

FACULTY OF MANAGEMENT
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Bachelor of Commerce Honours in Management

**TITLE: THE PERCEIVED EFFECT OF YOUTH DEVELOPMENT PROGRAMMES ON
YOUTH UNEMPLOYMENT IN SOUTH AFRICA**

**A RESEARCH REPORT BY
ARHEL AUBIN KOUATCHO NANA**

Student no.: 14007097

Telephone number:

E-mail:

Date of submission: 28/10/2020

SUPERVISOR: AARIFAH RAZAK

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“It always seems impossible until it’s done” – Nelson Mandela

ABSTRACT

In its broadest context, youth development encompasses the procedures undertaken by all adolescents in acquiring their personalities, skills, beliefs and social skills needed and deemed as important in becoming effective adults. In efforts to successfully assist in the development and transition from adolescence to adulthood, many private and public companies have formulated programmes designed to upskill the youth of South Africa in order for them to take charge of their futures by providing the necessary support and skills needed to overcome various challenges. Given the high levels of unemployment in South Africa among the youth, the use of Youth Development Programmes (YDP's) as a mechanism to reduce youth unemployment has been driven by the existing knowledge surrounding the benefits of the programmes as well as the perception that YDP's increase employability through skills development and promote entrepreneurship among the youth. The purpose of this research was to examine the perceived effect YDP's have on youth unemployment in South Africa. The study made use of an unobtrusive qualitative data collection in the form of a survey comprising of open and closed-ended questions which were analysed using contentment analysis. Based on the results obtained, it was found that the successful implementation and use of YDP's have the perceived effect of reducing youth unemployment.

Keywords: Perception, Youth development, Unemployment, Programme, Youth

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1. INTRODUCTION

Research Title

“The perceived effect of Youth Development Programmes on youth unemployment in South Africa”.

1.1. Contextualisation

Youth Development Programmes (YDP's) have a perceived effect of reducing youth unemployment (Damon, 2004). Despite the implementation of YDP's in South Africa, the South African Government (2019) stated that youth aged between 15-34 years constitute 63.4% of the country's total number of unemployed citizens, indicating a misalignment in the actual and perceived effect YDP's have on reducing youth unemployment in South Africa.

This research proposed aims to study the perceived effect the implementation of YDP's have on youth unemployment in South Africa. This will be fulfilled by providing an overview on the rationale and relevance of the study highlighted by the research problem as well as providing an insight on the research paradigm, the conceptualisation of key words and concepts, an analysis of theories relating to the study, a comprehensive review on literature, a detailed explanation of the research methodology, anticipated contribution of the study as well as the findings gathered, ethical considerations and limitations of the study.

1.2. Rationale

Research rationale according to du Plooy-Cillers, et al. (2014), is regarded as a motive and it stipulates specifics as to why an individual would undertake a specific study and why it is of value to devote time exploring and seeking solutions to the issue within a chosen subject.

While undertaking this study, Rationale will be defined by the researcher as a collection of explanations or theoretical justification for why the research question or study is essential towards the applicable field of study to the reader.

du Plooy-Cillers, et al. (2014) state that in order for a study to be relevant it should have the ability to explain a phenomenon through exploration and make significant contributions by expanding the current body of knowledge present in the existing field of study.

The study on the implementation of YDP's could aid in the reduction of unemployment and curb the effects of poverty and inequality (McBride, 2009). Given the high levels of unemployment in South Africa among the youth (Department of Statistics South Africa, 2019). Thus, the relevance of this study is the ability it has in assisting in addressing various existing socioeconomic issues related to unemployment and the perceived effect YDP's have on reducing youth unemployment in South Africa.

Thus, the need to undertake this study was driven by the potential YDPs have on reducing the high level of unemployment among the youth of South Africa based on existing knowledge and perceptions that YDPs increase employability through skills development and promote entrepreneurship among the youth.

1.3. Problem Statement

According to Leedy and Ormrod (2013), a research problem is a clear description of an issue which is of concern arising from existing literature, practices or theories that form the backbone of a study and evokes the need to undertake the study satisfying the research goal.

