised that a number of youth miss these opportunities due to the lack of information about their availability. Respondents recommended the extensive use of social media and social partners in communities to advertise the date, time and venue for the intended YDPs taking place.

Respondent 11: *“create awareness and also make visible the different opportunities”*.

Respondent 18: *“Use social media, most of the youth use social media so maybe they will get interested there”*.

The use of social media to reach young people was supported by official respondents who recommended the use of social media to market YDPs, whilst the design of the programmes on offer should have an incentive of a job placement or a bursary for further studies to youth who attended the programmes to completion.



Official 3: *“The programmes should attract young people by marketing the programmes to Social media and incentives those young people with job opportunities or bursary for further educations”.*

Respondents also made a point that government alone may not succeed in running YDPs that reach young people without the use of other social partners like schools, youth cafés and community-based organisations.

Respondent 9: *“Get the high schools involved into the youth development programmes”.*

Respondent 10: *“I recommend that the youth café facilities or colleges must have all kinds of courses... so that the students can learn all of their skills or courses at the same college... The government must make sure that these schools are free, which means NGOs sponsors are required”.*

***Recommendation 6: Focus more on skills programmes and entrepreneurship***

***Table 4.17: Focus more on skills programmes and entrepreneurship***

<b>DOMAIN</b>	<b>EMERGING THEMES</b>
Recommendations	Focus more on skills programmes & entrepreneurship

There is a general view among the respondents that YDPs on offer must always have a skills component as part of the programme so as to increase the chances of the youth finding a job.

Respondent 17: *“Develop a program where youth can benefit or can get skills so they can have jobs at end of the day”.*

Respondent 21: *“Government must do the survey in communities and bring skills that are needed by youth”.*

Respondent 24: *“Option further trainings or learnership/internships if a youth wants to go for further after the programmes. With entrepreneurial programmes give practical tasks & help where needed to start their business ideas”.*

Some official respondents supported the youth recommendations that the available YDPs on offer should focus on the teaching of hard skills like artisanship and promoting entrepreneurial programmes.

Official 2: *“The problem with most programmes is that it is not always in the areas of greatest need but in areas with political affiliation of the ruling party. I will recommend research to identify areas of greatest need that will be adjusted after need is satisfied. Focus on entrepreneurial programme, earn while learn artisan ships and avail resources in all areas”.*

#### **4.5. Evidence summary**

What was evident from the answers to the questions answered by the 30 NEETs youth and the four officials was that the issues that confront young people and condemn them to their NEETs status in the world, as demonstrated by the experiences of the United Nations (UN), the European Union (EU), the African Union (AU), South Africa and the Western Cape Province of South Africa, are commonplace.

The causes of NEETs youth and the ensuing governmental interventions, as discussed in detail in chapter two of this study, are not unique to the South African situation. What is different is the context under which young people operate and the different interventions delivered by different policymakers to migrate them from vulnerability to sustainable development.

NEETs youth and officials sampled articulated adequately the issues that prevent accessing available youth development opportunities. They also made valuable suggestions as to how best programmes need to be run to attract most young people to participate. There was also a view, that the policymakers must take into account, that youth must be involved in both the design and implementation of the YDPs on offer.

NEETs youth were found to be generally pleased with the kind of programmes that are being offered for their development, but not at their ability to access them due to poor advertising. Both NEETs youth and officials' respondents made concrete suggestions on how young people could be reached, on how to make the programmes more accessible, and on the incentives which need to be offered. However, a major barrier remains for many young people wanting to attend the programmes in their lack of financial support and their ability to access the programmes and services on offer. Better utilisation of government, business, NGO and NPO funding systems were among the suggestions put forward to address the needs of the NEETs youth and their transformation into productive community members.

#### **4.6. Conclusions**

In this chapter the researcher presented the gathered data needed to confirm the efficacy or otherwise of the public sector youth support services and programmes. This was so that a deeper understanding of the opinions and recommendations could be obtained and collated between the two sample groups of respondents. The synthesised responses between the two sampled groups, highlighting the many similarities with regard to perceptions, opinions and recommendations. The research conclusions are carried forward into chapter five and articulated in accordance with the study purpose, research questions and objectives in order to present recommendations on how

government services can be customised to address the underlining challenges faced by the young people falling in the NEETs youth category.



## CHAPTER FIVE

### STUDY CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Introduction

This research study is the result of the ongoing challenge to address the problem of young people who are not in employment, education or training (i.e. NEETs), not least in South Africa – and the apparent failure of government policies and programmes to resolve the problem. The significance of this study lies in its highlighting of opportunities and methods for the resolution of obstruction factors and the improvement of the efficacy of NEETs youth programmes, provided by NEETs youth and public sector officials working with Youth Development Programmes (YDPs). Additionally, the study findings provided insights to NEETs policy gaps and amendments required for efficacy improvement of YDPs.

