



Image 2: Expanded Works Public Programme Workers in Robert Sobukwe Street opposite Cape Town International Airport near Nooitgedacht, Bishop Lavis: 29 June 2017

2.11 Social Policies

The National Department of Labour Strategic Plan 2015-2020 states that the role of the Department of Labour (DOL) is to contribute to reducing the unemployment, poverty and inequality rates through a set of social policies and programmes designed in consultation with social partners.

2.11.1 Employment Equity Act (EEA)

The Employment Equity Act of 1998 was designed to achieve equity in the workplace by promoting equal opportunity and implementing affirmative measures to ensure that previously disadvantaged groups are represented at all levels of the workforce. The Black Economic Empowerment Act (BEE) was passed in 2003 (Seekings & Nattrass, 2005), and was meant to be a racially selective policy that would give an advantage to Blacks,

Coloureds, Indians and Chinese that arrived in South Africa before 1994. The main objectives of the BEE were to empower more Black people to own and manage enterprises and to achieve some structural change within the racial composition of the enterprise. More importantly, access to finance for Blacks through preferential procurement would accelerate the objectives of the BEE and EE. However, CODESA II confirmed that the BEE was for a few Black elites to share the spoils of exploitation without challenging the economic structure. According to Bonang Mohale, President of the Black Management Forum, the 2014/2015 EE report was extremely disappointing. An assessment of the annual report indicates that top management comprises of Whites, and White males continue to dominate. According to the report which was aligned to the 2011 Census, the black population consists of 76 %; however, only 13 % has top management positions. In contrast, Whites that only consist of 9.1 % of the population, occupy 70 % of the top positions. Thus, as alluded to earlier, the shift in political power and the political freedom enshrined in the Constitution and other policies did not translate into real opportunities (Commission for Employment Equity Annual Report, 2015/2016).

2.11.2 Unemployment Insurance Fund

The Unemployment Insurance Fund was established to provide short-term relief to the workers, subject to certain conditions. The Fund is financed through monthly contributions by employers and workers. The South African Revenue Services (SARS) act as the agency to collect the funds and an administration fee is paid over to SARS from Department of Labour (DOL) for services rendered. In 1996, the Report of the Presidential Commission recommended that employers also declare workers per payroll to DOL in order to keep a record of individual contributions, in addition to the employer's declaration to SARS and subsequent contribution which is based on the total wages of the entire workforce.

The intention of the Fund was to bring temporary relief to the unemployed, but with the increasing number of people facing dismissals and retrenchments, as well as expired short-term contracts, the number of beneficiaries has exceeded the norm and the Fund is under huge pressure. One of the fundamental challenges is that job seekers who are UIF beneficiaries are not forced to make an attempt to seek employment, as opposed to standing in long queues waiting for pay-outs. The perception and temptation of seeking immediate relief for six months are greater than the need to engage in active participation in a job hunting process and availing themselves for interviews and training. Although the Act

stipulates that, should an individual not avail themselves for work or make use of the public employment services by going for counselling and attending job readiness programmes, this is certainly not implemented and put to task.

The envisaged scenario will take the form of whether the UIF be exhausted within a short space of time if eligible participants are not adequately assisted. Another problem that needs consideration is that the longer the beneficiary is economically inactive, the less enthusiastic and competitive the candidate might be. There are huge psychological implications for both the individual and the family as they anticipate poverty along with unemployment and an anxiety build-up towards the last and final payment of the fund, which is normally at the end of a six month period. Esping-Andersen (2002) stated that quality of work must begin to develop skills in order to make the individual more employable and to have a bigger chance of retaining his/her job or to re-enter the labour market. This could prevent seeking relief from the UIF when there is a good chance of becoming economically active again.

2.11.3 Public Employment Services

The Department of Labour's annual report of 01 April 2011 to 31 March 2012 makes reference to the Public Employment Services (PES) unit that has been established in 2007 and is located at local branches to assist companies and workers to adjust to the changing labour market conditions. The unit's mandate stems from the Skills Development Act of 1998 and the Employment Services Bill promulgated in 2012.

Notably, the Strategic Plan of 2014-2019 makes references to referrals from the UIF helpdesk to the Public Employment Services (PES) unit for further assistance. This unit assists work-seekers to access job opportunities and registers individuals on the national database of unemployed persons. In addition, free services are rendered in terms of providing career counselling, matching, screening and placement of candidates.

According to Spicker (2014), Public Employment Services that are based on the United Kingdom model, state that the service mainly offers improved information, retraining or work experience. The writer agrees with the author that this in itself does not create jobs that successfully place the unemployed in employment.

The Annual Performance Report of 2014 states that the strategic objectives of the PES unit are to contribute to decent employment creation. They are responsible for employment services regulation and guidelines, conducting advocacy campaigns and administering the

Employment Services of SA (ESSA) work-seekers' database. Furthermore, the unit registers opportunities that are reported to DOL by employers, contributes to the placement of work-seekers and assists them to enter or re-enter the labour market. Finally, the unit administers the registration of Private Employment Agencies (PEA), regulates the industry for Temporary Employment Agencies (TEA), previously known as labour brokers, and makes recommendations to the Department of Home Affairs regarding requests for work permits (DOL Communications 2014). Within these services that PES units provide, it is alarming to learn that the units do not provide special services at a local level for the disabled, ex-offenders or the youth.

Thus, the Employment Services Bill that was promulgated in 2012 and amended in 2014 did not bring any relief in terms of the placement of registered work seekers, especially vulnerable work-seekers such as the youth and disabled unemployed persons. It merely addresses the effort it should make to connect these work-seekers with employers. This calculated omission of addressing the recruitment and selection challenges that young people experience widened the gap between the supply and demand of labour. It fails to regulate equal access to the labour market by remaining silent on the creation of mechanisms that would force employers to report vacancies to the DOL and, in so doing, to give every registered unemployed person the opportunity to compete for a position. In fact, the implementation of the DOL Strategic Plan is completely misplaced if there is a single thought of placing young work-seekers in decent employment (Employment Services Bill, 2014).

Therefore, SA needs to improve its employment service to the public by aligning their services with job-creating initiatives. A social policy or model needs to be developed that could encourage employers to recruit unemployed persons referred by DOL and to close the gap between the supply and demand of labour.

2.12 Social Security

The Social Security system seeks to ensure access to social protection, including appropriate social assistance as provided for in Section 27 of the Constitution. The construction over time of a comprehensive social security system resulted in marginal changes to social insurance funds and the enhancement of administrative arrangements, a new tax structure and adjustments to employee benefits across the economy. These reforms extended across the entire labour market. Its implementation called for a new social contract constructed on the principles of equity and alleviating poverty. The Department of Social Development and the

Department of Labour with the South African Social Security Assistance (SASSA) played a key role in the reformed design by implementing retirement provisions, social-health insurance, unemployment insurance compensation for injuries and deaths, as well as road safety insurance. From November 2014 to May 2015 social grants increased from 16.5 million to 16.7 million. Social assistance continued to increase and such social trends were possibly the most important changes to address poverty and inequality.

2.13 Changing nature of work

It is common knowledge that the one big thing that we all can be certain of is change. The digital revolution is a stage of human progress and development. For many years, significant events have changed the lives of the labour force. As these changes took place, there have been great advances in production and manufacturing and the way people worked in general.

Businesses introduced machines that made labour-intensive activities easier to carry out, increasing efficiency and production. Machines today outperform humans in a range of work activities, including making decisions and performing actions that normally would have been done by human beings. Example: automatic teller machines versus bank teller – these machines are able to learn from actions and can make logical judgements; driverless cars are already at an advanced stage of development (Bloem, van Doorn, Duivestein, Excoffer, Maas & Ommeren, 2014).

Today, the change is the unprecedented explosion of the internet and its ability to not only connect people but also connect people to jobs. The use of social media in the life of a young person could be described as an extension of human potential and capacity. Most employers identify ways in which the business can make profitable use of social mediums (Kaplan & Haenlein, 2010). Automation is changing the face of industries. Technology is bringing the Fourth Industrial Revolution with its own challenges and opportunities. Robots are replacing human beings, collapsing country boundaries, compressing time, distance and space, increasing production and versatility.

Boyd (2014) acknowledges that the digital world in the life of the youth is complicated. Yet, the prospects of having a voice and being heard could carry a less fortunate teen to the heights of social acceptance. Xenos, Vromen & Loader (2014) argue that social media could reverse political and economic inequality as the flow of information is rapid and immediately available. The adaptation to social networks expanded the capacity of work-seekers and their

social behaviour moved to an unparalleled level of human activity, mobility and communications.

The unemployed need to re-skill and re-train themselves for the digital world. Whilst many jobs will be lost, thousands more will be created. The Department of Labour (DOL Strategic Plan 2014-2019) predicted that there will be a move away from the traditional employer-employee relationship in favour of more self-employed workers and an exponential growth in the services sector. For example, demand has increased for chefs, waiters, tourism workers, plumbers, electricians, home health-care workers and others doing service work that is nearly impossible to automate. Many typical jobs are disappearing not only in manufacturing, clerical and retail work but in professions such as law, financial services, education, medicine and transport. The occupations of postmen and typists are almost redundant. The world of work will increasingly centre on concepts such as electronic informational demands, artificial intelligence, augmented reality, virtual reality, industrial robotics, big data, data analytics, Nanotechnology, drones, 3D and 4D printing, etc.

In order to prepare the youth for the digital world of work, they must recognise that future work is digital and that many traditional jobs will not exist. Workers who are able to help businesses leverage the value of technology advancements will be in huge demand and will be well remunerated. Example: with advancement in 3D printing, clothes will be printed rather than sewn; with the increased gathering of data, there will be a need for advanced analytics and artificial intelligence. Work in future will be more networked, more decentralised, more mobile, more dynamic and agile, with decisions being made in real time.

Unemployed youths desperately need a credible digital job hunting/search system, information on scarce and critical skills, work readiness employability skills and online access to opportunities and vacancies (DOL Strategic Plan 2014-2019).

2.13.1 The digital divide

The author, Norris (2001), expressed concern about the widening of the digital divide within societies. Job opportunities that are often linked with advanced technology are mostly unevenly distributed. As the internet became a dominant instrument in terms of managing your life, work and play, online job opportunities and applications become an important aspect of job hunting. However, according to Norris (2001), technological demands of certain job offers seldom reach peripheral or rural communities. The European Union, for example,

prioritized social inclusion as one of the key indicators when launching Europe's Action Plan in March 1999. This move, in particular, was an acknowledgement that there are a divide and an unequal distribution of information. The key result areas were to broaden and promote digital skills, as well as to close the gap between demand and supply of labour that is aligned to digital opportunities. The author further alludes to the fact that digital inequality relates to high cost, which is a significant barrier for the poor. Based on choice and necessity, poor people will not have access to modern devices in order to access digital information about job opportunities.

2.14 The National Development Plan

South Africa's National Development Plan, which was launched on 15 August 2012, serves as the blueprint to reduce poverty and inequality by 2030. One of the nine challenges the Plan aims to address is youth unemployment. The Plan describes the challenge of youth unemployment where both young adults and women are denied access to opportunities.

The National Planning Commission identified two main causes for high youth unemployment: firstly, the labour market rigidities negatively biasing against the employment of the youth; and secondly, the poor skills acquisition and sub-standard educational outcomes. The un-conducive labour market where there are relatively high starting salaries, as well as the disincentive to hire inexperienced workers form part of the explanation for high youth unemployment (National Planning Commission, 2011:13). The Commission also found that young people have often never worked before and hence don't have the requisite experience which acts as a positive signal of their productivity to employers. They are, therefore, assumed to be less productive and a more risky employment prospect than a 36-year-old who already had a few jobs. In addition, employers would be willing to take a risk in hiring younger workers if the cost of doing so was lower than it is for hiring more experienced workers. This, however, is not the case and the youth came to be considered as high cost and high-risk employees (National Planning Commission, 2011:13).

The Diagnostic Overview in the report points to a disjuncture between the needs of a modernising economy and the skills acquired by young people at learning institutions. Employers' requirements have increased as the economy has developed and matured, and a matric qualification has changed from being a key differentiator or a high-end signal of superior productivity to now being a minimum qualification requirement. However, only 44 % of the working-age population have a matric qualification. The National Planning

Commission believed that the lack of job readiness is a strong disincentive to hiring young people, and when people cannot get stable employment before they reach the age of 24, the chances of them ever getting a permanent, stable job fall dramatically (National Planning Commission Report, 2011:13).

The National Planning Commission concluded that “the inability to support young people to make the school-to-work transition is probably the biggest challenge of the labour market”. It is in this regard that the issue of youth unemployment comes full circle with poor educational outcomes and a low level of skills among the youth, which necessitates that employers undertake risks and endure additional costs in hiring young people. Rigid labour legislation acts as a disincentive for employers to take such risks and blocks their ability to counter such costs.

Summary

Based on the above, it is critical to examine the response from the unemployed and the changing nature of capabilities and job aspirations, to align these structural opportunities in order to prevent a further disconnect with the open labour market and the consequent adaptation to unemployment. This study will ultimately explore these concepts within the application of the Capability Approach which serves as an evaluation tool to outline various concepts. These concepts are choices, social injustices, freedom, functioning, resource, conversion factors and agency.

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Chapter 3: Theoretical Framework⁴

3.1 Introduction and background

Sen (1985) takes the concept of poverty beyond economic and monetary terms and refers to the Capability Approach as welfare economics which includes the concepts of freedom, choices and capabilities. For the purpose of this chapter, the writer will focus on concepts such as functionings, capabilities, freedoms and conversion factors within the context of income and unemployment.

According to Spicker (2001), people experience different forms of deprivation over a period of time. The author further states that temporary deprivation is not poverty in itself but premised on the pattern of deprivation. Example: a natural disaster could render a family homeless but if they can convert their resources to escape depravity and poverty, they would not be regarded as poor.

Standards of acceptable living change over time. Clark (2009) asserts that people adapt to poverty and deprivation by suppressing their needs and wants. This phenomenon poses serious consequences for the poor as measurement of capability is largely dependent on their development and how they can live to their full potential. However, the real challenge is the aspect of adaptations and whether it can create new capabilities that can become real possibilities. Clark (2009) further states that the poor suppress their needs and wants due to unexpected changes in the market. This needs to be addressed by measuring their capabilities and formulating indicators that give insight into how the poor can survive economic and political shocks. Our choices and freedom adapt accordingly but not our desire or aspiration to live the good life. Exogenous factors force the poor to review their capabilities and make the necessary adjustments. However, without real opportunities and adequate structural frameworks, unemployed persons cannot expand their capabilities. One could argue that those that pursue self-employment do not need formal job opportunities. Yet, the structural framework and economic policies must be conducive for young people to explore the real freedom of creating their own opportunities. Providing equal capabilities for all, in terms of access to resources, is crucial for social justice (Sehnbruch, 2004).

Measuring poverty without measuring freedom, choices, capabilities, agency, utility and structural opportunity is relative deprivation in itself. According to Townsend (1987), relative

⁴ An extract from the Theory Paper submitted by the researcher for examination in 2015 *in lieu* of preparation for the Research Proposal and project.

deprivation briefly refers to the perception and feelings towards deprivation which is relative to others. Meaning, societies or communities with a different class status will have a different perception of what deprivation means to them. Thus, relatively speaking, deprivation has different measures. Therefore, poverty cannot just be measured in terms of economic value but takes into account the ability of a person to access resources. Example: the lack of access to health facilities is relative deprivation compared to those that can afford to pay for medical services. The next step would be to explore the ability and capacity to convert resources into a functioning without hindrance. Relative poverty relates strongly to those who are persistently deprived in intolerant communities, where there is no security of employment and where the underdog learns to be content with being disadvantaged. Without capabilities to convert our resources and commodities, we will not be able to live the kind of life that we have reason to value (Sen, 2011).

3.2 The Capability Approach

According to Robeyns (2005), the Capability Approach (CA) as pioneered by Amartya Sen developed the following concepts to measure human development:

'The capability approach is a broad normative moral framework for the evaluation and assessment of individual well-being and social arrangements, the design of policies and proposals and how this brings social change in society. It can also be used as an alternative evaluative tool for social cost-benefit analysis, or as a framework within which to design and evaluate policies, ranging from welfare state design in affluent societies, to development policies by governments and non-governmental organizations in developing countries.' (Robeyns, 2005:94)

Within the developing world, this concept is described as welfare economics or ethical economics (O'Hearn, 2009). Sen (1989) regards freedom and choice as both the primary end and means of development. He views the evaluation of human existence as the enhancement of their freedom and states that free agency enhances development, which are the choices we have. Sen (1989) also breaks the eccentric view that high-income levels suggest progress and growth. Instead, he provides evidence that economic growth does not translate into well-being, for instance, life expectancy (Sen, 1989). The approach to measuring development in terms of Gross Domestic Product (GDP), household incomes and high output on production has been viewed with scepticism due to the growing levels of social injustice.