Post South Africa's democratic inception in 1994, there has been a significant increase in governmental support for youth development through the implementation of policies such as; The National Youth Policy, National Youth Development Agency (NYDA), Act 54 (2008), The White Paper for Social Welfare (1997) and The White Paper on Reconstruction and Development (1994) as well as the formation of Youth Development Programmes which are run through private institutions and government organisations. Despite the formation of policies to ensure adequate development of young people, a lack in research conducted has led to the misalignment between the perceived effect youth development programmes have on youth unemployment.

The misalignment in the actual and perceived effect Youth Development Programmes have on reducing youth unemployment in South Africa, is made evident by historical information which state that youth aged between 15-34 years constitute to 63.4% of the country's total number of unemployed citizens (South African Government, 2019). This study will help bridge the knowledge gap created by a lack of research between the actual and perceived effect Youth Development Programmes have on reducing youth unemployment in South Africa.

1.4. Purpose Statement

The purpose of this study is to investigate the perceived effect Youth Development Programmes have on youth unemployment in South Africa and suggest effective means of reducing youth unemployment using tailored Youth Development Programs.

1.5. Research Question

Leedy and Ormrod (2013) state that a research question indicates the type of data that is required for collection when undertaking a study and the manner in which the data collected will be converted and deciphered. Research questions are ways through which we restrict a broad subject to a specific field of study that could be addressed in the study (Neuman, 2011). du Plooy-Cillers, et al. (2014) further add that research questions are to be direct and related to the research problem and assist in addressing issues uncovered by the problem statement.

According to Babbie and Mouton (2001), research questions fall under two distinct categories which are empirical or non-empirical. Empirical research questions focus on things that can be measured and observed and are either; Descriptive, Causal, Explanatory, Historical, Evaluative or Predictive whereas non-empirical research questions address processes and aspects relating to the study which are interpretive and thus cannot be directly observed and are either; Philosophical, Conceptual, Theoretical or Meta-analytical (Babbie and Mouton, 2001).

The research question is stated below:

What perceived effect does the implementation of Youth Development Programmes have on youth unemployment in South Africa?

The above-mentioned research question is empirical as it makes use of evidence collected from secondary data (existing unemployment statistics) as well as open ended observations and interviews that participants will be able to answer subjectively which allows for the reproduction of its findings (Leedy and Ormrod, 2013). Furthermore, the research question is predictive in nature as it addresses the effect an aspect has on another which is evident in the question: What is the perceived effect the implementation of YDP have on youth unemployment in South Africa?

1.6. Objectives

1. To provide a brief overview and analysis of youth development in the South African context
 - i) Youth development programmes
 - ii) Role of youth development programmes on unemployment in a South African context
 - iii) Advantages of youth development programmes
 - iv) Disadvantages of youth development programmes
2. To analyse the perceived effect of Youth Development Programmes on youth unemployment in South Africa
3. Providing recommendations for the improvement of youth development programmes to improve youth unemployment

2. LITERATURE REVIEW

This section will focus on the theories and previous literature applicable to the study.

According to Littlejohn and Foss (2008), the use of theories allows information to be converted into knowledge by forming intellectual foundations for any discipline. Theories formulate the definitions of ideas, structures and relationships in each discipline of a process or occurrence (du Plooy-Cillers, et al., 2014).

When analysing literature, du Plooy-Cillers, et al. (2014) highlight that a well-constructed literature review permits readers to better understand a chosen topic based on preceding work made available by scholars as well as the ability it allows the reader in identifying key theories and models that serve as the building blocks of the study.

2.1. Theoretical foundation and how it links to the research problem

For the purpose of this study, the researcher had identified two (2) theories that were used to better understand the perceived effect of Youth Development Programmes on the high levels of unemployment among the South African youth.

2.1.1 Classical economic theory on unemployment

Classical economic theory is a body of thinking that flourished in Britain between the 18th and late 19th centuries. The main economists behind this philosophy were Jean-Baptiste Tell, Thomas Robert Malthus, John Stuart Mill, Adam Smith and David Ricardo (Goodwin, et al., 2006).

Collectively, they trusted in free markets that consisted of autonomous regulatory structures regulated by the rules of development and trade (Goodwin, et al., 2006).