NEETs youth are a growing concern worldwide. Compounding the problem, NEETs youth are often poor, from broken families and vulnerable to a life of crime. In addition, young people are hit the hardest during times of job scarcity as they either find it difficult to enter the workplace or are the first to be let go when employers need to lay off staff (Gough, 2016:1). Governments and welfare groups across the world have launched operations and mechanisms to develop youth skills and employability, including bursaries and loans, trade training schemes and youth cafés. Resultant is the problem statement presented in chapter one which informed the purpose of this study to critically investigate youth perceptions and their ideas and suggestions for improving the effectiveness of public sector NEETs initiatives. To this end a small sample of 30 NEETs youth and four related Department of Social Development (DSD) officials in South Africa's Western Cape were asked to provide relevant information as to their personal circumstances, educational levels, perceptions of youth development programmes – and their suggestions for problem solving remedial action.

The exploratory research question derived from the problem and purpose statements for this study was: “*What are the perceptions of NEETs youth with regard to public sector youth support service efficacy?*” This research question was aimed at answering the ‘*why*’ and ‘*how*’ components of NEETs government services: i) *why* are young people not taking advantage of available government services provided for their empowerment and development; and ii) *how* can these services be made more effective from the perspectives of both the NEETs youth and the public sector officials?

The research question and related study objectives were indicated in chapter one. The literature review in chapter two addressed objective one of the study, which involved the review of current policies, frameworks and interventions undertaken in other jurisdictions internationally, regionally

and nationally, as well as locally in the Western Cape Province of South Africa, to address the broad challenges faced by NEETs youth and their underlying causes. These secondary data findings derived from the literature review contributed to the design of the primary data collection instruments to achieve objective two of the study, and which were presented in chapter three.

## **5.2. Revisiting the Objectives of the Study**

The researcher achieved the study purpose and objectives. The problem statement (in chapter one) put forward the NEETs youth problem and its international nature. This problem – and its impact in South Africa in particular – determined the purpose of this study and its three objectives of relevant literature review, multiple (embedded) case study design, and mixed methods data collection, analysed using descriptive statistics and thematic analysis to obtain recommendations for policy amendments and further research.

### **5.2.1. Study Objective 1: Review pertinent NEETs literature to understand the problem of NEETs youth.**

The first objective of this study was fully canvassed in chapter two, wherein available literature on NEETs youth was reviewed as to their origin, definition, causes and research elements, ages and interrelationships, input factors and broader considerations, remedial action and interventions. The policy issues affecting NEETs worldwide were also reviewed and summarised into a typology of the different youth policy experiences in the United Nations (UN) perspectives, the European Union (EU) situation, and the African Union (AU) and South African experiences. The typology and its discussion in chapter two could contribute to future research and policy reviews related to NEETs youth. Similarities in NEETs youth interventions that were noted, as well as the gaps identified, will be articulated within the findings and recommendations later in this chapter.

### **5.2.2. Study Objective 2: Conduct a multiple (embedded) case study with two NEETs sample groups, from two youth cafés in the Western Cape Province and verify the findings with key informant public sector officials.**

This objective was identified to enable the researcher to understand youth perceptions towards public sector initiatives targeted at them, inclusive of their views on what would be required for them to become involved in such initiatives. This was achieved by selecting two Western Cape youth cafés, one urban and one rural, together with four key informant Western Cape Department of Social Development (WCDS) officials involved in the provision of Youth Development Programmes (YDPs). Chapter three of this study articulated this objective fully from identifying a suitable research design to data collection methods and analysis, as well as ethical considerations to be taken into account both before and during the data collection fieldwork.

Under the research study design of chapter three, the rationale for selecting a multiple (embedded) case study design, as opposed to a survey design, was motivated and justified, as well as the benefits of choosing multiple (embedded) case study design as opposed to single (embedded) case study design. Additionally, the motivation for mixed method data collection was presented inclusive of the integration, verification and synthesis between the secondary data findings from chapter two with that of the primary descriptive quantitative and exploratory qualitative data findings.

### ***5.2.3. Study Objective 3: Collect and analyse both quantitative and qualitative data and report findings and recommendations.***

This objective was articulated in chapter four of this study, the empirical portion of the study: *Public sector youth support services efficacy: A case study exploring NEETs youth perceptions.* This followed the results of the semi-structured questionnaire responses from the 30 participants in the two youth cafés, as well as from the interview results provided by the four government officials working in the Youth Development sub-directorate of the WCDS. The data gathered by the researcher that was needed to confirm the extent of the efficacy of the public sector youth support services and recommendations suggested by the respondents is discussed in detail later in this chapter. Articulation of the findings and recommendations for further research could aid interventions in resolving the NEETs youth problems, both in South Africa and in the rest of the world.