3.3 Development of the Capability Approach

Works that influenced Sen's thoughts can be traced back to Aristotle (B.C.E). According to Stanton (2007), the concept of a good life and defining happiness according to Aristotle continues to dominate the human development arena. According to Clark (2009), Sen was also widely influenced by the works of the famous economist, Adam Smith [1723-1790], who was known for his contribution to the concept of a free market economy and analysis of necessities, as well as standard of living. Sen also had strong connections with Karl Marx [1844] regarding human freedom and emancipation. This particular aspect of the impact on the Capability Approach later became the spotlight for widespread criticism (O'Hearn, 2009). Sen was also interested in the work of feminist Martha Nussbaum and worked as partner to develop this approach. She later added ten principles in how to measure human development and quality of life. Nussbaum and Sen both incorporated Aristotelian points in terms of human nature (Hausman, 2008). Stanton (2007) asserts that Mills acknowledged that individuals are not the best judges of their own concern. Sen tapped into these concepts, such as an individual's elevation of personal quality of life and self-enhancement. Mills further claimed that personal freedom can only be attained in the absence of rendering external burdens upon others (Basu, Pattanaik & Suzumura, 1995).

Forthwith, from 1979 to 1993, Sen questioned the aspect of equality and radically introduced the concept that development is freedom. His books and contribution to measuring freedoms and capabilities contributed to the Human Development Index (HDI) with a focus on measuring aspects of well-being. He believed that the absence of freedom and choice is a contradiction of social justice (Alkire, 2009).

3.4 Conceptual framework

This section will briefly explain certain concepts within the capability approach which will be referred to within the context of the case study.

3.4.1 Functioning

According to Alkire (2005), Sen described functionings as beings and doings. Functioning can vary from elementary, such as being healthy and having a good job, to more complex functionings such as happiness and self-respect. The ability to be able to compete in the job market and to participate in job hunting activities without hindrance would be a general functioning. For the unemployed person, participating in community life and being economically active contribute to a dignified life. This is a more complex functioning.

Another complex functioning, according to Sen (2003), is trust guarantees. The ability to trust others and to know that the information one receives is clear and honestly disclosed plays a big role in the lives of vulnerable unemployed youth.

3.4.2 Resources

Access to resources is a fundamental concept. Resources point to the physical resources used to achieve a functioning. Career information shared with unemployed persons by employment practitioners about opportunities is a resource. Access to employment services, such as career counselling, is a resource. However, the individual must be able to transform the resource into a functioning. Information about career choices or even psychometric assessments would increase the capacity of the unemployed. Yet, the utilization of these resources should translate into effective job placement or expand the capability set to become economically active (Sen, 2003).

3.4.3 Capabilities

Capabilities are the person's real freedom or opportunity to achieve the functioning. In its application, job hunting is a functioning. The real opportunity to travel is the corresponding capability. The freedom to choose the mode of travel or the career path is the capability; it is the freedom to choose a career and select corresponding job opportunities which expand the capability. Functions, on the other hand, are our everyday components of life. If a person is not able to get up in the morning and freely walk down the street to go to work or to carry out his/her daily tasks, then the person is not able to function and perform basic functions.

3.4.4 Structural opportunity

Structural opportunity is the enabling environment to achieve functioning. Application: legislative framework and programmes ensuring that institutionalised and invited space is created for all unemployed in order to have a fair chance to compete for jobs. Access to formal education and skills development initiatives are critical to regulating the supply and demand of labour. Furthermore, the factors that make youth high-risk employees are discussed on page 63.

3.5 Conceptualisation

This section selects relevant aspects of the theory in its application to assess the capability indicators of the unemployed. In addition, the concepts of capability, functionings, the process of adaptation, agency, measuring capabilities, freedom and conversion factors will be

explored in more depth. These sets of concepts will substantiate the need for measuring the capabilities and aspirations of the unemployed, taking into account not only their ability to gain entry to the labour market but also considering other capability factors.

3.5.1 Capabilities and functionings

Sen's (1989) significant contribution was to identify two aspects, namely the freedoms and functionings. He linked the two parts and explained that a person needs the freedom to make choices in terms of what he/she values most. The expression of doing (what he/she wishes to do) and being (what he/she wants to become) is referred to as the functionings.

Thus, according to the Capability Approach, the ends of well-being and development must be measured in terms of people's capabilities to function optimally (Robyens 2005). The actions that people want to engage in and their aspirations in terms of who they want to be are described as the doings and beings. These doings and beings are the functionings. Alkire (2005) claimed that valuable functionings are multi-dimensional and incorporate various tasks. Therefore, capabilities are the ability to achieve the functioning within the framework of what is effectively possible. This concept impacts on how we view the possibilities of living the life we want. Alkire (2009) suggests several indicators for functionings, for example, literacy, self-reported health, years of schooling and happiness. In terms of measuring the capabilities and functionings of the unemployed, these indicators would assist with how these actions are performed. In addition, Sen believes that these individual preferences or indicators cannot be the only factors to evaluate a person's well-being. Sen proposes two distinctive reasons why this phenomenon needs to be addressed. He refers to adaptive preferences and valuation neglect.

3.5.2 Process of adaptation

Clark (2009) asserts that people adapt to poverty and deprivation by suppressing their needs and wants. This phenomenon has serious consequences for the unemployed population as the measurement of capability is largely dependent on human development and how persons can live to their full potential. For example, it would be irrational to view things as constant in everyday life. The labour market has no self-balancing mechanism to restore to its equilibrium and then align itself with our career aspirations. From an economic perspective markets change, consumers' preferences change, etc. From a political perspective our leadership and policy change, which affect our access to resources and capabilities. From a human development perspective, people's needs change as development takes its natural

course due to the exposure to a range of value judgements. Qizilbash (2007) states that Sen often refers to the need for the ‘underdog’ to survive. On the other hand, the process of adaptation for unemployed youths, whom we consider the ‘underdog’, could be cumbersome not just in terms of lack of income but also the personal or economic conversion factors that impact on their ability to adapt.

3.6 Conversion factors

Conversion factors enter a person’s life without warning and alter the quality of life of that person. Example: a person that becomes injured and permanently disabled would not have the same opportunities or freedom of choice. Such a person is forced to review his/her functions and functionings and prioritize accordingly. Therefore, the disabled unemployed become more vulnerable as the inability to transform their resources cannot be accomplished compared to that of an able-bodied person. Secondly, Sen & Hawthorn (1987) refer to valuation neglect as acquired rights that are less valued. He uses the example of freedom of speech that would be less valued in countries where it is being abused. Providing equal capabilities for all is crucial for social justice. It is, therefore, necessary to look beyond individual preferences and broaden the scope for development, which equals complete freedom (Naoya & Nishio, 2001). Finally, people’s aspirations, goals or morals might not change but the capacity and ability to achieve the functionings could have been re-shaped. A more practical example is the changes in technology. In terms of the broader definition of unemployment, the discouraged work-seekers are often referred to as those that are not actively looking for work and technically stopped looking for work. However, this concept attaches new meaning to the term ‘discouraged’ work-seekers. The deduction is that the unemployed could adapt to the ill prospects of not being able to enter the labour market but their aspirations are embedded far deeper in their search for complete happiness and freedom. The aspiration to seek employment and the freedom to compete for a job have not changed but the functionings and functions have been re-shaped as the group responds to external forces (Sehnbruch, 2004).

Goerne (2010) refers to conversion factors as the personal, social and environmental conditions of human existence that form part of our social arrangements. According to Robeyns (2011), many goods and services have certain characteristics and appearances which can, according to our preferences, be converted to a functioning. Example: a car can have shapes and colours but our interest is in how it can be converted and not how it appears to look. Closer to our subject of interest is the job seeker that cannot, for example, read or write

and as such will not be able to convert career information into a functioning. A job seeker that is literate is able to access career information and convert it into a meaningful job hunting process. In addition, the resource can be transformed into more than one functioning. Career information can be converted into corresponding functionings, such as assessing employment trends, deciding on career pathing or comparing compensation, profiling and grouping occupational requirements. As indicated, Goerne (2010) listed three different sources of conversion factors. Firstly, personal conversion factors such as reading ability, intelligence, skills, health, etc. are internal and personal aspects. These aspects allow the unemployed person the necessary freedom to perform various functionings. A mentally and physically healthy job seeker has the capacity to trade his/her labour for compensation that is equal to the input. Secondly, social conversion factors refer to the social order in which one lives, such as norms, values, tradition, class, gender, societal hierarchy, etc. Social conversion factors can have a positive and/or negative impact on achieving the functioning by the contraction or expansion of capabilities. For example, in a patriarchal society where women primarily engage in domestic activities, could be an unexceptional activity in that specific community that cannot be easily ignored. Finally, environmental factors normally enter a person's life without warning and form part of the physical build in which the person lives. Earthquakes, extreme climate conditions, drought, geographical location and pollution are examples of environmental conversion factors. These three conversion factors emphasise the fact that it is not good enough to know that the person has a resource but it must be ascertained whether the person can convert those resources into functionings.

3.6.1 Measuring capabilities

According to Alkire (2002), Nussbaum extended the concept of capabilities and listed ten principles to measure human development. This paper groups the needs in terms of priority, as depicted in Figure 2 below:

Figure 2: The ten principles to measure human development

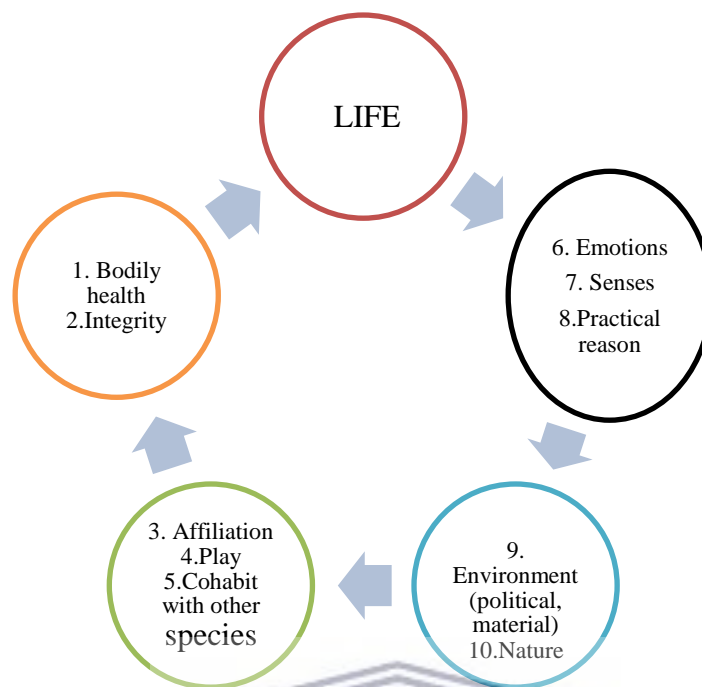


Figure 2 depicts the relationship between the ten principles and how it contributes to a full life. Bodily health and bodily integrity are the basic needs which could be described as the physical ability of the unemployed person to seek employment. The interdependent functions such as emotions, senses and practical reason elevate the physical ability to aspire. The unemployed person must be able to apply logic in his/her quest to aspire, taking into account all aspects of the task. Other dimensions which are more external influences, such as affiliation and play, nature, environment and the choice to cohabit with other species, add value and give meaning to life. Social interaction and the need to associate are aspects that increase the capacity through life experiences.

However, the list in itself was too broad (O’Hearn, 2009). The list goes beyond the aspect of the measurement of critical aspects such as poverty, inequality and unemployment. Yet, the list captures essential components of how capabilities are viewed. The aspect of measuring unemployment is from an ordinal perspective, which gives a numerical value. According to Stats SA (2014), unemployment is measured in various segments in terms of those that are able, willing and available to work but do not participate in the labour market. It would, therefore, be necessary to measure unemployment in terms of capabilities. Hausman (2008) listed Sen’s five components in assessing capability, namely: distribution of opportunities,

ability to transform resources, material and non-material factors determining human welfare, activities that enhance human welfare and freedom.

This paper posits that the relationship between the various components demonstrates freedom as a means and end and describes how these freedoms would ultimately lead to enhancing capabilities. None of these factors can exist without the other. Each of these factors determines the advantage of the capability that each person enjoys. Generally, those considered as disadvantaged has either one or more of these factors missing and therefore cannot reach their full potential. For example, the unemployed must be able to access resources that would enable him/her to transform these resources and align it with his/her aspirations and capability. More specifically, an unemployed person that lacks material factors such as money for clothing to dress up and arrive for an interview is unable to access the kind of opportunities that are aligned to his/her aspirations.

3.6.2 Freedoms

Alkire (2009) asserts that Sen states in his book 'Development as Freedom' that freedom brings about achievement and functionings. When capabilities are expanded, the freedoms are positive. As described earlier, the capabilities are the real freedoms that shape our destiny. Sen (1989) claims that not all good things are derived from economic growth, instead, he argues that the expansion of freedom serves as the principal means and primary end of development. In support of the above claim, an unemployed person would be disadvantaged if he/she did not have the freedom to develop in a formal educational and skilled driven environment. Freedom would serve as the 'means'. The unemployed person being able to translate those freedoms into actual development would be regarded as an 'end'. To enjoy freedoms is to make better choices but also to escape deprivation. The enhancement of human capabilities is the freedom to participate in decision making, as well as the opportunity to achieve valued aspirations. Sen refers to five instrumental freedoms such as: (1) protective security such as social security for vulnerable persons; (2) economic facilities such as entitlements and opportunity and the freedom to make use of economic resources; (3) political freedom which is democracy and freedom of speech; (4) social freedoms such as healthcare, education, etc. and (5) transparency guarantees such as trust, honesty and disclosure (Sen, 1999).

The freedoms that Sen (1989) often refers to as a good life can differ in how we view what is an acceptable standard of living. Example: a highly educated unemployed person that lives in

an urban area with proper road infrastructure is able to expand his/her freedom and transform available resources to live a life that is dignified. Compare this to a highly educated unemployed person living in a rural area with poor road infrastructure and who cannot attain complete and real freedom to transform his/her resources into functionings due to insufficient mobility. The freedom to use economic resources and facilities are critical in the lives of the unemployed. According to Alkire (2009), 'paper' freedom as contained in many policy documents, are not real freedoms unless it can translate into real possibilities. The social freedoms such as access to proper healthcare and basic education, which form the basis of expanding capabilities and realising freedoms for the unemployed, are more important.

As mentioned in the section, transparency guarantees form part of a complex functioning. It has strong links with the relationship between the work-seeker and the potential employer. It can be argued that the *prima facie* relationship is based on information that was exchanged, which enhances capability. The lack of trust and honesty would be a key aspect to determine its effect on measuring capabilities.

3.6.3 Agency

Sen (1985:203) describes agency as 'what a person is free to do in pursuit of whatever goals or values he or she regards as important.' Sen further explains that agency is the person or organ that acts and brings about change. Sen (1985) expresses his sentiments regarding the complacent nature that has been adopted when tragedy or a crisis cripples a nation. He refers to process freedom in the form of social movements, advocacy, democratic practices, etc. that act as agents for social change. In the form of collective action, concerns could be addressed in terms of the rising unemployment rate. In reflection, this paper argues that the state of affairs regarding the provision of the structural opportunities to increase the capabilities of the unemployed can only materialise once indicators to assess and evaluate capabilities are developed. Sen further indicates that people can both be agents of change and beneficiaries of change. The process for change should benefit all equally. In the opinion of Drèze & Sen (2002), the Capability Approach as a people-centred approach places humans as agents first. The critical role of social opportunity is to expand the domain of human agency and freedoms. How agency relates to others in society and within the space of expanding freedoms has an effect and influence on the available options and opportunities.

Within a practical context, in order to increase the capabilities of the active work-seekers, policymakers would pay particular attention to the role of agency and how it influences their

capabilities. Policy indicators which are the central instrument to address and measure capabilities are essential in the social transformation process. Well-defined social policy indicators are needed to transform its residual role to create a safety net for vulnerable persons that are unable to access any form of government intervention. Due to the non-institutionalised nature of the unemployed, continuous advocacy and awareness must be constitutionalised. As stated by Hogwood & Gunn (1984), social policy indicators are active intervention strategies drawn from various disciplines to restore the equilibrium of livelihood, development and well-being of vulnerable persons within society and to regulate the interactions and activities between society, agencies, civil society and governmental institutions. Government as agents for change plays a vital role in the implementation and enforcement of such policies but a lot of dynamics unfold in terms of the development of such policies. Such dynamics refer to constant consultation with stakeholders and members of society in order to give birth to a well-formulated policy that is inclusive and to the benefit of the whole. Without a transparent, accountable government structure and good governance, compassion for its citizens, adequate social policies would not be developed. However, Hogwood & Gunn (1984) spell out that state policy should not be 'overcrowded'. The authors talk about 'policy space', how that gives room for developmental aspects and unplanned events and how that avoids complex interactions. Hence, as new developments occur in the labour market, state policies must be aligned to the new demands.

Summary

These concepts have shaped the understanding of well-being and spell out the importance of ends (quality life) over means (monetary income). Thus, in terms of an unemployed person, the quality of life encompasses all aspects of development. The means do not decipher the real freedoms of the unemployed and what they value. Access to basic services, social freedoms, security and safety, bodily health, etc. are all aspects that cannot be discounted. Essentially, for the purpose of this research, the application of the Capability Approach forms the basis for the development of indicators to measure well-being. The Capability Approach is currently widely applied by authors and theorists in areas such as inequality, poverty, education, health, division of labour, sustainable development, ethics, social exclusion and other critical developmental aspects (Chiappero-Martinetti, Edgell, Hollywood & McQuaid, 2009). The nature of the Capability Approach with its multiple branches of knowledge is recorded in literature and journals all over the world and contributed to the science of economics and human development (Robeyns, 2005).