The Classical economic theory indicates that the labour market is made up of competition and the supply of labourers. Demand for labour is extracted from a decreasing portion of the gross output of labour (Goodwin, et al., 2006). The demand curve is a negative function of actual salaries such that, if incomes raise the quantity of labour production, they will decrease and vice versa (Mouhammed, 2011).

The labour supply correspondingly arises from the choice individuals make to work or not, cementing the concept of voluntary unemployment, ultimately resulting in a situation where minimum wage causes large rates of unemployment (Mouhammed, 2011).

In relation to the study, the Classical economic theory on unemployment is key in understanding why, even with the aid of YDP's, youth still choose to remain unemployed. The question arises whether the same choices youth make on remaining unemployed could be mirrored when studying YDP's and their perceived effect on youth unemployment as well as how skill development achieved through YDP's could increase employability or entrepreneurial drive to limit the need for youth to rely on labour market demands for employment.

2.1.2 Keynesian theory of unemployment

The Keynesian theory of unemployment states that unemployment is cyclical, the amount of overall demand would have the requisite improvement in total sales (income increases while costs decline) and as a result, rising income would push corporate companies to grow and hire more employees.

This increase in jobs provided by the company will have a positive effect on the job rate and the unemployment rate will subsequently decrease. The theory suggest that the government can increase demand to promote growth (Dillard, 2018). Keynesians assume that consumer desire (demand) is the primary motivating factor for an economy to promote an expansionary monetary policy (Dillard, 2018).

As unemployment under this theory is said to be cyclical, this theory will help understand various ways in which the use and successful implementation of YDP's will be able to help reduce cyclical youth unemployment and promote more stable or permanent solutions to youth unemployment through the use of skills development so that youth are not subject to unemployment due to demands of labour and the delays in governmental policies that are said to help promote employment.

When analysing the broader concept of unemployment in a South African context based on literature identified for this study, it can be said that it is a serious issue which has risen over the years. Kingdon and Knight (2004) suggest that youth unemployment and the use of Youth Development Programmes as a means of lowering youth unemployment, specifically in South Africa, has been a result of social exclusion, crime, social instability, decreased human capital and economic welfare.

2.2. Review of previous literature

When analysing the broader concept of unemployment in a South African context based on literature identified for this study, it can be said that South Africa is faced with a crisis of high and rising youth unemployment.

In the fourth quarter of 2019, unemployment within the borders of the country was said to be at its highest since 2008 as a result of 3.3 million youth not being employed, educated or having received any skill training (Mayer, 2011). Since 1994 The South African government has made a notable effort in developing policies and pursuing strategies with the intent to better equip the youth with the opportunity and ability to contribute and benefit from the South African economy (Mayer, 2011). Despite efforts made by the government, youth unemployment and marginalisation in the labour force remain significantly high. One of the interventions identified in reducing youth unemployment is through the implementation of Youth Development Programmes. Kingdon and Knight (2004) suggest that youth unemployment, specifically in South Africa, has been a result of social exclusion, crime, social instability, decreased human capital and economic welfare and could be reduced using Youth Development Programmes.

When undertaking the study of the perceived impact Youth Development Programmes have on youth unemployment in South Africa, the concept of unemployment lead to broader aspects such as voluntary and involuntary employment. Youth unemployment is a topic of discussion in the literature identified and studied, highlighting the notion that youth unemployment in the country pivots around a central axis defined by individual choices on whether or not one should seek employment.

Literature chosen for this study will be observed under the following sub headings; Youth development programmes in a South African context, Drivers of youth unemployment in South Africa, Reality vs Perception of implementation of Youth Development Programmes, Shortcomings and Benefit of Youth Development Programmes in reducing youth unemployment and lastly Recommendations for improvements of YDP's to reduce youth unemployment.

2.2.1 Youth development programmes in a South African context

According to the National Youth Policy (NYP) 2020 report, Youth Development Programmes in South Africa are implemented with the aim/intention to respond to the National Youth Policy objectives, which are to;

- Consolidate and integrate youth development into the mainstream of government policies, programmes and the national budget.
- Strengthen the capacity of key youth development institutions and ensure integration and coordination in the delivery of youth services.
- Build the capacity of young people to enable them to take charge of their own well-being by building their assets and realising their potential.
- Strengthen a culture of patriotic citizenship among young people and to help them become responsible adults who care for their families and communities.
- Foster a sense of national cohesion, while acknowledging the country's diversity, and inculcate a spirit of patriotism by encouraging visible and active participation in different youth initiatives, projects and nation-building activities.