### ***5.2.4. Report Findings***

Literature review findings across the world indicate a range of concepts as to who are NEETs youth, why they are so classified – and what actions different governments need to take to turn them into constructive and contributing members of their communities and countries. Some youth who are classified as NEETs have the means and family support structures not to be a burden on society. The problem addressed by this study lies with the burden of non-contributing youth, ranging in age variously in different parts of the world from 14 to 35, as to: a) why they are NEETs youth, b) what needs to be done to turn them into willing contributors, and c) how best to achieve the desired aim of transforming NEETs into contributing members of society. Examination of the broader problem through a review of the relevant literature enabled the researcher to construct the questions needed to be asked of the 30 NEETs youth and four related DSD officials in the Western Cape Province of South Africa selected as a representative information source (i.e. sample).

The multiple (embedded) case study findings obtained from the 30 NEETs youth at the two youth cafés, and the four key informant WCDS officials, established and confirmed: 1) the reasons why the youth are NEETs, and the barriers and challenges that face them in seeking upliftment; 2) the extents to which NEETs youth are or are not looking to rise above their current status – and why;

and 3) the suggestions as to how to successfully realign and enhance governmental policies, programmes and incentives – and their delivery – in order to transform NEETs youth into positive contributors to their communities and country. The willingness of the 30 NEETs youth, together with the four WCDSO officials, to engage in workable solutions was an indication: a) of a willingness to improve themselves; and b) that their skills development suggestions are worth developing and that they could be implemented efficiently and effectively.

The quantitative and qualitative answers received from the 30 respondents in the two youth cafés, and from the four WCDSO officials, were collated into relevant and interrelated data constructs, each supported with a data chart. Selected quotations from the responses of the NEETs youth and the WCDSO officials are included where relevant. Additionally, the information provided and collected under these data constructs was then developed into emerging themes and grouped under investigation categories, as presented below.

#### ***5.2.4.1. Barriers to opportunities***

Analysis of the answers provided by respondents to their questionnaires confirmed that the main barriers preventing NEETs youth from uplifting themselves are financial (43%), together with a lack of both the opportunity to attend YDPs and their availability. Youth education levels being too low (23%) was evidenced as a contributory factor, with too many (43%) not passing matric – and the high dropout rate evidenced before Grade 12.

A lack of affordable transport, the prevalence of township crime areas, one-parent and no-parent families, increasing living costs and low family incomes are all factors contributory to a negative mindset, a feeling of helplessness – and a resort to crime, rather than education and employment, as the way out.

A further barrier factor was expressed by the WCDSO officials in that government departments operate in silos and do not coordinate their YDP activities. The relevant literature found that a lack of policy frameworks is prevalent from the European Union (EU) to the Western Cape Government (WCG).

#### ***5.2.4.2. Access to opportunities***

Only 43% of respondents knew about job preparation programmes, 40% knew of the youth employment services, and 33% knew about youth learnerships as well as the provision of bursaries. A broad view was expressed by both NEETs youth and WCDSO officials that marketing of YDPs fell short on fully informing the youth. Most (83%) of youth respondents felt that not enough information was provided, whilst 70% considered that a lack of role models in their communities accounted for a lack of interest in government YDPs and services. Only 57% of youth indicated that they had applied for inclusion in a YDP.

Half (50%) of the youth respondents indicated their need for skills development, whilst 50% also were concerned to match their available job opportunities with the skills they possessed. Additionally, 43% looked for support to become entrepreneurs and start their own businesses. Training relevance and programmes not leading to gainful employment were both concerns expressed. Government's provision of free skills training was seen as an essential element in enabling NEETs youth to become productively contributing members of society. Equally important was seen to be ensuring that such training was readily available and accessible. Lack of both provision and availability was seen to inhibit any value in the provision of such YDPs.

#### **5.2.4.3. Awareness**

Hearing and knowing of the YDPs on offer was indicated as a problem that, together with their financial and family problems, led youth to lose interest in self development. Additionally, 30% said that there was a lack of useful information, whilst 20% were not even aware of available opportunities. Furthermore, not only did 33% of youth respondents indicate a lack of YDP availability, 26% also indicated that most of the programmes on offer do not lead to further opportunities. They pointed out that on completion of a YDP no attributable certificate is provided that can lead to gainful employment.

#### **5.2.4.4. Youth perceptions**

Financial, education, travel and access barriers to government YDPs and services tend to create a sense of hopelessness in NEETs youth – and a perception that government is not doing enough to make their YDPs meaningful and output oriented in creating a better future for youth in their communities and country. Although 50% respondents saw the youth related development programmes as being good, skilling, helpful and exciting, there was also a view that government could and should be doing more to help fund and train youth. A feeling was evident in the analysis of the study questionnaires responses received of a lack of confidence that the YDPs and services, even if more readily available, do not adequately meet their development needs and match their aspirations.