3.7 Critique of the theory

The intent of this section is to defend some of the critiques offered by various authors. The Capability Approach is a people-centred approach and is useful, but not without its limitations and criticisms. As a point of departure, it is important to note that traditional theories only offered most African countries totalitarian rule and this compelled them to take ownership of their resources and human development (Sachs, 2005). The author further claims that the aspects of wealth accumulation and economic growth were interpreted as progress whilst inequality and poverty persisted. According to Korten (1990), the bureaucracies controlled aspects of the economy and this hampered Africa's development. It was within this context that people-centred development emerged with the disillusionment with conventional theories and the Capability Approach offered an evaluative framework that goes beyond the aspect of economic value.

3.7.1 Capability Approach and indicators of capabilities

Clark (2009) argues that Sen does not provide a list of capabilities but instead refers to the selection of capabilities that are based on personal value judgements. Contrary to this author's view, Nussbaum extended the theory of capabilities and introduced ten dimensions to measure human development (Alkire, 2002). In addition, Haq (1996) reiterated the aspect that countries develop their own set of priorities and incorporated it into the Human Development Policy Frameworks. The set of capabilities that needs to be measured will differ from country to country. According to Sen (2004), it would be a mistake to build a body of meaningless capabilities usable for every purpose without it being affected by progress and understanding the types of freedoms upon which the theory is based.

3.7.2 Society, individuals and economics

Fine (2004) further claims that the Capability Approach excludes the aspect of society and offers instead an individual's unexamined choices. According to Fine (2004), the theory excludes the relationship between economics and other social sciences. The author also questions how these choices are prioritized in terms of its importance or urgency. This paper argues that it has been established that the Capability Approach is a people-centred approach and that it is dedicated largely to individualism because the approach values the lives that people are able to live. Therefore, the Capability Approach is individualistic because of the holders of value, which are the individuals. In addition, the approach is based on the role of structure, society and groups as agency that brings about change to enhance freedoms

(Burchardt, 2004). In fact, the corresponding relations to the Capability Approach are the Sustainable Development Goals (SDG) and Human Development Index. The monetary indicators are strongly linked to economics and human development indicators are strongly linked to individuals. Sen, as an economist, was of the view that the progress of a country must be read in conjunction with the Human Development Report and the GDP growth rate. The inclusion of the inequality report and poverty index in HDR provides information on the distribution of wealth, instead of the accumulation of wealth.

Furthermore, Hartley (2009) described the theory as a liberal-individualist concept despite its attractions. This author claims that the Capability Approach ignored three fundamental aspects: human interdependency, public realm and capitalistic exploitation. According to Alkire (2002), the reliance of human agency on social opportunity is an expansion of freedom in itself. The options that a person has depend on relations with the state, institutions and society as a whole. The Capability Approach endorses the aspect of interdependence and more so with the addition of Nussbaum's list of capabilities (Alkire, 2002), as stated earlier in this section. The aspect of affiliation as a core element of capabilities describes the partnership, relationship and connection with others. Thus, this critique is more in agreement with than opposing the nature of human interdependence. However, for the purpose of this paper, the writer agrees with both authors and includes the aspects of individualistic co-dependence, microeconomic aspects, inequality and poverty as part of the study. Moreover, this paper primarily deals with the aspect of human development, aspirations and capabilities.

3.7.3 Discourse in rights vs capabilities

Can the Capability Approach be viewed as a discourse in rights rather than a discourse in capabilities? This aspect is challenged in terms of the authoritative debate on moral rights and the interrelation with capabilities (Sen, 1982). In his book, 'Agency and Rights', Sen (1982) states that the goal rights need consequential detailed examination. The Capability Approach makes reference to agency, whose achievements can be judged based on values and objectives. Rights as a normative term cannot be judged in terms of consequential analysis. However, capabilities expand on the rights in terms of realising the freedoms.

Sen (2005) provides a simplistic explanation and states that human rights can be seen as a specific freedom. Capabilities centre around this freedom of what people are capable of doing. Their ability to safeguard and expand their freedoms indicates that there is a moral connection and both concepts can help the understanding of each.

Alkire (2009) makes a clear distinction between human development, which is central to the Capability Approach, and human rights. The author claims that human rights are fixed in time, whereas human development within capabilities is flexible and can be adapted. Rights are independent, whereas capabilities are interdependent. The options available depend on the relations with agency. Within the South African context, the Bill of Rights of 1993 was designed to protect the right to occupation, trade and profession. Without real opportunities, this right cannot be exercised as it may not translate into the freedom to choose the desired occupation. Alkire (2009) refers to this occurrence as paper freedom, which still needs to be translated into effective freedom and real possibilities. Thus, this paper argues that Hartley's (2009) critique in terms of the above aspects is invalid.

3.7.4 Capitalist exploitation

The Capability Approach sees income, other material resources and the distribution between rich and poor as a means to an end. The writer agrees that there is a real risk as the approach takes the focus off the regime of accumulation and mode of regulation. But the Capability Approach is a reminder that the income is a means to an end and not an end in itself. Unemployed persons need different income for different people in order to live a life they value. Example: an unemployed disabled person will need extra income to take care of his/her special needs, compared to an able-bodied unemployed person. Both can achieve the same valuable outcome with different incomes.

3.7.5 Informational demands

Finally, according to Comim (2001), the process of transforming the theory into a practical value has its limitation with regard to the broad framework. The author states that the vast coverage of freedoms is seen as a problem in designing an operational approach to development that centres on functionings and real freedoms. The author further states that supporters of the Capability Approach noticed that the complex nature of translating the theory into practice is due to its severe informational demands involving several dimensions. The writer supports this view in terms of measuring the aspirations of the unemployed. This aspect can be negated by developing a set of priorities related to functionings and attach a weight to each functioning. The capabilities can be explored against each functioning. Comim (2001) also states that a value selection and value judgments are intrinsic parts of the operationalisation process. Further procedures for the valuation of the capability would reflect in the agency aspect and its preferences.

3.7.6 Not legally enforceable

According to Burchardt (2004), the human rights legal fraternity is particularly concerned about this approach weakening the link with legally enforceable rights. The writer supports this view due to the fact that it is not linked to a legal framework, especially in terms of international laws. However, if used as an evaluation tool, it can be used as supporting evidence to substantiate gross violations in terms of international and domestic laws.

3.8 Developing aspirations

During an open dialogue with Lentegur School in Mitchells Plain, Cape Flats, Dr Haroon Borat passionately questioned whether the key attributes of twenty years ago can allow a young adult to enter the labour market as speedily as they would like to (Bhorat, 2006). According to the speaker, the knowledge-based attributes have very little effect in securing a job without a skill set that is designed to fit into the new world of work. Borat (2006) added that youths are unable to align themselves to a ‘market-driven’ tone and their response to the demands of the labour market is uncoordinated due to their vulnerability and feeble aspirations. Notably, the author does not reflect on how these attributes and aspirations are formed over a period of time and what those factors are that influence the occupational desires of a young adult. This chapter will categorize the human development that impacts on the creation of aspirations and how that shapes capabilities.

3.8.1 Aspirations

As stated by Hart (2016), there is a need to reclaim the concept of aspirations to track human development in terms of prosperity. The author poses the question whether aspirations are related to goals, ambitions or dreams. The author further argues that aspirations are future-orientated, galvanised by the individual’s commitment towards a particular outcome. Indirectly, aspirations suggest a predetermined effort to realise the desired goal. Aspirations, therefore, rely on a set of preferences or attributes of individuals which are not defined within the capability concept. Although preferences, moral compass and views determine the relationship between outcomes and actions, the expectations and aspirations are more relevant to future-oriented behaviour. Expectation is about the likelihood (belief) of an event occurring, which is outcome based; while aspirations are about the ‘desirableness’ or preference of the being, action or behaviour. Aspirations are also motivators or goals that the individual is willing to invest time and effort in to achieve the desired goal. These goals can

also be described as ambitions, which is a broader concept to attain a multi-dimensional set of goals or aspirations that can influence the future growth paths.

3.8.2 Developing the observing ego

This thesis relies heavily on an individualistic theory, namely the Capability Approach, which ascribes to individuals' aspirations and deep desires. This level of consciousness distinguishes human beings from other creatures. The whole world is sentient with awareness, growing and changes. According to Sen (1999), development in terms of human capabilities is the process of expanding the real freedom that people value. Development encompasses the removal of barriers that deprive people of freedom, such as poverty, social ills, poor economic opportunities, social deprivation, low life expectancy and repressive governance.

Peck (1998) state that youths can pinpoint various capabilities and talents to allow us to meet the demands of life or to develop problem-solving skills. General competence is a much more complex capability. In relation to the development of aspirations and goals, true competence is more about spiritual and psychological growth and maturity than the mere accumulation of knowledge. Many people can cook with a recipe or work on engines without a manual but may fail in dealing with situations that do not fit within their framework. Those of growing age seldom have the perfect construct to shape their ability and willingness to think in broader ways and to deal with situations more creatively.

To add to Sen's theoretical analysis about capabilities and aspirations, it is important to establish how aspirations are formed from a developmental perspective. Peck (1998) further states that the development of aspirations is the progression of awareness in terms of ego augmentation. In early childhood development, the lack of absolute consciousness is found. Here the ego is totally down to the level of emotions. To ask a five-year-old: "What would you like to become one day?" is no more than asking them to state their feelings of either happiness or sadness. Therefore, the formation of ego is only a glimmer in early childhood. In adolescents, the observing ego is not fully developed while it undergoes a dramatic growth spurt.

Louis Ormont (1995) describes the observing ego as that part of the sensorium that has the power to witness oneself in the world. Dr Ormont describes the observing ego as a camera that takes pictures without judgement or decision-making. The development of the observing ego incorporates no right or wrong. It is a sense of completeness separate from any activity

that precedes the observation. The observing ego is the biggest contributor to the formation of aspirations. Adolescents frequently try on new identities by comparing themselves with their peers or parents. Their observations come with immense self-consciousness, shyness and undervaluing. This stage is critical in making a breakthrough in terms of new aspirations. As a youth moves into adulthood, there is psychosocial development which stimulates the development of aspirations. Continuous enlightenment and awakenings for the young adult's observing ego are critical to developing a set of occupational aspirations.

At this point, one should explore the consequences of a breakdown in developing aspirations. Hart (2012) refers to a United Kingdom Government Commission Report which focused on building aspirations for occupations, yet this notion would effectively exclude those that could not develop aspirations. The author claims that this approach was economically driven, based on the future global economy as predicted by government. Nonetheless, this notion demonstrates that those who have limited capacity to develop aspirations and are unable to unlock any talents or desires would be excluded from the mainstream.

3.8.3 Measuring aspirations

As stated by Ray (2006), there are three observations in terms of the characteristics of aspirations. He claims that there are a set of determinants that could be associated with aspirations. For example, aspirations are deeply rooted in one's aspiration window; that is the cognitive world and the zone on which the individual relies to assess what is feasible and what is not. Yet, according to Sen (1999), aspirations are shaped by the individual's personal, social and environmental conversion factors. The two authors thus agree that the personal life experience of the individual influences the set of aspirations.

Aspirations, like all dispositional characteristics, are not directly observable. According to Manski (2004), it is impossible to observe aspirations the same way one can observe wealth. However, the author suggests that there are two possible ways to address this challenge. Firstly, the set of aspirations could be combined with the actual data on choices. This approach relies strongly on assumptions with respect to determinants and it is likely that limited investment could be found without adequately testing it against an aspiration perspective. Thus, low investment on the part of marginalised individuals provides an indicator of limited aspirations. For example, a person with a limited and impoverished aspiration window would be expected to have lower aspirations. This observation is crucial when analysing the data collected from participants during the research study.

Secondly, the alternative measurement is to directly ask an individual about their aspirations. This approach produces and creates good quality data. However, according to Bertrand and Mullainathan (2001), there could be self-reported biases; one set relates to the willingness to share private knowledge and the other relates to subject role-playing. Seemingly, both sets depend on the instruments used and include the construct of questions. As for any behavioural data, an adequate direct measure of aspirations must satisfy a number of preliminary tests before any analysis can be performed. On the other hand, like well-being itself, aspirations crosscut several relational aspects. This includes wealth, health and income generation, educational aspirations and social status. More so, many aspire to live a better life, in which case the measurement of aspirations could be established through a well designed and constructed assessment tool. Youths and adolescents think in simplistic ways about their career aspirations.

Gottfredson (1981) state that children normally outgrow fantasy aspirations towards the end of pre-school and those aspirations that are grounded become more realistic by the age of 11. By the age of 13, there is a strong awareness of social class, lower and higher status of occupations, and they make the link between occupations and income. The representation of social class is normally centred on materialistic means and not by a complete set of capabilities. At this stage, their career aspirations are shaped by people they knew or know of and their occupations.

3.8.4 Human Development

The first Human Development Report was introduced in 1990, which was a new approach towards advancing human development, focused on people and their opportunities and choices. The Human Development Index (HDI) measures populations' ability to live a long and healthy life, communicate with others, participate in the community and live decently off an adequate income. Economists use three statistics to compile the index; namely life expectancy at birth (longevity), education and the capita per Gross Domestic Product (GDP). According to the HDR, SA is ranked 123rd in terms of human development. This is out of 187 countries.

Firstly, human development focuses on improving the lives people lead, rather than assuming that economic growth will lead automatically to greater well-being for all. Income growth is seen as a means to development, rather than an end in itself. Secondly, human development is about giving people more freedom to live lives they value. In effect, this means developing

people's abilities and giving them a chance to use them. For example, educating a girl would build her skills, but it is of little use if she is denied access to jobs, or does not have the right skills for the local labour market. Three foundations for human development are to live a long, healthy and creative life, to be knowledgeable, and to have access to resources needed for a decent standard of living. Many other things are important too, especially in helping to create the right conditions for human development and some of these are in the table below. Once the basics of human development are achieved, they open up opportunities for progress in other aspects of life. Finally, human development is, fundamentally, about more choices. It is about providing people with opportunities, not insisting that they make use of them. No-one can guarantee human happiness, and the choices people make are their own concern. The process of development should at least create an environment for people, individually and collectively, to develop to their full potential and to have a reasonable chance of leading productive and creative lives that they value (HDR 2015).

Summary

This chapter demonstrated that the Capability Approach is an excellent evaluation tool with a sound track record in terms of its application in social science. It promotes the integration of human rights and equality. It spells out the social patterns which are linked to agency and structure. The Capability Approach provides the space to integrate the levels of values of the type of life we want to live. It is flexible when taking into account the variations of needs and how it can be adapted and measured. The abstract ideas and concepts form the foundation of the theory and it brings us closer to our own realities. The CA is subject to individual will or judgement and can easily be defended due to its strong theoretical basis as it draws on a wide range of concepts to solidify its academic foundation.

Historically, the majority of youths in South Africa have been marginalised and underrepresented in key sectors of employment. Developing aspirations and human capital is ultimately empowerment through equal opportunity, affirmative action and access to developmental opportunities. Structural opportunities provide the legislative framework required by the nurturers, mentors and caregivers, as well as provide a platform for the unemployed youth to be recognised as part of the labour force who can contribute meaningfully to the economy and sustainable livelihoods. They deserve to be recognised to break boundaries instilled by political and socio-economic disparities.

Chapter 4: Overview of Case Study and Research methodology

4.1 Introduction

According to Seekings and Natrass (2005), South Africa as a middle-income developing country has a set of labour-market and welfare institutions which attempts to redress the past inequalities in terms of distributional regime. Black and White people with the same qualifications and skills were paid according to a racial, hierarchical system before 1994. Explicit discrimination in terms of race, therefore, affected earnings. The same rules and policies applied during selection and recruitment as more specialised and technical jobs were reserved for Whites. The ‘race bar’ prevented people from accessing appropriate skills and qualifications. Strategies and interventions from the state to improve the livelihood of the disadvantaged have had very little impact post-1994. Socio-economic programmes, such as the Expanded Public Works Programmes (EPWP), were served in a piecemeal way to bring temporary relief to those in dire need to escape extreme poverty and socio-economic ills.

Since this study was conducted in 2016, this section will refer to statistical data relevant between 2015 and 2018. Stats SA (2016) reveals that the unemployment rate in South Africa stood at 26.7 %. According to Daniels (2007), Sectoral Educational and Training Authorities (SETA) have underperformed within their mandate to provide skills for the unemployed. In the experience of the author, SETA funds of more than 10 billion Rand have in the past 15 years been disbursed on meaningless 3-6 months’ learnerships and social funding projects.

As a result, South Africa is faced with skills shortages, low skilled workers and a mismatch between labour supply and labour demand. The author further states that providing skills development opportunities has no meaning if the unemployed do not have the ability to access opportunities. Over-emphasis on the National Qualifications Framework for Level 1-3 learnerships, with insufficient progression towards occupational skills which was required for growth sectors in a knowledge economy, presented gloomy prospects.

4.2 Case study: geographical area

According to a resident of Bishop Lavis, a typical day starts with a silent prayer, a reflection of gratitude – surviving a day or night without incidents. Every day brings its own dynamics and set of responses. The course of the day depends on their social responsiveness and social judgements in view of ongoing gang violence, family disputes, long-term unemployment and poverty.

Bishop Lavis is close to the industrial areas of Epping, Parow, Bellville, Bellville South and Airport Industria. The area is divided into sub-sections such as Valhalla Park, Kalksteenfontein, Sidneyvale, Charlesville, Nooitgedacht, Monte Video, Netreg and Montana. The residents make use of public transport, bus, train and taxi services.