Youth motivation evidence included the proud feeling of achievement in gaining a Matric (46%), as well as the 60% who were infused with pride in being taken on in a work internship.

#### **5.2.4.5. Recommendations**

Financial support, programme relevance and accessibility, together with local community role modelling, were seen by respondents as main factors in resolving the NEETs youth problem. Additionally, the officials put forward their concern that government departments need to act in coordination with one another under a common policy.



Suggested specific remedies engaged the provision of bursaries, the better advertising of YDPs along with assurance that they are free, the provision of YDPs in communities to make them more accessible, and the involvement of youth in development of YDPs to make them more relevant. The foremost overall priority need evidenced was skills improvement. With improved skills many of the youth indicated that they would look to become entrepreneurs, develop their own business operations – and be in a position to employ others.

In achieving the aim of transforming NEETs youth into either employed youth or entrepreneurs, the relevant literature indicates that governments need to avoid being lured into a ‘fire-fighting’ short term quick fix approach. Governments need to develop a longer term, well structured and coordinated approach that will achieve progressive and lasting reductions in the numbers of their NEETs youth. Government’s understanding of the nature and extent of the problem is essential, together with the provision of adequate and effective funding of programmes. This applies both in each government’s own country and in the international context.

In the South African context, and in so far as not already doing so, government needs to study the YDPs provided in other countries for their relevance and adaptability to the South African context. This approach is of growing application in the currently increasing labour flows between countries in the modern world.

### **5.3. Concluding Remarks**

The literature review data evidence in this study identified that while existing governmental policies and programmes appear to be of varying value in different countries, in South Africa they are largely ineffective in remedying the causes of the NEETs youth problem. Policies on the provision of funding support and more attractive incentives need to be critically re-examined and revised, together with the involvement of youth in their own development.

It is also essential that government youth development is provided under a common policy that: a) understands and incorporates the views and needs of the youth; and b) is delivered by departments operating in a coordinated manner. This is to achieve effective provision and targeted delivery of YDPs and services by the Western Cape Department of Social Development (WCDS) that can ensure that by age 25 all youth will be gainfully employed, or engaged in activities that are beneficial to their communities and their country.

### **5.4. Recommendations for Further Research**

Further research is recommended using a larger sample frame to assess the reliability of the current study findings in relation to other NEETs youth and key informant government officials samples. This is so that the measures proposed for uplifting NEETs youth into becoming successful

entrepreneurs and businesspeople, who contribute willingly and meaningfully to the welfare of their communities and country, can be assessed with evaluation studies for impact of the recommended changes to NEETs YDPs. Specific attention should be paid to the design of development programmes that attract the NEETs youth, to engaging young people in the meaningful development of these programmes, and to seeing that participation in these programmes leads to ongoing development progress – both on a national scale in South Africa and as a reference basis for other countries in Africa and further abroad.

The South African Government has many youth support initiatives, including internship programmes, learnership programmes, youth bursaries, work shadowing opportunities, the National Youth Service, Expanded Public Works Programmes and, most notably, the National Student Financial Aid Scheme. However, these initiatives appear to lack impact because they do not adequately address the fundamental challenges facing young people. It was for this reason that this study was aimed at approaching a NEETs youth sample to provide data from their perspectives with regard to the efficacy of the Government initiatives and why they do not take full advantage of them.

A factor in the lack of impact of the South African Government programmes in remedying the NEETs youth problem is considered to be due to programme fragmentation, incoherent coordination, unclear mandates and the overlaps between the different mandates of Government, its departments and its agencies, leading to poor monitoring, evaluation and updating (National Youth Policy, 2015-2020). In looking to achieve an effective coordinated approach to YDP provision Government needs to extend its literature and policy reviews as well as research studies, both locally and internationally, into: a) the causes of the problems facing NEETs youth, and b) the viability of remedial action needed to provide effective solutions. Government then needs to coordinate its NEETs youth remedial actions in one unified approach, based on shared and cocreated best practices worldwide and the specific problems identified through research studies.

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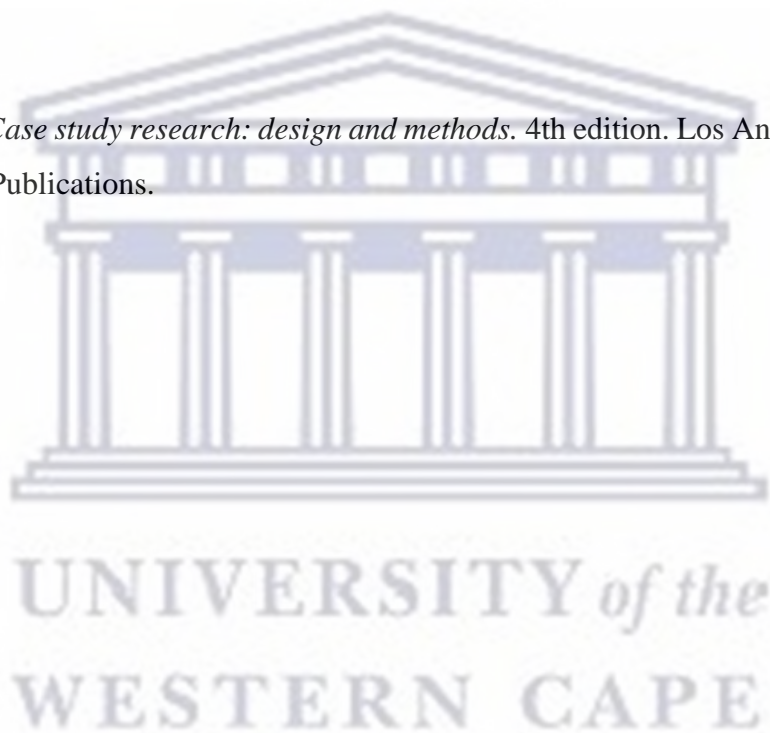
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## ANNEXURES

### Annexure A: NEETs Youth Questionnaire

NEETs Youth Questionnaire

## NEETs Youth Questionnaire

Youth not in education, employment or training (known as NEETs), represent some 600 million of the world's 1.8 billion youth population, are a global multidimensional problem and concern. In South Africa, where currently more than 3,5 million (34,3% of all young people) are NEETs, the problem is acute. Governments and welfare groups have launched operations and mechanisms to develop youth skills and employability, including bursaries and loans, trade training schemes and youth cafés.

This questionnaire is aimed at getting the opinions and suggestions (the voice) from you, the youth (our future) regarding the government initiatives and services for NEETs.

Please help us to ensure relevance and better service and/or opportunities by completing this questionnaire for us.

YOUR TIME AND INPUTS TO THIS STUDY IS MUCH APPRECIATED!

\* Required

#### Part A: Background Information

Tick the information that applies to you:

#### 1. Gender \*

Mark only one oval.

- Male
- Female
- I wish not to disclose
- Other: \_\_\_\_\_

#### 2. Age \*

Mark only one oval.

- 18-21
- 22-25
- 26-29
- 30-34



3. Race \*

Mark only one oval.

- Indian
- White
- African
- Coloured
- Other: \_\_\_\_\_

4. Highest Qualification Achieved \*

Mark only one oval.

- Gr 10/N1
- Gr11/N2
- NSC/N3 (with exemption to go to university)
- NSC/N3 (without exemption)
- Trade and Occupation Certificate
- Diploma
- Degree/Higher Diploma
- Profession Degree/Honours/Postgrad Diploma/ Certificate
- Masters
- PhD
- Other: \_\_\_\_\_

Part B: Current Status

5. Why are you a NEETS (not in education, employment or training) youth? \*
- Tick the answer or answers applicable to you

*Check all that apply.*

- No formal education
- No relevant qualifications
- Did not pass matric
- Passed matric but do not meet university admission requirements
- Too far away from a university/college
- Awaiting university/college results (academic transcript) due to student dept
- No money/ finance for studies
- Lack of job opportunities
- Other: \_\_\_\_\_

6. What are your priority needs to improve your NEETs status? \*
- Tick the answer or answers applicable to you

*Check all that apply.*

- Support to matriculate
- Support for post-matric studies
- Youth mentorship programmes
- Youth skills development/learnership programmes
- Job Internships
- Job opportunities for my skills-set
- Funding/bursary for further studies
- Support to start my own business
- Other: \_\_\_\_\_

7. What proud moments of achievement can you recall in your life? ---- Moments that could be repeated \*  
Tick the answer or answers applicable to you

*Check all that apply.*

- When I got my National Senior Certificate (passed matric)
- When I received a bursary/sponsorship for further studies
- When I passed my post school (diploma/degree) qualification
- When I obtained a work internship opportunity
- When I was elected to attend a National Youth Camp
- Other: \_\_\_\_\_

8. What challenges do you have that prevents you from achieving your dreams? \*

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9. What is your experience in developing new ventures/ideas (Entrepreneur)? \*  
Tick the answer applicable to you

*Mark only one oval.*

- No experience at all
- Very limited
- Theory only, no application
- Very good
- Started my own venture already

**Part C: Challenges Recognition**

10. Is it easy for you to find job opportunities that match your qualifications/skills set? \*

Mark only one oval.

- Yes  
 No

11. Why do you think this is the case? (Justify your previous answer) \*

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12. What prevents you from accessing youth development programmes and services? Tick the answer or answers applicable to you \*

Check all that apply.

- No programmes or services in my community  
 Programmes and services are too far away  
 No money for transport  
 Lack of enabling education  
 Not aware of any available youth development programmes  
 Programmes do not lead to further opportunities  
 Lack of relevant training opportunities  
 Other: \_\_\_\_\_

13. Do you think there is a worthwhile future for young people in South Africa? \*

Mark only one oval.