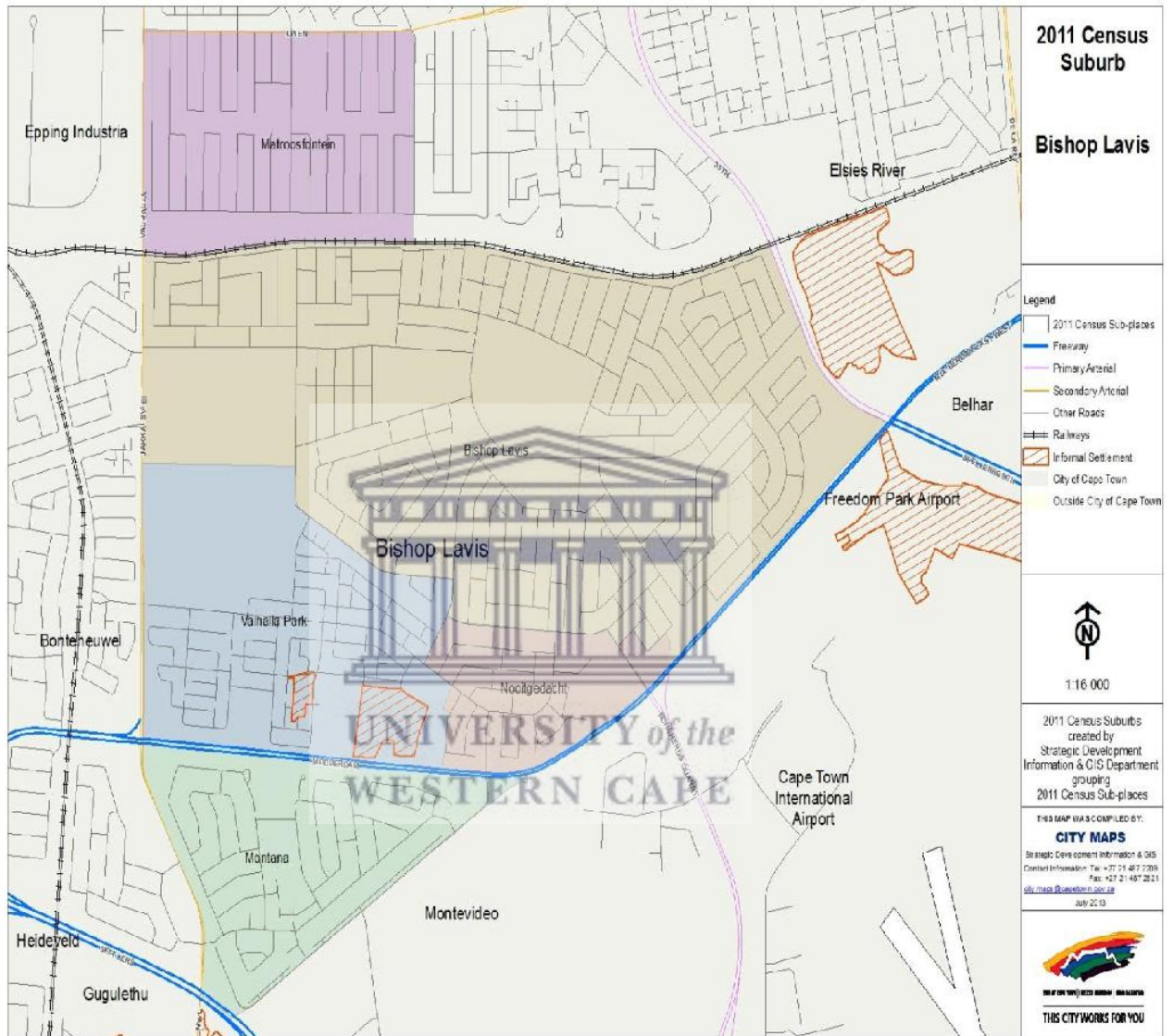


Figure 3: Map showing sub-sections and surrounding areas of Bishop Lavis

Source:

https://www.capetown.gov.za/en/stats/2011CensusSuburbs/2011_Census_CT_Suburb_Bishop_Lavis_Profile.pdf - Accessed 24 August 2016



Image 2: Nooitgedacht flats in Bishop Lavis – 24 June 2016

The above image depicts a high-risk area where gangs often settle scores. These flats are opposite the airport and industrial area.

4.2.1 The role of Bishop Lavis in the political struggle

Despite political and social disparities, Bishop Lavis, *albeit* briefly, participated in social change in South Africa. In 1976 the country experienced the biggest rebellion of high school students against the forced imposition of Afrikaans as a first language. A Black consciousness movement was born, called the Black People's Convention (BPC). The BPC was a forerunner of the more modern NGO coming into being after 1970 (Matiwane & Walters, 1986). Various NGOs emerged during the 1980's with the ongoing consumer boycotts, school boycotts, worker strikes and the blatant rejection of the tri-cameral parliament where Blacks were excluded from being represented. The Bishop Lavis Action committee (BLAC) was established in 1980 and took the role of a civic movement, fighting for the right to have electricity in households and street lamps. The campaigns were successful. Protest marches were organised and people marched to the Communicare buildings which were previously known as the Citizen Housing League. Many NGOs' leadership attached its values to the rejection of the Apartheid system and the fight for equality and political freedom. Out of these struggles emerged the United Democratic Front (UDF), led by Dr Allan Boesak, a clergyman by profession. The collision of trade unions was baptised the Federation of South African Trade Unions (FOSATU) before it became the

Congress of South African Trade Unions (COSATU). Because these movements became the focal point of the international media, many NGOs enjoyed funding from external donors and from countries that sympathised with the masses (Matiwane & Walters, 1986).

The Foundation for Social Development (FSD) found its roots in the Coloured area in Bishop Lavis and received funding from the US Embassy (United States of America). FSD's objective was to fund youth activities and sustain a crèche or day care centre within the community. The chairperson of the organisation was the late Professor Van der Ross, who was also Vice Chancellor of the University of the Western Cape (UWC). He was the first Coloured person to be appointed as Vice-Chancellor in 1975. The period from 1991 until 2000 saw the unbanning of political parties and a new democratic government elected in 1994. NGOs reviewed their mandates and aligned themselves with the set priorities of the transformation process and the challenges it would present. Many leaders in the NGO sector left in order to join government or play an intermediary role within a particular sector to protect the interests of the ruling party, namely the African National Congress (Matiwane & Walters, 1986).

The transformation process over the last twenty years reflects government's response to correct the imbalances of the Apartheid regime. It was a new struggle with different goals. A more challenging environment emerged for civil society where the emphasis moved to professionalism, accountability, transparency and good governance.

4.2.2 Informal settlements

According to Stats SA (2013), 'unplanned settlement' is land that has not yet been surveyed or proclaimed as residential land. 'Informal dwellings' refer to make-shift structures not approved by the local municipality and not designed for permanent dwelling. 'Informal settlements' are densely populated areas where there is high building density, self-constructed structures and a lack of basic municipal services (Human Development Agency Status Report 2012).

According to the South African Alliance Activity Report (2011-2012), 7de Laan is an informal settlement situated in the centre of Valhalla Park, which forms part of Bishop Lavis. The total number of residents was 113, with 46 households. Although Malawi camp is situated just opposite Lavis Drive, which is the main road, this informal settlement is not

recorded as an establishment. According to the report, improving the lives of those living in inferior conditions has long been on the agenda of the government and municipalities.

4.2.3 Education

According to the Census (2011), the Bishop Lavis community provides three primary schools and two high schools. Tertiary education for youths older than 20 years of age has increased by 82 %, with 376 (three hundred and seventy-six) youths obtaining post-matric qualifications in 2001; and 2112 (two thousand one hundred and twelve) youths achieving the same in 2011. However, despite this dramatic increase in education levels over the last ten years, the labour absorption rate was only 42.17 % in 2011. In addition, inadequate skills levels and poor work readiness of young people were worrisome. The unemployed who lacked basic entry-level skills and experience found it difficult to enter the labour market. Despite micro-economic interventions and better access to education post-1994, the drop-out rate in Bishop Lavis remained alarmingly high.

According to the Human Science Research Council and the Youth Risk Behaviour Surveys of 2002, 2008 and 2011, the high-risk factors that contributed to the drop-out rate are still prevalent in poorer communities.

Individual	Demographics	Household
Psychological factors	Age	Parents' education levels
Grade repetition / drop-out	Race	Alcohol abuse
Hunger/starvation	Ethnicity	Family disputes
Absenteeism	Disability	Domestic violence
Poor academic performance		
Teenage pregnancy		
Gender		

Table 1: Human Science Research Council and the Youth Risk Behaviour Surveys

Source: HSRC (2017): Supplemented YRBS with Census 2001, 2011 and CS 2007 data

4.2.4 Crime and gangsterism



Image 3: Police patrolling in Bluegum Road, Bishop Lavis: 29 June 2017

According to Dick (2006), over the last forty years, Bishop Lavis and surrounding areas faced several levels of hardship in terms of safety and security. Several gangs that consisted of young unemployed adults fought each other for turf and often put the lives of ordinary citizens at risk. Public spaces such as libraries and schools, which form an integral part of shared space and support network for learners, had become the hide-out for gangs. Successive states of emergency during the 80's contributed to the marginalisation of the youth and increased gang membership. By 1990, gangs remained the most powerful organised social force in Bishop Lavis and the Cape Flats. Police vehicles were often stationed opposite schools, libraries and shopping centres where most incidents occurred. This created negative freedom for youths that could not fully participate in community life.

According to Sen (1989), freedoms are often referred to as a good life in terms of an acceptable standard of living. However, an unemployed person with a criminal record experiences negative freedom due to his or her career choices being limited. Sen's Capability Approach spells out the importance of positive freedom, which is a person's actual ability to achieve a functioning. This is opposed to negative freedom where there is

interference from others who create obstacles to prevent people from achieving their functioning (Sen, 1985).

Over the past ten years, the levels of crime increased from 8 904 (eight thousand nine-hundred and four) incidents reported in 2004, to 9 416 (nine thousand and sixteen) in 2015. The continuous threat to individual safety and security due to ongoing violence, gangsterism and substance abuse are social conversion factors that impact on job aspirations and capabilities (Crime Stats SA, 2015). Thus, it is imperative to measure the aspirations and capability set of the unemployed youth in order to start nurturing the development of new aspirations. Should unemployed youths find employment, such a disciplined self-actualisation environment can assist youths to overcome societal conversion factors through economic or learning activities (Pinnock, 2016).

4.3 Research Methodology

This study took the form of qualitative research that investigated the quality of the relationship, activities and situations between the unemployed youth and their aspirations and capabilities. The research is based on a case study conducted in Bishop Lavis in the outskirts of the Western Cape. The research attempts to review the experiences of ten unemployed people, and the discursive manner in which they themselves give meaning to and act upon their aspirations. The researcher was particularly interested in how aspirations developed or were created and how it contributed to the capability set of the subjects of the study. Thus, the technique in collecting the data was through observation during the interviews, as well as written Analysis and recordings of the interview sessions. The Analysis was both reflective and descriptive where responses to questions were recorded and noted verbatim. Thoughts, ideas and concerns based on the observations were raised during the interviews. Follow-up consultations were conducted six months after the initial interviews to check on detail and to seek clarity on certain statements.

4.3.1 Qualitative research

According to Huberman & Miles (2002), a qualitative research method to obtain primary data is utilised for a research project leveraging subjective methods such as a survey in the form of a group interview to collect relevant data. In modern times, most surveys use a sample of members to measure population characteristics. The authors state that qualitative survey research is often used as a means of collecting verbatim statements from respondents. Written open-ended questionnaires through structured interviews allowed the respondents to offer a

response within their own unique context. The value of the information provided by participants ranged from basic to extremely valuable and relevant.

4.3.2 Semi-structured interviews

Longhurst (2010) stated that in its simplest form, a semi-structured interview is a data collection process for qualitative research. Cresswell (2009) added that participants answer a few open-ended questions in order for their views and opinions on the topic in question to be recorded. This method is useful for a wide range of information gathering behaviours (Luo & Wildermuth, 2009). It strikes the right balance of order and freedom; not as constricting as a survey but provides more uniformity for all participants than unstructured interviewing. Semi-structured interviews were useful to explore problems that are relatively new and where very little research was done pertaining to them. The first part of the questionnaire reflected on independent variables such as age, gender, location, formal education, etc. The second part of the questionnaire reflected upon dependent variables where a complete assessment in terms of capability and aspirations was probed. Open-ended questions were used to gain insight into the aspirations of the participant. In this project, semi-structured interviews were useful to observe the behaviour of research participants. It allowed the researcher to have some control over the data collection and participants provided information as they saw fit. It also allowed for the interview to evolve on a case to case basis (Creswell 2009).

4.3.3 Sampling technique

According to Blanche, Durheim & Painter (2006), a sample is a selection of the population of interest. Stratified sampling was the most appropriate sampling technique due to the population's strata and the group's specific characteristics. Such characteristics were age, location and unemployment status. As stated by Crouch (2006) a small sample in qualitative research assist the researcher to establish meaningful relationships with respondents and through theoretical reflective thought address the research problem in depth. This sample enhanced the validity of the research in realistic settings. The sample was representative based on the following indicators and Figure 4 below:

1. The ten research participants registered as unemployed on the Department of Labour Work-seeker Database. The researcher approached and introduced herself to candidates.

2. They have been actively looking for employment over the past 24 months. Over the period of three months since July 2016, the researcher approached individuals that visited the Bellville Labour Centre to participate in the research project.
3. The age range was between 19 and 30. The target age range was between 18 and 35.
4. A total of 3 males and 7 females were interviewed.
5. One participant was physically disabled.
6. All participants resided in Bishop Lavis.

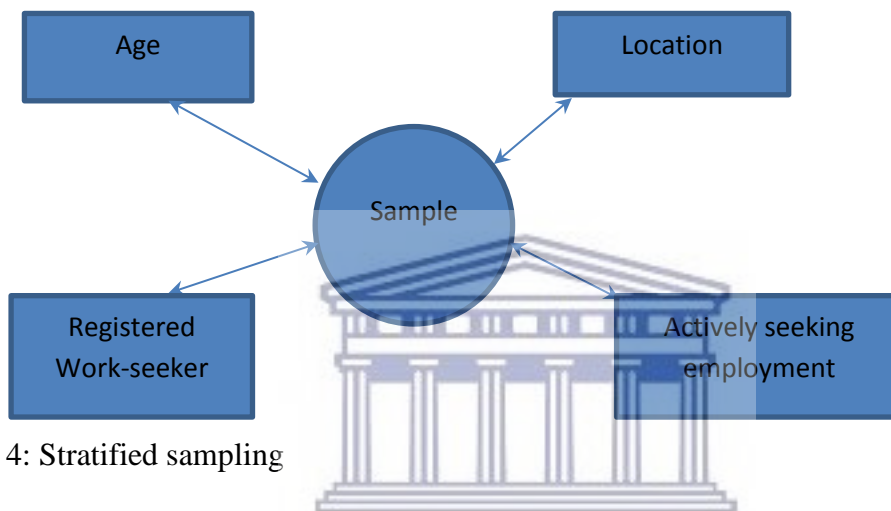


Figure 4: Stratified sampling

4.3.4 Interview guide for the researcher

The manner in which data is collected does influence the results of studies. Although the semi-structured interview is a recurrent data collection method, scholarly research on the development of a semi-structured interview guide is infrequent (Kallio, Pietilä, Johnson and Kangasniemi, 2016). The authors' states that the interview guide contributes to the objectivity and trustworthiness of the data collected which make the outcome more believable.

Langdridge & Hagger-Johnson (2009) contend that a questionnaire in a form of an interview guide is a very valuable method of collecting data from respondents for the purpose of qualitative analysis. In this study, an interview guide for the purpose of guiding the interviewer was used to elicit and collect relevant information. In the context of this study, the interview guide was very helpful in collecting qualitative data pertaining to the research objectives (See Appendice 2).

4.4 Location

According to Berg (1989), the location must be accessible, available and suitable. It must be located in a quiet space of the building where there are no disturbances. The author further states that the interviewees must feel relaxed. Their awareness of their psychological reaction to allocated space is essential. An appropriate physical space enhances rapport and relationship between the researcher and the participants. Thus, the participants in this study chose the public library in Bishop Lavis as the venue, which was in close proximity to their residences. The address for the library is Lavis Drive, Bishop Lavis. The interviews took place mainly in the library and in two instances at the homes of the respondents. The advantages were:

1. Adequate security and access control.
2. Interviews could take place in a designated area within the library.
3. Resources such as internet and newspapers were made available to the unemployed to assist them in their job hunting efforts whilst waiting for the interview to commence.
4. The library was open from 8:00 in the morning until 19:00 in the evening.
5. Participants were approached by the researcher who visited the Bellville Labour Centre and invited to participate in a research interview.

4.5 Preparation

The first step was to create an interview guide or protocol. Cresswell (2009) states that an interview protocol should include a heading, date, place, interviewer, interviewee, instructions for the interviewer, the questions, the probes for the questions, space between the questions to record the response and a concluding statement. Luo & Wildemuth (2009) provide different types of questions that can be presented during semi-structured interviews. The authors refer to it as beneficial questions, namely: essential questions, extra questions, throw-away questions and probing questions. The interview guide was carefully designed to meet all the objectives of the research.

The second step was to plan logistics which the researcher already touched on briefly. Reminders for interviews were communicated via electronic messaging to participants. This step was a key factor in ensuring quality research being conducted and to rapidly respond to any distractions that could affect availability, willingness and ability. The researcher was

prepared to deal with any unforeseen events and this plan was tested when disruptions such as gang violence flared up in the area during the interviewing processes. Alternative venues were utilized to ensure the safety of participants.

The third step was to focus on introductions and formalities before the interview commenced. These interactions gave the researcher a chance to interact, explain the purpose of the study and gave the reassurance of anonymity in order to obtain permission to record the interview. The researcher gently introduced the subject with general observations and made the link to the actual purpose of the research. The interviews were strictly administered in order to capture meaningful data by asking the essential questions. It also probed unexpected responses and new information. The interviews were recorded and handwritten notes were made by the researcher. Cresswell (2009) suggests that if audio recording is used, the researcher makes Analysis in case of technical failures. Longhurst (2010) cautions the researcher to be very careful with recordings and transcriptions. The subject's confidentiality should not be compromised. The researcher displayed the Analysis and played the audio for the participant before the interview was concluded. No corrections or deviations were noted.

In conclusion, the researcher allowed participants to ask any questions in order to provide clarity about uncertainties. A debriefing took place where there was a need to bring closure to harmful experiences. Finally, participants were thanked for their participation and the researcher expressed appreciation for their commitment to contribute to the science. The researcher ensured that the interviewee was in a good space before they left the venue. See Appendice 2.

4.6 Follow-up with participants

According to Salkind (2010), follow-up with research participants is an important component of the research. Three of the candidates experienced a renewed sense of actualising their dreams. Opportunities were identified whereby they could begin to participate in the labour market. In view of their need to actualise some of the short-term goals they set themselves out to achieve, it was important for the purpose of the study to align the initial interview with a follow-up interview. The follow-up informal interview was done telephonically. The outcome of this interaction brought a new sense of validation and enlightenment to the participant which added value to the study.

4.7 Coding and data analysis

The researcher developed several codes to organise the answer sheets. Cresswell (2010) suggests codes that readers expect to see, as well as those that are surprising and unusual. Anselin (1987) describes a code in a qualitative inquiry as “a word or short phrase that symbolically assigns a summative and essence capturing for a portion of the visual data”. The data could be generated from interview scripts or guides. The coding can range in the first phase from a single word to a full sentence to an entire interview transcript of text to a stream of moving images. In the second part, the coding can be longer passages and quotes from participants that represent and capture the primary content. Based on the works of Huberman & Miles (2002), the researcher collected the data from the respondents and familiarised herself with the content. Once the codes were established, the interview sheets were organised by themes and the researcher interpreted the data in order to formulate the findings.

The figure (5) below illustrates how data was organised and analysed.



Figure 5: Organising data for analyses

4.8 Limitations with qualitative data analyses

According to Blanche, Durheim & Painter (2006), this method does have limitations and is always subject to the participants’ interpretation and reflection. In order to minimize the contamination of the research based on this limitation, the researcher reminded participants to answer questions truthfully and emphasis was placed on confidentiality and anonymity. The subjects or participants had nothing to gain if there was a risk of providing misleading information. Probing questions were formulated to ascertain accuracy in terms of dates, times, places, experiences, events, qualifications, skills, social networks, environmental

aspects, etc. This aspect of the interview assisted with a smooth flow of interaction between the researcher and the interviewee.

4.9 Communication

Smith (1983) states that understanding the question is of equal importance to answering the question. The author further states that the respondents must have an understanding of the issues being discussed. The researcher engaged in a process of appreciating the language barrier. The participants chose the two preferred languages; English and Afrikaans. There was no need for interpreters since the dominant languages in the community are Afrikaans and English. The interview guide was drafted in English for ease reference for the researcher. The interview was conducted in both English and Afrikaans.

4.10 Timing

The duration of the interviews was between thirty to forty minutes per participant. The timing of the questions was spaced to allow for follow-up questions and to provide clarity where necessary. According to Longhurst (2003), the timing of the interviews will have an effect on the outcome of the interview.

4.11 Ethics

Diener & Crandall (1978) assert that ethics in social research are rules to distinguish between right and wrong. It is a code of conduct for researchers to treat respondents with respect, dignity and to promote their welfare. It protects participants from harm and promotes good science. The information sheet and consent form with relevant ethical requirements were read to participants and all questions to seek clarity were answered.

4.11.1 Respect

The researcher displayed the utmost respect to the participant, protected the worth of the respondent, the information they provided and strived for the preservation and protection of their rights. The respondent's right to hold values, attitudes, beliefs and opinions that differ from that of the researcher was well respected. The researcher never coerced any participant into any activity that was unwanted and ultimately the research process was not compromised or contaminated.

4.11.2 Informed consent

The participants were made aware of the voluntary nature of participation and freely, without undue influence, expressed consent. The respondents had the opportunity to ask questions

and received answers regarding consent and the activities of the study. The researcher obtained written informed consent from participants. It demonstrated their willingness to participate and provided the information concerning participation, including limits of confidentiality.

4.11.3 Unfair discrimination

The research process did not directly or indirectly impose any stereotypes of behaviour, values or roles related to age, belief, birth, conscience, race, culture, disability, disease, ethnic or social origin, gender, language, marital status, pregnancy, religion, sexual orientation, socio-economic status or any bias, as prescribed by law.

4.11.4 Right to confidentiality

The researcher safeguarded the information obtained in the course of the study and kept notes written on the interview guide in a lockable cupboard, and stored data relating to the study safely. The researcher will make available such records only to authorised persons at the academic institution and will only disclose confidential information to the supervisor with the written consent of the participants.

4.12 Interpreting assessment results

When the researcher interpreted the data, including automated interpretations, she took into account the various factors and characteristics of the participant such as situational, personal, linguistic and cultural differences that could have affected their judgements or that could have reduced the accuracy of the researcher's interpretations. However, there were no significant reservations about the accuracy or limitation of her interpretations due to the fact that follow-ups were done with some of the participants where there was a need to clarify certain aspects which could have an impact on the outcome of the study.

4.13 Data profiling: Telling the story

Seidman (2013) states that there is no right way to share interview data, yet crafting a profile or vignette of a research candidate's experiences is an effective way of communicating data shared and opening up the interview material and interview guide for scrutiny. The profile of each candidate is a reflection of the interview process and presents each participant in a unique way, in the context of his or her capability set. The profile allowed the participant to express their experiences in their own words and allowed the researcher to reflect on the participant's consciousness level. The narrative below allowed the interviewer to translate and transform the information into a story. Sandelowski (1991) asserts that telling stories is a

compelling way to make sense of interview data and to assist the participant to articulate and put into words the meaning of their social world.



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The table below is a profile of each participant and how their capability set is shaped.

Table 2: Profile of participants⁵

Respondent				<u>Capabilities</u>				<u>Aspirations</u>		
	<u>Gender</u>	<u>Age</u>	<u>Status</u>	<u>Education</u>	<u>Skills</u>	<u>Disability</u>	<u>Total Household income (Rand value)</u>	<u>Dream job</u>	<u>Prospects about career life</u>	<u>Personal goals</u>
1	Female	30	Married	Grade 9: dropout: pregnancy	Labourer	None	0-R2 000 Child welfare grant	Office job	Not good	Earn good money, good job, and study further, travel.
2	Male	26	Single	Grade 10: failed Grade 11	Labourer	None	R5 001- R10 000 Mother works	None	Wants to finish matric. Ex-offender Substance abuse	Wants to help mother earn income.
3	Female	24	Single	Grade 12	Labourer	Chronic/	R2 001-R5	Admin	Wants to	Wants to be

⁵ Candidates participated in our research on the condition of anonymity. Names and other details which can be used to identify the participants have been changed.

						Skin allergies	000 Child maintenance	clerk	study further.	married by age 25 and have 2 kids.
4	Male	21	Single	Grade 12	Sales/ Admin	None	R5 001- R10 000 Father works	Mechanic	Own car business, software.	Support family to see them happy. Father stage 4 cancer.
5	Female	25	Single	Grade 10: dropout: failed	Labourer	None	R2 001-R5 000 Disability grant	Nurse	Discouraged work-seeker	Wants to buy house for mom. Attend evening classes.
6	Female	22	Single	Grade 10: discouraged when failed a subject	Labourer	None	Not sure	Nurse	Don't believe in herself.	Wants to be happy.
7	Female	25	Single	Grade 10: dropout: substance abuse	Labourer	None	Not sure	Had no dreams	Wants to study to become a pharmacist	To recover completely as a drug addict.

									but too lazy.	
8	Female	22	Single	Grade 11: Matric dropout: Pregnancy	Labourer	None	R2 001-R5 000 Disability grants	Nurse	Admin worker	Wants to be successful in life.
9	Female	19	Single	Grade 9: Had to look after sick mom.	None	None	R5 001- R10 000 Disability grant	Hairdresser	Wants to become a business owner/go back to school	Wants to play for national soccer team.
10	Male	30	Married	Grade 12	Technical	Spinal cord	R5 001-R10 000 Disability grant	Nurse	Pursue nursing career	None

4.14 Thematic framework

Based on the works of Huberman & Miles (2002), the researcher collected the data from the respondents and familiarised herself with the content. There were strong images of similarities in terms of participants’ opinion but due to the semi-structured questions, the information was systematically recorded. The data gathered was categorised into sections as it was indicated in the interview guide.

4.15 The Capability link

How do individuals faced with personal and social conversion factors expand their capabilities? How were their aspirations formed and how did they respond to social ills? Next, we examine some of these questions and begin with the extended in-depth description of the circumstances of ten unemployed youths from Bishop Lavis. See attached link.

The table below demonstrates how the questions formulated in the guide probes into capabilities and aspirations. The capability link is set out below (see table 3) according to the ten principles to measure human development and how these indicators contribute to the formulation of aspirations. In addition, Sen’s five components to measure capability are applied within this context. See Chapter 5.

Table 3: The Capability link

Indicator	Interview question	Conceptual framework: Capability link
Shelter	Is your residence in a form of a rented house, backyard dwelling, homeowner, informal settlement?	<ul style="list-style-type: none"> ● Basic goods ● Material goods ● Environment ● Structural opportunity – social policy, legal framework
Disability	Do you have any mobility or physical impairments?	<ul style="list-style-type: none"> ● Bodily health ● Senses ● Emotions ● Structural opportunity – social policy, legal framework
Criminal status	Do you have a criminal record	<ul style="list-style-type: none"> ● Integrity

	and if so, are you fully rehabilitated in terms of completing all compulsory rehabilitation programmes?	<ul style="list-style-type: none"> ● Practical reasoning ● Personal conversion factors
Household	<p>What is your total household income per month?</p> <p>Do you have any dependants?</p> <p>What is your marital status?</p> <p>How many adults reside in the house?</p> <p>How many are school going children?</p>	<ul style="list-style-type: none"> ● Material and non-material goods ● Ability to transform resources ● Distribution of opportunities/resources ● Cohabit with others ● Affiliation ● Play ● Transforming resources into a functioning ● Social policy, political and economic environment
Recreational activities	<p>Do you participate in any sports or extramural activities?</p> <p>What are your hobbies?</p> <p>Did you obtain any awards or personal achievements?</p>	<ul style="list-style-type: none"> ● Play ● Affiliation ● Enhance human welfare ● Nature ● Structural opportunity ● Distribution of opportunities ● Emotions ● Senses
Formal education	<p>What is the highest grade that you passed?</p> <p>In which year did you complete this grade?</p> <p>List the subjects that you</p>	<ul style="list-style-type: none"> ● Capabilities ● Practical reasoning ● Integrity and discipline ● Structural opportunity ● Social and political

	<p>passed?</p> <p>Did you do any post-matric courses and in what field?</p>	<p>environment</p> <ul style="list-style-type: none"> ● Human development leads to more choices and freedom
Work experience	<p>Name at least three places that you worked at over the last 5-10 years?</p> <p>List the name of the company, duration, job title, duties and skills developed.</p>	<ul style="list-style-type: none"> ● Expanding of capabilities ● Practical reasoning ● Integrity and discipline ● Distribution of opportunities ● Human development leads to choices and freedom
Personal and career goals	<p>What is your dream job?</p> <p>Were there any factors that enhanced or prevented you from achieving your goals and how did it impact on your career life?</p> <p>Describe your job hunting or noteworthy experiences?</p>	<ul style="list-style-type: none"> ● Formulation of aspirations ● Adaptive preferences ● How the aspirations developed and if it's aligned to dream job or goals ● Practical reasoning ● Transforming resources (career information) into a functioning

4.16 Telling their story

Respondent 1

Tina:

At the time of this study, the respondent was 30 years old and married with 5 children. She received a child grant for all five children, ages 15, 11, 9, 7 and 2. She dropped out of school at the age of 15 and fell pregnant at the age of 16. The total household income averages R2 000 p.m. She worked in factories until the age of 21. She never applied for any of the three jobs she occupied but was recommended and referred by family members. One company closed down and the other two jobs were contract jobs which formed part of the Expanded Public Works Programme. She loved playing soccer and netball, but the area lacks recreational facilities.

Tina wanted to work in tourism and earn good money to be able to provide for her children. She wanted to travel the world and meet new people. She believed her dreams were shattered when she fell pregnant. She taught herself how to work on a computer. The most attainable and realistic job was to perform office duties. She was unable to apply for such a job due to a lack of experience and qualifications. She does not feel good about her future in terms of occupying her dream job. Amongst the factors that prevent her from attaining her dream job is the lack of education and work experience.

Analysis:

*Tina's **capability** set is limited in terms of education and work experience. The fact that she dropped out of school and could not manage to hold a permanent job is directly linked to her **capabilities**. The **structural opportunities** presented itself in the form of EPWP programmes where she obtained two contract jobs. This opportunity provided temporary relief in the form of stipends paid to participants. The **personal conversion factors** were presented in the form of her falling pregnant at the age of 16. The personal shock of being a teenage parent shaped her aspirations to the extent that she would settle for an office job. This conversion factor is strongly linked to her **adaptive preferences**. Although she put emphasis on the teenage pregnancy as the major factor of her not achieving her goals, it is clear that the reason for her not being able to find sustainable employment is the lack of continued education and relevant work experience. Although she can pinpoint various talents and capabilities that allowed her to meet the demands of raising a family, her general competence was a much more **complex capability**. The fact*

*that she is dependent on a social grant for all five kids reflects on the lack of a broader consciousness level rather than just aspiring to do office work. Her aspirations took a different shape and her capability set changed in her attempt to improve her own competency level. She never consciously participated in any job hunting activities. Her capability set decreased and her aspirations lowered. The reality for Tina is that although she is a good mother, her competence in areas of actualising her aspirations is almost non-existent. In terms of **agency**, Tina has limited ability to navigate life in broader ways and to move closer to her dream. She was not able to take the first steps to seek employment, which is a skill that seems to not fall within her expected patterns.*

Respondent 2

Randal:

At the time of this study, Randal was 26 years old and living with his mother and sister. He has a criminal record and was using addictive substances. He failed Grade 11 and would like to finish his matric. He worked for three months with his mother at a factory on a contract basis and has been unemployed for the last three years.

Randal has no dream job but would like to work in order to help his mother provide for the family. He could not remember if he had a dream job, neither could he think of any job he would like to do. Randal showed remorse for his past transgressions and was of the opinion that, because of his criminal record, he was unable to secure a job. Randal has not fully developed his observing ego and thus could not align his thoughts with developing his aspirations.

Analysis:

*Considering Randal's story, finding a job is particularly difficult for ex-offenders. The **structural constraint** is that his criminal record only lapse after 10 years and this affected his chances of obtaining a job. Therefore, his **capabilities** are limited in terms of job opportunities. The **personal conversion factors** are the personal history of substance abuse and the illegal possession of drugs which was the offence he was convicted for. Like many areas of discrimination, discrimination on the basis of a criminal record requires various factors to be weighed. On the one hand, Randal believed that he paid his debt to society but on the other hand, his substance abuse, which is linked to his offence, poses a high risk if he is appointed in a certain occupation. The substance abuse*

*and criminal record proved to be a major constraint on Randal's capacity to seek employment. This story illustrates the disparate patterns of high-risk behaviour within an area that is subjected to extreme poverty and unemployment. In terms of the ten principles to measure human development, Randal's capacity to apply **practical reasoning** has been distorted due to the effects the addictive substances. His **bodily health** which is a basic instrument to achieve a functioning is deteriorating. Therefore, his capability to take the first step to develop his aspirations is limited. Randal does not have the real **freedom** to expand his capabilities and lacks the capacity to do so.*

Respondent 3

Charlene:

At the time of the study, the respondent was a 24-year-old single mother with one dependant who finished matric. Her mother takes care of her two-year-old daughter while she is looking for a job. She regrets not studying further. When she was in her teens, her dream job was to become a social worker. That vision drastically changed to becoming an office worker due to lack of funds. She worked at several companies in the retail sector but left due to lack of transport. She also participated in the Expanded Public Works Youth Development Programme but the contract expired. She applied at the University of the Western Cape to study social work but was unsuccessful. She also fears that as her mother ages, her daughter will need her constant care considering the fact that she has to co-exist with the gang, "The Rude Boys", who stays down the street. During a follow-up consultation, she revealed that she successfully obtained a bursary and completed a computer course.