- Yes  
 No

14. Please explain why you said Y/N? (Justify your previous answer) \*

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15. What is your opinion/perception of the youth related development programmes on offer? (Please provide as much detail as possible) \*

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Part D: Action Available

16. How can you contribute towards achieving a better future for young people in South Africa? Tick the answer or answers applicable to you: \*

*Check all that apply.*

- Becoming well educated
- Obtaining scarce skills qualifications
- Developing business (entrepreneur) ventures
- Fight crime and corruption
- Being a role model for other youth
- Creating job opportunities for others
- Other: \_\_\_\_\_

17. Do you know How to access the available youth targeted programmes of government? \*

Mark only one oval.

- Yes  
 No

18. Which of the following youth training and development programmes do you know? \*  
Tick the answer or answers applicable to you:

Check all that apply.

- Youth Employment Services  
 Learner internships for guaranteed employment  
 Youth Learnerships  
 National youth service  
 Graduate development programmes  
 Job linkages  
 Bursaries offered by SETAs  
 Bursaries/Scholarships offered by private sector  
 Job preparation programmes  
 None of the above  
 Other: \_\_\_\_\_

19. Have you applied for any of the youth opportunities on offer? \*

Mark only one oval.

- Yes  
 No

20. Please explain why you said Y/N? (Justify your previous answer) \*

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21. Please indicate the reasons why you think youth does not access government service and opportunities for youth? \*

Tick the answer or answers

applicable to you:

*Check all that apply.*

- Lack of information about government services
- Lack of transport to access government services
- Lack of interest by young people
- Young people are despondent (despair)
- Lack of role models/parental support
- Other: \_\_\_\_\_

22. What is your opinion of the advertisements for youth training and development programmes? \*

Tick the answer or answers applicable to you:

*Check all that apply.*

- It is appealing (eye-catching)
- Information is clear so that I know what to do/choose
- It does not draw my attention
- Information is too general/broad
- Other: \_\_\_\_\_

23. What communication platforms do you find effective in accessing youth development programmes? \*

Tick the answer or

answers applicable to you:

*Check all that apply.*

- Family member or friend
- Advertisements in community/mainstream newspapers
- Advertisements on local/national radio
- Advertisements on TV
- Government website
- Notices in community libraries/public buildings
- Information provided to High School Grades 11 and 12
- WhatsApp
- Facebook
- Twitter
- Other: \_\_\_\_\_

24. Is there access to youth development programmes, services or business opportunities for youth in your area? Tick the answer or answers applicable to you: \*

*Check all that apply.*

- Not aware of any opportunities or services
- Yes, it's readily available
- Yes, but only a few opportunities
- Yes, but there is a lack of information
- Yes, but opportunities are of no interest to me
- Yes but no transport available
- Yes but no money for transport
- Yes, but travel too dangerous due to crime in the area
- Other: \_\_\_\_\_



25. What do you think is the role of government in youth development? \*
- Tick the answer or answers applicable to you:

*Check all that apply.*

- Provide opportunities for work and entrepreneurial business
- Facilitate skills training funding/bursaries
- Encourage Government departments to create business opportunities
- Provide a policy framework for youth development
- Sponsor/Fund NGO/NPO sector youth targeted initiatives
- Other: \_\_\_\_\_

Part E: Recommendations

26. How best can the advertising for youth development programmes and services be brought to the attention of all youth? \*
- Tick the answer or answers applicable to you

*Check all that apply.*

- Advertise in community newspapers
- Place inserts in mainstream newspapers
- Put notices at community libraries and municipal offices
- Broadcast on radio
- Use social media
- Announcements at church
- Announcements at Schools
- Advertise on the government website
- Printed leaflets to distribute in the community
- Send out mobile information units
- Inform through Youth Cafés
- Other: \_\_\_\_\_

27. What recommendations do you have for enhancing the provision of youth development programmes and opportunities? \*

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28. How best can government youth development programmes be made accessible to you? \*

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29. Where would you prefer to attend a youth development programme or receive services? \*

Mark only one oval.

- Youth Café
- Youth Centre
- Thusong Centre
- Government Department
- NGO
- School
- Community hall / offices
- Other: \_\_\_\_\_

30. Do you think that applications for youth development programmes should be electronic - and why? \*

Mark only one oval.