Analysis:

*In understanding the broader dynamics of Charlene's circumstances, it is clear that her aspirations were adapted to her circumstances which is referred to as **adaptive preferences**. Her aspiration to become a social worker was unattainable due to lack of funds and **resources**. As a small household, they were labour-poor, so the responsibility for generating an income and the significant burden imposed by household maintenance as well as the care of her mother and child fell on the shoulders of Charlene. Clearly, the centrepiece of their survival was the child maintenance grant.*

*The **structural opportunity** presented itself through the EPWP in which she participated.*

*Her **capabilities** expanded in terms of her work experience and successfully completing matric. The **structural constraint** is her constant underlying fear for the safety of her mother and daughter, should she be occupied on a full-time basis. The safety of her family is compromised due to the gangsters that operate in the same street. The aspect of safety is referred to as a **social conversion factor** that negatively impacts on capabilities. This story shows how Charlene, in these difficult circumstances, had to balance her aspiration to pursue a career with her loyalty towards her mother and daughter. On the other hand, Charlene experienced some form of enlightenment as she discovered a skill set (**capability**) that could bring her closer to her dream job. Realising that her love for reading could assist her in gaining knowledge and pursuing further studies, she acted on it and successfully obtained a bursary soon after the interview. In terms of **agency**, she took the first steps to overcome her fear of leaving her mother and daughter alone at home. She was able to act upon her aspirations and transformed her skills into a functioning despite the lack of funds. The bursary was the **structural opportunity** to expand her capabilities.*

Respondent 4

Jaden:

When Jaden finished matric he had a vision and dreams despite the prospect of losing his father that had stage 4 cancer. At the time of the interview, he was 21 years old and living with his parents and sister. Though he dropped out of college due to failing mathematics, he applied for jobs and was successful. Unfortunately, his contracts expired at two companies and the other company closed down. His father's condition motivated him to change his lifestyle and he participated in sport and went to the gym on a regular basis. His dream job was to run his own software company but he adjusted his career aspiration to become a mechanic so that he can work from home and take care of his father. He felt that he had no guidance in terms of career choices. During a follow-up consultation, Jaden successfully obtained a bursary and completed a computer course. He is currently working from home as a spray painter and employs one temporary worker.

Analysis:

*Jaden's **capabilities** set consist of work experience and matric. In addition, the family is*

very close and provides Jaden with the necessary support to realise his dreams. Jaden's story illustrates that his father's deteriorating health inspired him to review his lifestyle and making an effort to achieve his goals. He expanded his capabilities by taking up sports and transforming his garage into a gym. He was aware that, should his father pass on, he would have to take care of his family. This personal shock of this father's illness is a **personal conversion factor** that caused him to develop new aspirations to become a mechanic. This is referred to as an **adaptive preference**. Jaden was able to transform his resources into a functioning by utilising his parent's garage as a spray painting workshop. One of the **structural constraints** was the lack of money. It seemed to be a crucial resource to enable him to realise his dreams and own his own software company. Jaden was deeply saddened by the fact that his father could succumb to cancer. The possibility of his unemployed mother becoming a widow seemed to have raised some consciousness about his circumstances. Validating his role in the household together with his determination to take care of his family brought new awakenings and unlocked his aspirations. He valued his father's validation of his ability to take care of the family, should he pass on. His **personal conversion factors** gave him reason to value his choices. His new aspirations and drive to success assisted him to overcome the **social conversion factors** in terms of gangsterism and criminal activities in the area.

When Jaden obtained a bursary to study advanced computer technology, he expanded his **capabilities** by utilizing a **structural opportunity** that brought him closer to realising his dream job. He was partially successful in attaining his goals by starting his own panel beating business. He was able to transform his capabilities into a **functioning** despite the lack of funds. The personal shock of his father's terminal illness motivated Jaden to change his lifestyle by exercising regularly and eating healthy. This bring **agency** into play where he took to first steps to make a change in his life. His real capability to attain freedom has been realised despite **social and personal conversion factors**.

Respondent 5

Zainab:

At the time of the study, Zainab was a 25-year-old female who lived with her mother, aunt, grandmother and three siblings. Her father was a drug addict who was verbally abusive. He passed on four months before the interview. Her brother is also a drug

addict and dropped out of school. She was a school dropout who failed Grade 11. She did not have much luck in finding permanent employment and worked on a contract basis for three different companies. All these contracts expired within 6 months. She worked on an EPWP project at Solid Waste. Her dream job is to be a nurse and she likes to work with children and the elderly. Zainab gave up hope to follow her dream because she felt inferior to those that finished school. Yet she is of the opinion that, should she be given the opportunity and with the necessary information, she would be able to go to evening classes and then enrol as a nursing student. For now, all she wants is to be able to buy a house for her mom and take care of her grandma. She admits to smoking addictive substances. On a social level, her friends all joined gangs and she feels that there are not many recreational activities to keep the youth off the streets.

Analysis:

*Zainab had aspirations to become a nurse. The **personal conversion factors** started when she dropped out of school and became addicted to substances. The type of jobs she occupied at EPWP (**Structural opportunity**) as a team leader and attending to customers' complaints indicate a skills level which is rich in understanding the industry. She could have ascended higher within her jobs if the contracts did not expire. Therefore, the **structural constraint** is temporary relief jobs that are not always sustainable.*

*She realised that her mother is dependent on her to take care of the family after her father passed on and her brother is enslaved to substance abuse. Her social arrangements and **social conversion factors** in terms of high risk behaviour within the family unit and friends joining gangs, impacts on her **capabilities**. In addition, the lack of access to career information is a **structural constraint** that influences her capabilities and aspirations. Her **adaptive preference** is reflected in her need to care for her mom and grandma instead of focussing on her dream job. Zainab is unable to translate her limited capability set into a functioning due to her social arrangements.*

Respondent 6

Cheryl:

At the time of the study, Cheryl was a 22-year-old female who stayed with her mother, uncle and three siblings. Her mother and uncle support the family financially. She dropped out of school after failing one subject in Grade 10. She would like to go back to

school but felt too lazy to do so. She completed a three-month contract job as a labourer. She used to love playing volleyball and soccer. She sings in a choir at church. But due to ongoing gang violence, she is scared to walk outside. Her father is not active in their lives and resides with another family. She was often exposed to domestic violence when her father and mother was a couple. Her dream job is to become a nurse in a children's hospital. She wants to be happy and have kids one day.

Analysis:

*During the interview, Cheryl was emotional, realising that she gave up too quickly. She misses her dad who left when she was eight years old. She does feel good about the future but needs guidance in terms of career choices and opportunities. It is evident that her **capabilities** set are limited and her morale is low. Her aspiration to work in a children's hospital and become a nurse, has been substituted with just 'being happy'. Her **adaptive preference** is linked to her feeling of abandonment by her father. Her primary desire is to escape the feeling of depravity and abandonment and replace it with a feeling of relief or happiness. She valued her happiness more than the need to actualise her dreams.*

*Her fear to walk outside and participate in community life is part of her **social conversion factors** that influence her capabilities. In terms of **agency**, Cheryl needs to take the first step to make enquiries about jobs and career information. The fact that she acknowledges that she is lazy is a deterrent and negatively affects her confidence level.*

Respondent 7

Tarren:

At the time of the interview, Tracy was a 25-year-old female who stayed with her brother, his wife and their six children. Her parents are divorced and her mother stays in Bonteheuwel, a location next to Bishop Lavis. Tarren was recovering from her drug addiction and dropped out of school in Grade 10. She blamed peer pressure that made her addicted to substances. Tarren was never exposed to career guidance or career information. She worked for one year and two months on contract jobs at a company, packing vaccines. Police caught her with drugs but she was not charged. Her brother decided to take care of her. She loves playing soccer and taught herself to play musical instruments such as the tambourine. Her dream job is to become a pharmacist but she

admits that she is too lazy to finish her education. Due to her drug addiction, her only goal was to recover completely from her addiction.

Analysis:

*Tarren's **conversion factors** are particularly influenced by her **personal and social** characteristics. The personal characteristics are her drug addiction as well as the separation of her parents at an early age. The availability of career information or career guidance would be of limited use do to her drug addiction. She experimented with drugs before she dropped out of school. She was also exposed to medicinal products as a packer when she worked for more than a year at a company that distributes vaccines. She would not be able to convert career information as a commodity into a **functioning**. Her attempt to recover from her addiction becomes the **adaptive preference** (or adapted aspirations) in terms of her immediate **functionings**. Once the functioning of recovering as an addict is exhausted, then Tarren would be able to create new **capabilities**. If she recovers from her addiction, it would be an **achieved functioning**. However, Tarren does not possess the **capability** of **bodily integrity** because she chose to engage in high risk behaviour.*

*Tarren clearly participated in a **constraint choice** when her parents separated and she stayed with her brother. She was emotional when she spoke about her parents and stated that she missed them. Yet, the constraint choice is **not negative or unjust** based on the support and care she enjoys from her brother's family.*

Respondent 8


Tammy:

At the time of the study, Tammy was a 22-year-old single mother who stayed with her parents, three siblings and her aunt. Both her aunt and mother receive a disability grant. Tammy fell pregnant in matric and dropped out in the second quarter. She attended evening classes and finished matric three years later. She had three contract jobs which occupied her for more than a year. In 2013 her daughter became very ill and was hospitalised for weeks. This experience changed her life. She loves swimming and singing.

Her dream job was to become a nurse. She was emotional and blamed herself for her mistakes and the fact that the child's father was not involved in their daughter's life.

Analysis:

Tammy expanded her **capabilities** by completing matric part-time after she dropped out of school during her matric year. She explored the **structural opportunity** to attend evening classes. Her career **aspiration** to become a nurse is strongly linked to her daughter that became ill and her mother and aunt that are disabled. Her maternal and nurturing instincts also contributed to the need to take care of her family. Although she has experience in the retail sector, her chances of reaching her goals are heavily influenced by her family responsibilities. Her commitment to family well-being is related to **agency**. However, the **adapted aspiration** can become a **structural constraint**. Should Tammy have access to all the resources necessary to study nursing, her value set determines the outcomes of her **choices**. Her **personal conversion factor** was the hospitalisation of her daughter. Although she always aspired to become a nurse; this personal shock entered her life without warning. At that point, she had more reason to value her personal choices instead of pursuing her dreams.



Respondent 9

Margaret:

At the time of the study, Margaret was a single female who stayed with her parents and three siblings. She dropped out of school in Grade 10 to look after her sick mother. She attended Northlink College for only three days and dropped out. She also played soccer for the Western Province national team. Unfortunately, gangsters appeared to be selling drugs to kids where she practised, with the effect that she stayed away from the soccer field.

Her dream is to go back to school and finish her matric. As a family, they had to move a lot and stayed with people that treated them badly. She never occupied a formal job but helped her mom run a fruit stall. Margaret said that she gave her Curriculum Vitae to her nephew who worked at Ackermans. She was invited for an interview but could not attend due to her mother's hospital visit.

Her dream job is to become a hairdresser and own her own hair salon. In the next five years, she would also like to own her own house, get married and have a family of her own.

Analysis:

*She was successful in being accepted at Northlink College (**structural opportunity**) but dropped out due to her personal circumstances. Margaret is in conflict with her loyalty towards her family and the need to look for a job. As much as she attempted to find employment, she failed to show up for the interview due to her family responsibilities. Margaret's **choices** are affected by her **personal preference**. Her ambition to run her own business is largely influenced by the assistance she provides to her mother in running a fruit stall. Her choices could be largely influenced by the conventional rule of proper moral behaviour. Her response to the choice between going for the interview and accompanying her mother to the clinic is directly linked to the importance of responsibility. In this case the responsibility of choice is a **constraint or burden**. When Margaret acts responsibly and act on her social choice to perform the task she is charged to do, the nature of the preference **functioning** increases the well-being of others, and not her own. The accountability and obligation of taking care of others takes the form of **self-imposed choice constraints**.*

Respondent 10

Jordan:

At the time of this study, Jordan was 30 years old, married with two dependants and one on the way. He was a victim of a violent attack in which his spinal cord was injured. Before the accident, Jordan's dream was to become a nurse. He was a keen soccer player and received many awards. He matriculated in 2013 (part-time studies) and worked as a machine operator, computer cabling operator and carpenter. His first child was born in 2007, which means that he was a father before he matriculated. He dropped out of school and decided to work and study part-time. He shifted jobs because he needed to earn a higher salary in order to support his child. Due to his computer literacy skills, he was able to do online job searching. He lacked the funds to study nursing and was eager to pursue his dream job but he was dependent on family members to assist him due to his lack of mobility. The force behind his drive was to be able to take care of his family. However, the more he struggled to survive, the more he moved away from attaining the ultimate goal, which was to become a nurse. His passion for nursing and aspiration to help people did not change. The three factors that played a central role in his journey were attitude, temperament and values. Because his attitude required him to face dangers

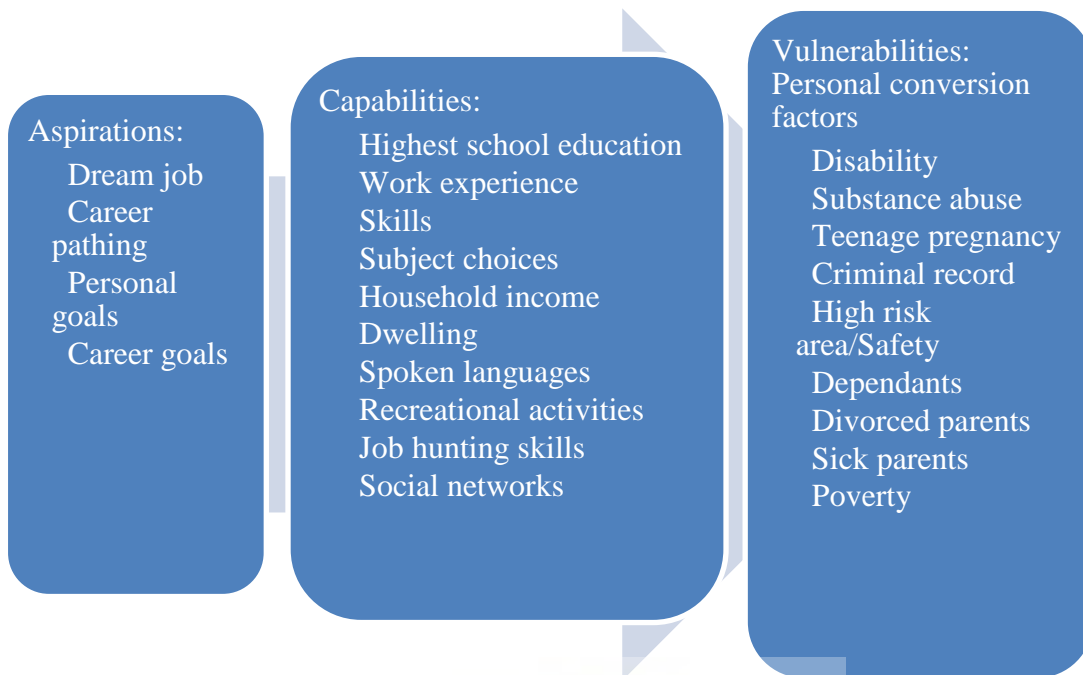
and challenges, he undoubtedly increased his ability to learn, work and stay active, despite his limitations. The values he deemed important affected his choices about how he would provide for his family. Unfortunately, nothing in his career path could bring him closer to realising his dream job and he had to settle for any income. During a follow-up consultation, Jordan revealed that he was making progress as part of a rehabilitation program to regain his mobility. In the meantime, he works from home fixing computers to support his family financially.

Analysis:

The **personal conversion factors** that entered Jordan's life were clearly tragic and painful. Yet, throughout his whole life, he continued to learn through practice and studying. Despite having acquired skills and a matric qualification he was unable to get a job. A disabled person is unable to perform in the same manner as an able-bodied person. During the infancy stages of his acquired disability, he was unable to convert resources into possible means of creating well-being to acquire a particular standard of living. Sen (1985) says that every individual is different and access to resources is therefore different. Individuals can have different abilities to change similar resources into a functioning. His skills and knowledge (**capabilities**) acquired before the violent attack were transformed into a well-being functioning. In terms of the basic principles for human development; the absence of physical mobility and **bodily health** impacted on his **choices**.

The fact that he could not find a suitable job that accommodated his disability borders strongly on social injustices and the lack of **structural opportunity**. The socio-economic infrastructure within the radius of his community does not have special support mechanisms for persons with disabilities. His economic **choice** to work from home was structurally imposed and not self-imposed. His personal conversion factor became a structural constraint. This led to an **adaptive preference or an adaptation of aspiration** that changed from cognitive abilities to creating new intellectual capabilities. Despite that fact that his dream could not be attained due to lack of physical mobility; he managed to transform his intellectual capabilities into a functioning by becoming self-employed.

Figure 6: Thematic indicators of aspirations, capabilities and vulnerabilities



Based on the outcomes of the interviews, the above figure demonstrates the thematic indicators that emerged during the interviews.

Summary

Although the above cases are not unique or singular, any student of Development Studies and qualitative sociology will recognise many aspects of the life of the poor people in post-Apartheid socio-economic networks. The final chapter explores some of the salient themes and links the observations from this case study to those noted in the rest of the study within the broader socio-economic discussions.

Chapter 5: Research Findings

5.1 Discussion based on Sen's Capability Approach

It is important to revisit the Capability Approach with its links to social policy. The idea of measuring well-being has been deeply rooted in utility and resources but Sen (1985) cautions that this could be misleading. Rather, well-being must be understood in terms of people's freedom and choices that they make. The CA approach recognises the fact that people have different capacities to translate goods and services into valuable achievements due to the personal, social and locational arrangements in their lives.

5.1.1 Adaptive preferences

Most respondents expressed diminished aspirations. They internalised their deprivation in order to stop desiring what they cannot achieve. Sen & Hawthorn (1987) bring into this a particular approach and state that many individuals that grow up in an inferior environment may or may not take up valuable options at their disposal. According to Sen, the unemployed may take pleasure in small achievable mercies and manage to suppress intense suffering in order to survive from day to day. Elster (1983) presents an astounding phenomenon often referred to as "sour grapes" within the adaptive preference formation. It simply refers to an individual dying of hunger who then sees ripe grapes. Yet, when realising that the grapes are unattainable, decides that it is too green and only fit for bad-mannered persons. This phenomenon could be set against feasible options or choices. The preference is based on rational choice and social judgments. Although the choices are between feasible options, individuals tend to adjust their aspirations according to possibilities. Back to Sen's version of taking pleasure in small mercies, the unemployed person would prefer to choose a functioning that renders immediate result or gratification.

In the case of Tammy, Margaret and Tina; if a woman has been raised to understand that her role is to be confined to her home, she may desire to become more independent and become economically active by means of having access to education. They were not able to convert their capabilities into a resource outside the household. Their lives centred on the household and they longed for validation in their commitment to their families' needs. The internalisation of their roles shaped their aspirations and choices. Their realities are complexed and multi-dimensional, as with most participants. They need to develop a whole new set of aspirations in order to create choices and freedom so that they can function accordingly. Policy frameworks as a structural opportunity need to address this particular

framework of vulnerability, adaptation and capabilities. Every individual's reality is complexed and multi-dimensional. Therefore, individuals residing in different types of communities may have different forms of complexities arising out of his or her own household or living conditions. Evaluations that are done in terms of policy development must take into consideration these complexities as a multi-dimensional aspect of development.

5.1.2 Functionings and practical reasoning

According to Sen (1985), it is important to understand what people are able to do or to be. Sen states that there is a need for evaluating and analysing indicators for quality of life. Quality of life cannot be similar for different sets of people with different desires and aspirations; it is defined in terms of functioning and capability. That is, to do, to be able to do it and able to transfer resources into a functioning. Jaden, for example, has matric, experience and the necessary discipline but could not find a job in the open labour market. This could be due to barriers in the labour market or the mismatch of skills. Tina, who never embarked on the job search mission, could not translate her desires into a functioning.

According to Nussbaum (2006), functioning depends on the physical and mental state of the person – in the cases of Randal and Tracy, their state of mind and the effects of substance abuse distorted their ability to make that transition into the world of work. Though they were aware of their capabilities, it was not enough to translate it into a functioning. From a developmental perspective, young adults become more and more co-dependent on various external material and psychological sources of validation. According to Weinhold & Weinhold (2008), the developmental psychologist, Margaret Mahler, found that people who have successfully completed the stage of co-dependency are no longer dependent on sources or people outside themselves. Those who did not fully break free of co-dependence are more likely to rely on others to take care of their wants and needs. Young people that are no longer co-dependent on others or substances to thrive, have a solid sense of uniqueness and independent thinking. They don't feel lost or powerless to change their situation and can respond to socio-economic change effectively.

The other part of the functioning is access to resources. In the cases of Cheryl and Zainab, both expressed their need to gain more knowledge of opportunities and career information. The availability of career information in the adult world (compared to adequate career

guidance at schools) is vital to expanding their capability to enter the labour market. Access to career information could be transformed into a resource and ultimately into a functioning. Capabilities denote the set of valuable functions that an individual has access to. Being deprived of career information, Zainab and Cheryl were not to function as work-seekers. Both participants were unable to start the process of accessing resources for improved well-being. In addition, Cheryl is mostly deprived of interacting with the larger society due to her family responsibilities and long-term unemployment. Hence, she developed lower level aspirations and insecurities about her abilities. Lacking broader societal experiences, she might never be able to develop the quality or the skill to interact and engage with different individuals. Her behaviour became inhibited and introverted. She needs to build her confidence by being gradually exposed to learning or work disciplines.

5.1.3 Agency, choices and conversion factors

Sen refers to capabilities as the real freedom that people possess in order to achieve the lifestyle that they have reason to value (Alkire, 2009). Sen focussed on the relevance of both well-being and agency, in order to understand freedoms. Well-being is best described as being able to live well, to take care of basic needs and to cater for a good standard of living. Improved and well-developed aspirations enhance well-being. In terms of agency, some participants lacked well-formulated social judgements in terms of how their resources can be converted into a set of choices.

Well-being freedom refers to all the objectives the person values in order to achieve complete well-being. For example: Tarren is clearly talented in terms of her achievements in soccer and teaching herself to play musical instruments. Jaden excelled as a fitness fanatic by participating in sports. Those are the beings and doings that they value. Due to ongoing violence in the area and a lack of recreational facilities, Tracy did not have the freedom to expand that capacity to actively participate in community life. Jaden could navigate his abilities by simply turning his garage into a gym. His commitment to good physical well-being boosts his confidence levels. These two participants had the aspiration to develop their physical and creative being, but Tracy was more vulnerable due to her history of substance abuse and association with those that supplied her with the substances. Sen (2006) describes this as negative freedom. Any evaluation of freedom and capability should not just be focussed on well-being but should also cover the process through which individuals assert their ability to realise valued choices.

While assessing the individual's access to resources (example: household income, good health, talents) and the possibilities of converting them into an adequate functioning, it is important to evaluate how an individual is able to exercise his/her agency within the socio-economic circumstance and cultural context within which the person is living. This deepens the notion of freedom and the idea of agency. Different indicators can be used to develop an understanding of the possibilities that a social policy should be able to address.

Levin & Milgrom (2004) assert that choices and decision-making form the basis of microeconomic analyses. Sen (1997) also refers to commitment choices where a person chooses an action based on moral commitment or out of duty. Despite his disability, the individual continued to make duty bound choices in order to contribute financially to the household income. According to Sen (1997), even when these types of choices cease to maximise individual well-being, the person continues to make such choices for the benefit of the whole. The individual's process of choices directly affected his well-being.

According to Sehnbruch (2004), the Capability Approach adds the perspective of decent work – those social and personal conversion factors that influence an individual's capabilities. Jordan converted his capabilities into an achievable set of functionings. The author adds that the response to conversion factors for unemployed and vulnerable persons in a country with a First World economy might be differently internalised than in a sub-economic Third World country where there are extreme inequalities and poverty. This is precisely the reason why the CA takes the individual's conversion factors into consideration and places it in the equation of vulnerability and capability. In addition, this would include the freedom the individual has to convert these vulnerabilities into a set of achievable functioning.

5.1.4 *Capability Space*

Personal conversion factors help us understand the valuable functions achieved by individuals which could be mobility, generation of income through increased mobility or attainment of inner peace through mobility. Randal and Tarren were or are still both substance abusers. Randal has a criminal record. Although they had the capability to look for jobs and actually find a job, their personal conversion factors, which is their health and physiological state, rendered them personally incapacitated. Their mobility and social judgements were distorted; hence they were unable to transform their capabilities into real

freedom. These personal factors need to be addressed by policy framework, to which Sen refers as capability space (Alkire, 2002).

5.2 Relationship of aspirations to capabilities and functioning

The study shows that there is a need for individual resilience and getting on in life. The aspiration notion seeks to direct the individual aspiration towards filling labour market gaps through promises of economic reward. This study also highlighted the need to develop the observing ego and thus unlock aspirations or create new aspirations. Yet, for most research participants, their aspirations were very different to their dream jobs. They could not actualise their dreams and thus created new aspirations. This new set of aspirations could in some cases be converted into a functioning.

Figure 7: The relationship between new aspirations and a functioning.

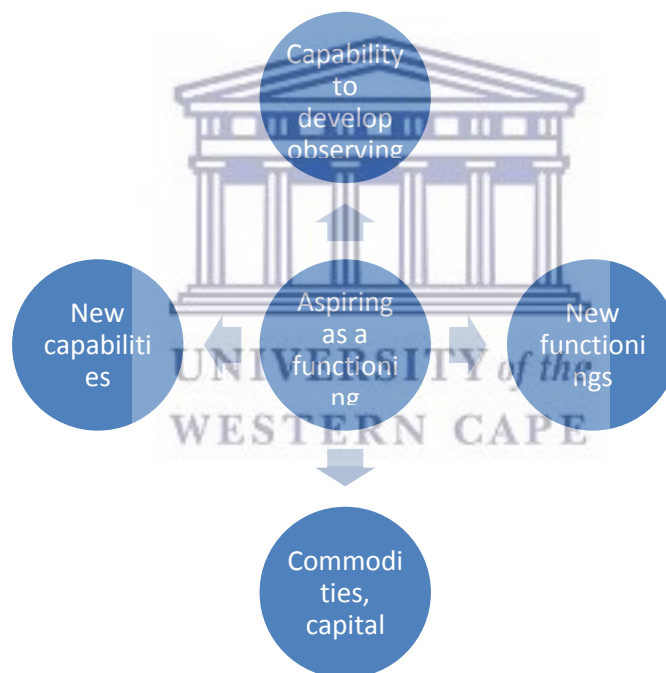


Figure 7 illustrates how the whole process of aspirations must evolve for those who have settled for lower aspirations. Firstly, the observing ego must be expanded in order to absorb new information and articulate that into an aspiration. Should Tina or Cheryl participate in a job shadowing or learnership programme, they would more than likely reinstate their observing ego, develop new aspirations and translate that into a functioning. Their ability to create new aspirations would become their newly developed aspirations. Therefore, aspirations become a functioning; to aspire and to dream.

5.3 Resources

An approach that focusses on resources or the household income as in this case, might seem like an instrument to make choices and shape our capabilities. Based on the case study, there are still challenges where these resources cannot be transformed into freedom. Income and wealth are not good proxies for all the aspects of development. Household income cannot assist youths when they are exposed to domestic violence or negatively experience the impact of a divorce. Access to resources did not change Cheryl's institutional structures or family unit. Moreover, as Sen stated, depending on your starting point, the unemployed needs different amounts of resources to come to the same level of ability to function. Jordan, who has a spinal cord injury, needs more resources compared to an unemployed person who has normal ability. Society is designed to accommodate normal abilities. In order to effect the changes to make mobility possible, Jordan needs more resources in order to function in the open labour market. There is thus good reason to invest in the marginalised youth and to find ways of equalising the actual level of opportunity for functioning.

5.4 New aspirations

According to Alkire (2002), aspirations are multidimensional, evolving, and abstract future orientated. We need a more holistic view of aspirations and a deeper understanding of a combination of influences that perceive and shape aspirations and their relationship to capabilities and functionings. Aspirations serve as an ideological displacement against the inherent inequalities of power in the social, economic and political structures. It also presents the continuity of the present state of being. Margaret and Zainab's present states are to take care of their mothers and they aspire to buy them houses. This coincides with their personal aspirations. Their aspirations are more akin to hopes, wishes, dreams and goals, yet the means to actualise their hopes were absent. They knew what they wanted, but they failed to connect their dreams with the realities of unemployment. This meant that they could not signal optimism for the future but settled for pessimism for their present state of being. Their projected longing and yearnings are for their immediate gratification in terms of their own social arrangements, which is to continue to take care of family members. Aspirations are normally grounded in rationality, emotion, idealism or pragmatism. Their aspirations are more driven by conscious and unconscious motivations and are indicative of their observing ego and circumstances. Their future orientated goals require at least the basic set of capabilities to be able to anticipate, imagine and exercise practical reason.

5.5 Career aspirations

In this case study, the majority often settled for a diminished form of awareness and self-observing capacity due to a variety of conversion factors. Those that developed aspirations and transformed it into an ambition continued the journey and strengthened the self-observing ego into a complete level of consciousness where they became aware of broader dimensions; and they were better prepared to navigate the essence of who they are and how they wish to express their desires.

The challenge with youths being unemployed over a long period is the adjustment and transition they have to make. In order to do so, they need to acquire special skills to enter the labour market. Such a skill needs to be aspired to and desired in order to achieve a specific functioning. This functioning is the understanding of 21st-century careers and how it can translate into freedom. Unemployed youths need to be prepared and groomed for the complex nature of technological and societal changes. Charlene, Jaden and Jordan expressed positive feelings about their future careers. The reason for the positivity is that they managed to have effective interpersonal skills, valued their own achievements, were able to learn new things and dealt with challenges as they came. Their responsiveness to what the world has to offer required a specific skill set that would prepare them for personal shocks such as disability and the prospect of losing a parent.

It is important that youths participate in life-long learning supportive of career goals. They need to locate and effectively use career information and understand the relationship between work, society and the economy. Jaden was able to enhance his career decisions by applying for jobs and going through the selection and recruitment process. Tina, in comparison, was referred by family members to various jobs, rendering her almost incapable of finding a job on her own. Moreover, her skill set to be able to find work was inferior to the younger participants. Job hunting is thus a new aspiration and functioning that is strongly linked to capabilities. Proper job hunting skills should be a new aspiration that adapts to the new developments in the labour market.

5.6 Temporary relief and contract jobs

Often youths avail themselves for temporary jobs because they are unable to get hired into wage and salaried employment, which provides job security and social protection. The study reveals that Jaden, the only participant out of all ten, could actually find work on a full-time basis. Jaden managed to acquire the skill of a salesman and admin clerk. The rest of the

participants were engaged in contract work, except Margaret, who never worked before. What this signals is that contract work, such as EPWP, intensifies and contributes to structural unemployment.

The three participants who finished matric realised that education and experience were not enough to be able to acquire full-time employment. In the past, employers used temporary contracts to manipulate employees to opt out of certain key fundamental employment rights. These rights that they waived were, amongst others, severance pay or the right to refer an unfair dismissal case to the relevant authority. These practices were nullified through the amendment of the Employment Services Bill in 2014. Employees on a fixed term contract now have the same rights as permanent workers. If the participants were aware of the legislation they would have been able to exercise their rights. These rights could have translated into real freedom.

In addition, the non-renewal of a fixed term contract could be classified as a dismissal. Charlene, Randal, Tina, Tammy, Tracy and Zainab all worked on a contract basis at well-established companies. And when their contract expired, their jobs were allocated to other staff members. Technically, these participants were unfairly dismissed. This type of exploitation of the youth is an economic injustice which contributes to the high unemployment rate. Sen believes that this process of contract work forms a decision-making process beyond the confrontation between management and workers. This format disconnects individual freedom of choice to participate in collective decision-making. Contract work or temporary relief programmes should be viewed as “supply of capability” that converts the contractual involvement into a shared activity and collective bargaining. The contract, which is a shared activity, becomes a liability for most unemployed youths that are unable to function within the broader societal dynamics. For example: opening a bank account, owning a house or property or becoming financially independent is not achievable aspirations due to the financial insecurities of the job.

Summary

Chapter 6: Conclusion and Recommendations

This case study creates the need to rethink the priorities of social policies in South Africa. Persistent underemployment and unemployment amongst young people have negative effects on long-term growth and prospects with consequences for human development, national stability and economic growth.

Socio-economic policies must support the following aspects of development in order to contribute towards job creation and reduce unemployment amongst the youth:

6.1 Intermediary interventions

6.1.1 Entrepreneurship

With reference to the findings of two participants, Jaden and Jordan, who became self-employed after the interview and now work from their homes, their capabilities should be expanded in order to translate survival mode into entrepreneurial job creation mode. Market-driven education as well as vocational guidance and training, are important interventions in order for the two participants to build on their quest for economic independence. Hohmeyer & Wolff (2010) states that Germany introduced the Direct Job Creation model where career guidance and job preparation are directly linked to the labour market. For example, the model combines a job creation project with training in the particular field. European countries also show that employer-based training leads to better placement than training offered by formal training institutions.

6.1.2 Extending social security

At least six out of the ten participants are dependent on social grants (See Table 2). Individuals from households where the household income consists mainly of government assistance must be assisted in terms of job hunting expenses. Transport challenges to travel to and from interviews and data to access online job opportunities should be considered as part of a Youth Subsidy Scheme and could be funded by the Unemployment Insurance Fund. This initiative would remove financial burdens in terms of job hunting. The Department of Labour introduced kiosks at strategic points at Labour Centres so that the unemployed can have access to online job opportunities. However, this initiative is only effective if it is properly supervised by trained and specialised personnel and effective online job search programmes.

In the United Kingdom, a subsidy was offered to the long-term unemployed to help them re-enter the labour market. In Germany the unemployed are subsidized with equipment, uniforms or tools if need be in order to enable them enter the labour market.

6.1.3 Mock interviews and assessments

Margaret and Tina were never interviewed for a job. The absence of this experience can affect their confidence levels. Every unemployed young person should be interviewed at least once every two years and a thorough household assessment must be conducted. During career counselling and job shadowing processes, mock interviews could give the candidate an opportunity to learn how to present themselves. Their shyness and lack of confidence could easily be addressed through mock interviews supervised by professionals.

6.1.4 Job shadowing

School dropouts need to be provided with job hunting skills as part of career guidance as early as Grade 10. As high school dropouts, Cheryl, Randal, Zainab, Tina, Tammy and Margaret never received any form of career counselling. Profiling techniques must be developed as part of a proper assessment once there is a form of exit from senior high school. Job search assistance should be a paramount part of the growth of school drop-outs in order to preserve the aspiration to achieve career goals.

Although Jaden, Jordan and Charlene could adapt their preferences, the rest of the participants never engaged in work activities that would allow them to actively observe their dream work environment. Job shadowing programmes need to be introduced in Grade 10. Not only will this raise their awareness of future occupations but it will further unlock and strengthen their aspirations. Adaptive preferences occur when dream jobs become unattainable due to its invisibility and lack of career information.