- Yes - easier to apply
- No - no computer access
- No - not easy to understand
- Other: \_\_\_\_\_

31. What must be done to attract young people to attend youth development programmes and utilize the services on offer? Please provide as much detail as possible \*

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## Annexure B: NEETs Public Officials Interview Schedule

NEETs Public Officials Interview Schedule

# NEETs Public Officials Interview Schedule

Youth not in education, employment or training (known as NEETs), represent some 600 million of the world's 1.8 billion youth population, are a global multidimensional problem and concern. In South Africa, where currently more than 3,5 million (34,3%) of all young people) are NEETs, the problem is acute. Governments and welfare groups have launched operations and mechanisms to develop youth skills and employability, including bursaries and loans, trade training schemes and youth cafés.

This interview schedule is aimed at getting your opinions as officials who are currently running youth development programmes for young people. Please share your experiences on what you think prevents the youth from accessing government initiated youth development programme. It will further assist us if you could share what youth development programmes are useful, need to be maintained and what interventions are not working and need to be done away with.

Your contribution will help us to ensure relevance and better service and/or opportunities by completing this interview guide for us.

In answering all questions kindly reflect on BOTH your Urban and Rural experiences in dealing with young people.

YOUR TIME AND INPUTS TO THIS STUDY IS MUCH APPRECIATED!

\* Required

### Part A: Background

#### 1. Age \*

Mark only one oval.

30-34

35-39

40-44

45-49

Other: \_\_\_\_\_

2. Gender \*

*Mark only one oval.*

- Female
- Male
- Other
- Not willing to disclose

3. Race \*

*Mark only one oval.*

- Indian
- White
- African
- Coloured
- Not willing to disclose

4. Occupation \*

*Mark only one oval.*

- Monitoring Officer
- Assistant Director
- Programme Director
- Director
- Other

5. Since when have you been involved in youth development programmes? \*

\_\_\_\_\_  
*Example: January 7, 2019*

**Part B: Current Status**

6. Which government offered youth development programmes are you aware of? \*  
Kindly remember to reflect on both Urban and Rural experiences.

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7. What do you think is the role of government in youth development \*  
Kindly remember to reflect on both Urban and Rural experiences.

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8. In what way were you involved in some of the youth development programmes? \*  
Kindly remember to reflect on both Urban and Rural experiences.

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9. In your view, which youth development programme should be presented to young people? \*  
Kindly remember to reflect on both Urban and Rural experiences.

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10. What is good about youth development programmes that you are aware of? \*  
Please justify your answer and kindly remember to reflect on both Urban and Rural experiences.

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**Part C: Challenges Recognition**

11. In your opinion, what does not work well in these youth development programmes and which could be done away with? \*  
Please justify your answer and kindly remember to reflect on both Urban and Rural experiences.

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**Part D: Action Available**

12. What in your opinion is the efficacy of the current government initiated youth development programmes? \*  
Definition of efficacy: The ability to produce a desired or intended result.  
Kindly remember to reflect on both Urban and Rural experiences.

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13. Please substantiate your previous answer \*  
Kindly remember to reflect on both Urban and Rural experiences.

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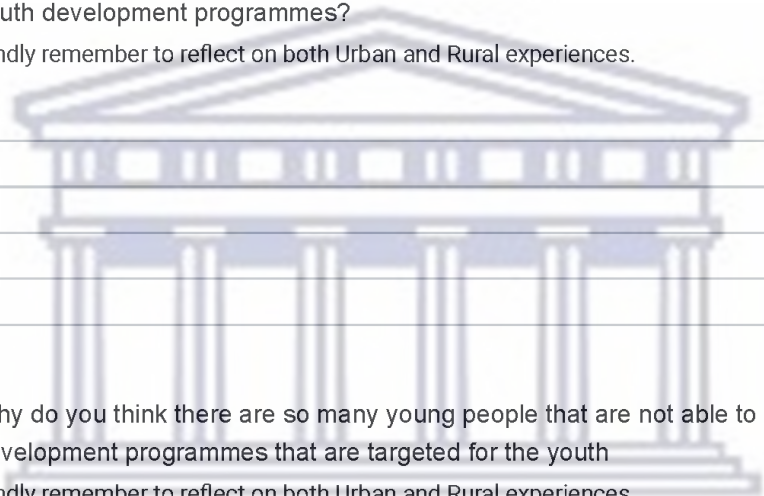
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Part E: Recommendations

14. What recommendations do you have regarding how best to advertise for these youth development programmes?  
Kindly remember to reflect on both Urban and Rural experiences.



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15. Why do you think there are so many young people that are not able to access development programmes that are targeted for the youth  
Kindly remember to reflect on both Urban and Rural experiences.



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16. Kindly provide recommendations on how these government initiated youth development programme could be made more accessible to the youth? \*
- Kindly remember to reflect on both Urban and Rural experiences.

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17. What recommendations do you have in order to attract more young people to participate in available youth development programmes? \*
- Kindly remember to reflect on both Urban and Rural experiences.



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18. What do you think are the reasons for youth not taking up the youth development opportunities on offer? \*
- Kindly remember to reflect on both Urban and Rural experiences.