The following participants could benefit from a well-structured job shadowing programme:

Name	Dream Job
Tammy	Nurse
Zainab	Nurse
Cheryl	Nurse
Margaret	Hairdresser
Tina	Office job

6.1.5 Investment policies

From a macroeconomic perspective, investment policies for the unemployed youth that are ready enter the labour market as entrepreneurs need to be strengthened. Self-employment, as in the case of Jordan, Jaden and Margaret must be accessible in sub-economic areas. Access to resources that create their own jobs should include finance, expert business advice, access to business training and a comprehensive mentorship programme. During the first or initial phase of the business or mentoring, an income supplement is paid in order to make it compatible with social grants. In Sweden, a start-up grant is paid to cover operational and living costs (Emmerich, 2000).

6.1.6 Special programmes for ex-offenders

As in the case of Randal and Tarren, legal barriers such as criminal records for rehabilitated ex-offenders and substance abusers that form part of the labour force regulations need to be removed by introducing special programmes for the most marginalised youth. Their vulnerabilities and capabilities need to be assessed adequately. Government should create temporary employment programmes that run concurrently with rehabilitation initiatives within the community set-up. Such programmes should be designed with entitlements with wage-replacement benefits. These projects should benefit the community as a whole where the contribution of youth can be equally valued.


Finally, any organisation of Public Employment Services (PES) must be transformed from labour administrative to concentrating on Employment Services. Although, currently PES are situated at labour centres and focus on placement, vocational information, guidance and disseminated labour market information. The gap of designing a proper assessment tool is evident in terms of the challenges experienced with the service. Meaning, the measuring of aspirations and capability is absent and the needs of unemployed youth cannot be addressed by the existing services.

6.2 Individual assessment tool

6.2.1 Preliminary profiling and screening

Assessment of capabilities and measuring aspirations give effect to the wishes of work-seekers. The special circumstances of an individual are taken into consideration equally to the suitability of the applicant. In order to give effect to an assessment tool, the preliminary registration process must be completed. As far as possible, educational and skills background should be verified and profiled.

Table 4: Sample of profiling and screening form

<u>Profiling and screening form</u>						
<i>Basic screening information to be verified:</i>						
						
<ol style="list-style-type: none">1. Confirmation of identity.2. Check availability.3. Check interest.4. Refer to Career Counsellor (CC).5. Update registration information.6. Household model: income, assets, distribution of resources.						
<u>ID number</u>	<u>Qualifications</u>	<u>Skills</u>	<u>Vocational experience</u>	<u>Skills</u>	<u>References</u>	<u>Refer to CC</u>

6.3 Access to information

In RSA, as in most countries, the notification of vacancies to PES is voluntary. Good relations with employers in the private sector are a necessity. To ensure easier access to vacancy information, job opportunities available to the public must be showcased and advertised in the community. Vacancy information can be disseminated through

community organisations and local libraries. Every young person should be in possession of a library card in order to have access to information. Employers should be issued with vacancy registration cards once they publish the vacancies free of charge at community centres and local libraries. An example of a vacancy assessment is as follows:

Sample: Vacancy assessment card

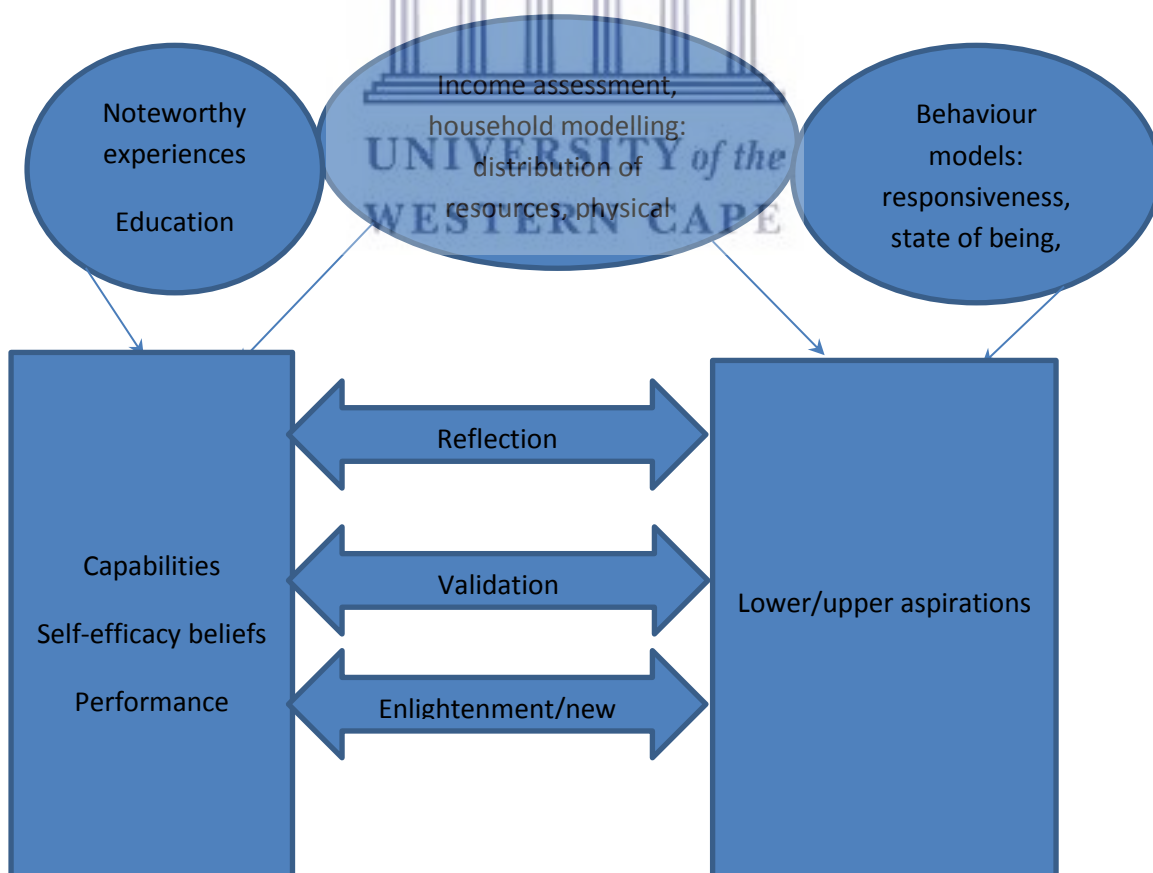
<u>Vacancy assessment card</u>	
<i>Card no:</i>	
<i>Name of company:</i>	
<i>Job title:</i>	
<i>Contact person:</i>	
<i>Contact details (landline only):</i>	
<i>Physical address:</i>	
<i>Name of occupation:</i>	
<i>Number of vacancies:</i>	
<i>Job criteria (qualifications, skills, job experience):</i>	
<i>Personal criteria (age range, languages, residential area, gender):</i>	
<i>Job specifications:</i>	
<i>Opening date:</i>	
<i>Closing date:</i>	
<i>Salary (weekly, monthly) (Rand amount):</i>	
<i>Training arrangements (on-the-job-training):</i>	
<i>Transport provided: YES/NO</i>	
<i>Food provided: YES/NO</i>	
<i>Service benefits (medical aid, provident fund):</i>	
<i>Fully compliant with labour legislation (employer's registration number):</i>	
<i>EEA and BBBEE compliant (UIF registration number):</i>	
<i>Reference check (employees, stakeholders):</i>	

6.4 Capability and Aspiration Assessment Model

Based on the findings of the case study, beyond capabilities, unemployed young people must have a deeper understanding of the development and changes in aspirations. They must focus on their observing ego to guide them in order to make the most important decisions in their lives. The maturation of this governor is related to the development of aspirations and goals. Individuals who are goal orientated can easily translate their capabilities into a functioning.

The major aspects of measuring career aspirations are the issues of reflection, performance and validation of such performance. These three aspects affect our personal and career life choices. During the initial interviews, research candidates were not happy with their performances and could not validate any of their actions or career progressions. Reflection created awareness of how they need to improve their existing aspirations and create new capabilities. Through their openness and willingness to venture through uncertainty and doubt, they slowly emerged with a new sense of being.

Figure 8: Proposed individual aspiration assessment model



The checklist below is an assessment tool based on the above model and case study.

Career Aspiration Assessment Tool			
Lower aspirations bound: Indicators		Upper aspiration bound: Indicators	
Too passive	✓	Ambitious	✓
Avoids difficult tasks	✓	Job hunting/proactive	✓
Low commitment levels	✓	High commitment levels	✓
Focuses on personal deficiencies: vulnerabilities	✓	Can overcome personal shocks	✓
Makes no effort	✓	Eager to try new challenges	✓
Quits or become discouraged due to setbacks	✓	Motivated and inspired	✓
Blames others	✓	Takes responsibility	✓
Worries, fears, experiences stress	✓	Well formulated responsiveness	✓
Low self-esteem	✓	Confident, assertive	✓
Personal goals	✓	No goals	✓

OUTCOME / RESULT

6.5 Conclusion

Youth unemployment is a widespread social ill that affects millions of young people all over the globe. Due to the alarming rate of unemployment, particularly in poorer communities, policymakers should embark on improved strategies for intervention to address issues that contribute to unemployment.

In developing countries such as South Africa, the youth unemployment rate is becoming increasingly alarming. The lack of full education, school dropout rate, low aspirations, high crime rate, poverty and inequality, the lack of job creation opportunities, the modernisation of future work and the lack of proper career guidance are compounding factors that contribute to this crisis. Policymakers, such as those institutions responsible for economic growth and assisting work-seekers to enter the labour market, must review the old employment model and design a model that is aligned to the new challenges youths are facing. Strengthening engagements between government, the business sector and social stakeholders is critical to job creation. However, addressing unemployment must entail regular assessment of career

aspiration of youths and how they adjust to the new demands of the labour market. Despite micro-economic interventions to bring temporary relief to the unemployed, more research is needed in terms of social policies and employment models that can serve as the soundboard for the National Development Plan to be effectively implemented.

This study provided useful insights into the aspirations of the unemployed youth and their daily struggles with socio-economic ills. The challenges of the high rate of youth unemployment locally and globally were thoroughly explored. Within this study, low aspirations and piece-meal work opportunities contributed largely to the high unemployment rate.

The unemployed youth of Bishop Lavis need to move away from this vulnerable and inferior state of being and move toward freedom and self-determination. There is a need to strengthen partnerships between different role-players to enable youths to secure skills that are required in the current labour market. Policy considerations include accessible and effective career planning, and the assessment of aspirations and capabilities to ensure access to employment opportunities. The functions of PES must include specialised response to the complex and changing nature of work.

The youth of Bishop Lavis lack the necessary social arrangements and ideal social institutions that can assist them to build a better sense of being. The three research participants that successfully obtained employment and learning opportunities after the initial interviews demonstrated the need to create space for them to reflect on aspirations in order to experience a sense of enlightenment that creates new awareness of their capabilities. This research study revealed that aspirations can change, but left unattended and abandoned, aspirations can become inferior to the new world of work.

The study was successful in telling the story of ten unemployed youths in Bishop Lavis and how they view the world based on their aspirations and capabilities. It is thus important that the proposed intervention model and instruments be considered by policymakers to shape the future of the unemployed youth and give them hope to live a quality life.

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APPENDICES

1. Consent letter for research project

27/MAY/2016/33: 15:55

FAX No.

P. 001

DEPARTMENT OF LABOUR

LABOUR CENTRE : BELLVILLE



TO: UNIVERSITY OF WESTERN CAPE
INSTITUTE OF SOCIAL DEVELOPMENT
SCHOOL OF GOVERNMENT

Enquiries: H. Adonis
Tel. Ext: 021 9417001
Date: 27 May 2016

CONSENT LETTER: RESEARCH PROPOSAL

Re: Ms F Camphor: Student number 3401843

Research topic: Capabilities and humanities: Aspirations and capabilities of unemployed in Bishop Lavis and surrounding areas

Based on the proposal presented to me and taking into consideration the value it will add to our working environment; I give Ms Camphor permission to interview at least twenty unemployed persons to reach the objective of the research.

I take note of the ethics that will be applied as well as the methodology of the research.

This research is of particular importance as it contributes to achieving our goal to reduce the unemployment by understanding our realities and respond with designing adequate social policies and intervention models.

Yours faithfully,

Mr A Adonis
Deputy Director: Labour Centre Operations

Middestad Mall • Charl Malan Street, BELLVILLE • 7530 • P O Box 1739, BELLVILLE,

7535

• Tel.: (021) 9417000 • Fax: 086 5453276

2. Interview guide

MASTERS IN DEVELOPMENT STUDIES

PROJECT TITLE: UNEMPLOYED YOUTH IN BISHOP LAVIS: ASPIRATIONS AND CAPABILITIES

INTERVIEW GUIDE FOR THE RESEARCHER- Duration: 30 to 45 minutes

Section 1 - Personal details:

Name and Surname:

Age:

Physical location: Address

- Shelter: Backyard dwelling [] Rent: [] Owner []

Gender:

Disability:

- a) Mobility and Physical Impairments.
- b) Spinal Cord Disability:
- c) Head Injuries - Brain Disability.
- d) Vision Disability.
- e) Hearing Disability.
- f) Cognitive or Learning Disabilities.
- f) Psychological Disorders.



Languages:

Driver's license:

Access to own vehicle: []

Dependants:

Marital status:

Criminal status: Parolee [] Offender [] Ex-offender [] Rehabilitated []

Household members: number of adults[] number of school going children []

Household income: 0 – R2000 R2001 – R5000 R5001 – R10 000 – or more

Recreational activities: Sports [] Arts [] hobbies []

Awards and Achievements:

Personal goals:

Career goals:

Section 2 - Qualifications:

Highest school level:

Year {completed, in progress, incomplete}

Subjects:

Tertiary education:

Year:

Subjects:

Section 3 - Work experience: (the last ten years)

1. Name of company:

Job title

Duration:

Skills developed:

2. Name of company

Job title

Duration:

Skills developed:

3. Name of company

Job title:

Duration:

Skills developed:



Section 4 - ASPIRATIONS AND DREAMS

1. What is your dream job and why?
2. Were there any factors that prevented or assisted you to achieve your goals?
3. How did that impact on your career life?
4. Describe your job hunting noteworthy experiences.
5. How do you feel about your career future?

Noteworthy comments:



3. Information sheet for interviewees



Private Bag X17, Bellville 7535, Cape Town, South Africa

Telephone : (021) 959 3858/6 Fax: (021) 959 3865

E-mail: pkippie@uwc.ac.za or spenderis@uwc.ac.za

INFORMATION SHEET

For

Interviewees

Project Title:

Unemployed youth in Bishop Lavis: aspirations and capabilities.

What is this study about?

This research project is being conducted by Freda Camphor, a student at the University of the Western Cape. You are invited to participate in this project as an unemployed young adult residing in Bishop Lavis and surrounding suburbs. The purpose of this research is to assess the aspirations and capabilities of unemployed youth over time.



What will I do if I agree to participate?

You will be asked to share information on career developments over the past five years as well as your aspirations and capabilities. The interview will take about 20 - 30 minutes and it will take place within your community.

Would my participation in this study be kept confidential?

All your personal information will be kept confidential and will remain anonymous if that is your choice. You will be required to sign a consent form to protect your privacy and confidentiality while participating in this study. The researcher shall not reveal the identity of

the participants and will safeguard the confidential information obtained in the course of the study.

What are the risks of this research?

There are no 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 the interviewee but it will create an awareness and understanding of the interviewee's desired destination to aspire in life.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to participate and to stop participating at anytime you want. If you stop or decide not to participate, you will not lose anything.

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.

Do I need to bring anything to the interview?

You may bring your curriculum vitae with to the interview. This will assist you to remember details of your career path which might be needed when completing the questionnaire. All other stationery will be provided.

What if I have questions?

This research is being conducted by **Freda Camphor** a student at the University of the Western Cape. Her contact number is 082 649 8011.

If you have any questions about the research study itself, please contact Dr Ina Conradie at The Institute for Social Development (ISD), University of the Western Cape, her telephone number (021) 959 3858 .

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:

Dr Sharon Penderis
Acting Director
Institute for Social Development
School of Government
University of the Western Cape
Private Bag X17
Bellville 7535

This research has been approved by the University of the Western Cape's Senate Research Committee and Ethics Committee. To be confirmed.



4. Consent letter for interviewees



University of the Western Cape

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

Information Sheet for Interviewees

I....., have had the opportunity to ask any questions related to this study, and received satisfactory answers to my questions, and any additional details I wanted.

I agree to take part in this research.



I understand that my participation in this study is voluntary. I am free not to participate and I have the right to withdraw from the study at any time, without having to explain myself.

I am aware that several steps will be taken to protect my anonymity and identity.

I understand that my signature on this form indicates that I understand the information on the information sheet regarding my participation as a research participant and interviewee.

I have read the information regarding this research study on measuring aspirations of unemployed.

I agree to answer the questions to the best of my ability or may also refuse to answer any questions.

I understand that if I don't want my name to be used that this will be ensured by the researcher.

I understand that the researcher will safeguard the confidential information obtained in the course of the study.

I understand that there are no material benefits for the interviewee.

I understand that there are no risks involved in participating in the research.

By signing this letter, I give free and informed consent to participate in this research study.

Date:.....

Participant Name:.....

Participant Signature:.....

Interviewer name:.....

Interviewer Signature:.....



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