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19. In your opinion, what form of application for youth development programmes is <sup>\*</sup> best suited (electronic or manual)? Please explain your answer.  
Kindly remember to reflect on both Urban and Rural experiences.

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## Annexure C: Research Study Information Letter (sample copy)



*Private Bag X17, Bellville 7535, Cape Town, South Africa*  
*Telephone : (021) 959 3858/6 Fax: (021) 959 3865*  
*E-mail: [pkippie@uwc.ac.za](mailto:pkippie@uwc.ac.za) or [mdimbabo@uwc.ac.za](mailto:mdimbabo@uwc.ac.za)*

### **INFORMATION SHEET** **for** **NEETS Questionnaire**

#### **Project Title:**

Public Sector Youth Support Services Efficacy: A Case Study: Exploring NEETs Youth Perceptions and Suggestions for Improvement

#### **What is this study about?**

This research project is being conducted by Mzwandile Hewu, a student at the University of the Western Cape. You are invited to participate in this project as a respondent to the purpose of the study which is to, to critically investigate youth perceptions and their ideas and suggestions for improving the effectiveness of public sector NEETs initiatives. Your cooperation towards the completion of this research is sincerely appreciated. You are assured that your questionnaire responses will be treated with utmost confidentiality.

#### **What is the questionnaire about?**

You will be asked to complete Section A and B of the questionnaire. Section A requires information about you as a NEETs for profile purposes. Section B has questions pertaining to NEETs interventions by the DSD and for which you were a recipient. It will take 30 to 40 minutes to complete the questionnaire because most of the questions has predetermined answers from which you will make your selection to provide your option and perceptions. You may also ask the researcher to clarify questions where needed.

#### **Would my participation in this study be kept confidential?**

Your confidentiality is guaranteed. Each respondent will be given a number on the questionnaire instead of your name. You will be required to sign a consent form before partaking in the study to protect your privacy and confidentiality and to give permission that your question responses by be used to achieve the study purpose. All data collected will be dealt with confidentially and safely stored by the researcher following the UWC and DSD protocols.

**What are the risks of this research?**

There are no foreseeable risks involved in participating in this research project. From the beginning, aims and objectives will be clear.

**What are the benefits of this research?**

There are no material benefits for you as a respondent to the questionnaire. After the study has been conducted, the researcher will compile a thesis which will: i) collate and assess the data from the questionnaire respondents; ii) compile descriptive statistical findings; and iii) highlight recommendations for future research and NEET's government policies as well as interventions. The thesis will be presented to the Management of the DSD, which will assist the Department to make informed management decisions regarding NEET's policies as well as designing improved public sector NEET's initiatives.

**Do I have to complete the questionnaire, and may I stop participating at any time?**

Your participation in this research is completely voluntary. Should you feel the need to withdraw from the study you can do so at any time.

**How long will it take to complete the questionnaire?**

The entire questionnaire will take about 30 - 40 minutes to complete because most of the questions have predetermined answers from which you will make your selections.

**Do I need to bring or have any document with me to complete the questionnaire?**

You do not have to have anything with you to complete the questionnaire.

**Is any assistance available if I am negatively affected by participating in this study?**

There are no negative effects that could happen from participating in this study. However, if you feel that you have been negatively affected by the questionnaire questions, then you can indicate it as such, and you will be taken to the nearest care facilities.

**What if I have questions?**

This research is being conducted by Mzwandile Hewu a student at the University of the Western Cape. His contact number is +2782 462 4898. You may contact him for clarity purposes.

If you have any questions about the research study itself, please contact **Dr Cornel Hart**, the supervisor of Mzwandile Hewu at the Division for Postgraduate Studies (DPGS), University of the Western Cape, her telephone number is (021) 959 2007.

Should you have any questions regarding this study and your rights as a research participant, or if you wish to report any problems you have experienced related to the study, please contact:

Prof. Mulugeta Dinbabo  
Acting Director: Institute for Social Development  
School of Government

## Annexure D: Research Ethical Clearance Letter and Number



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11 March 2021

Mr MJ Hewu  
Institute for Social Development  
Faculty Economic and Management Sciences

HSSREC Reference Number: HS19/10/34

Project Title: Public sector youth support services efficacy: A case study exploring NEETs youth perceptions and suggestions for improvement.

Approval Period: 18 February 2021 – 18 February 2024

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report by 30 November each year for the duration of the project.

The permission to conduct the study must be submitted to HSSREC for record keeping purposes.

The Committee must be informed of any serious adverse events and/or termination of the study.

A handwritten signature in black ink.

Ms Patricia Josias  
Research Ethics Committee Officer  
University of the Western Cape

Director: Research Development  
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Private Bag X17  
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Tel: +27 21 959 4111  
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HSSREC Registration Number: HSSREC-14916-04P

FROM HOPE TO ACTION THROUGH KNOWLEDGE.