YDP's broadly consist of mentorship programmes, neighbourhood societies and community service engagements (Damon, 2004).

Youth Development Programmes in South Africa seek to enhance the lives of children and young adults by addressing and improving fundamental social, developmental, and physical needs to help young individuals create the necessary skills required to become productive adults (Kingdon and Knight, 2004). Furthermore, Kingdon and Knight (2004) believe that active youth participation in YDP's requires proper assessments, formulation and implementation to yield positive developmental results.

When looked at in a South African context, YDP's such as Tholoana Enterprise Programme powered by SAB, National Youth Development Agency and the Junior Achievement Youth Enterprise Development programme, believe that engagements with youth in YDP's should be viewed as partnership between the individuals and the organisations running the programmes rather than one that is client based. This approach helps create a distinctive bond between the participants and programme facilitators that facilitates and promotes inclusivity and personal development (Mampane, 2019).

2.2.2 Drivers of youth unemployment in South Africa

In the paper “*What drives youth unemployment and what interventions help?*”, authors Graham, De Lannoy, Patel and Leibbrandt (2018) identify five (5) main drivers of youth unemployment.

The first driver identified by the authors was the lack of integrated policy design and implementation, which speaks to the absence of integration of youth policy design and the coordination of policy implementation between governmental departments across different tiers of government.

Secondly, young people from lower income households do not receive the basic education and skills required to compete for work.

The third driver of youth unemployment was employer disinclination or reluctance in hiring young people in the workplace due to their apprehension in the quality of education being given to the youth.

Fourthly, persistent barriers discouraging young people from looking for work were seen as main drivers of youth unemployment, these included geographical isolation, costs associated with looking for work and limited access to support information and the lastly, the ineffectiveness of support systems in place to connect employers with young people looking for work.

Mlatsheni and Graham (2015) attribute youth unemployment to changes in the labour market features and community, household and personal factors.

In the early 2000's, a change in South Africa's economic policy aimed at transforming and steered the nation towards being highly productive and technological, to encourage investment in skills development and increased wages.

Unfortunately, the shift in the economic policy occurred at a much faster rate which did not result in a shift of an unskilled labour-intensive workforce to a more skilled labour force. The demand for higher skilled labour stands at a strong contrast to the reality that the majority of young South Africans aren't educated and trained with the necessary skills required for such employment.

2.2.3 Reality vs Perception of implementation of Youth Development Programmes

According to Borden, et al. (2003), youth development can be positive or negative and happens as a result of communal interactions such as when young people correspond with all aspects of their community, including other people in their environment, such as their family, friends, other adults and members of their communities.

Youth development is expected to have various personal, social and economic benefits for participants that engage in the learning process offered by organisations facilitating and offering YDP's. When glanced at through a South African perspective, YDP's are mainly aimed at individuals from low income households to address socio-economic issues which were a result of racial segregation by the apartheid regime (De Lannoy, 2018).

Youth Development Programmes are thus used as a tool to help up skill sets to increase employability for individuals to curb various socio-economic challenges they might face in society and their ability to attain various needs (Mampane, 2019).

YDP's are perceived to increase employability resulting in economic gain and self-sustainability, improved community engagement and involvement as well as better health due to money used to for treatment received through salaries and wages (Mampane, 2019).

The stats made available by South African Government (2019), highlight that 63.4% of the total number of unemployed citizens in the country are youth, illustrating a misalignment that suggests that in reality Youth Development Programmes do not assist in the reduction of youth unemployment despite an increase in the numbers of YDP's in the country since 1994.

2.2.4 Shortcomings and Benefit of Youth Development Programmes in reducing youth unemployment

Despite the obvious benefit of skills development acquired from Youth Development Programmes, YDP's provides participants with basic education through teaching as well as aiding and facilitating communication between individuals within the same community or different communities while increasing their chances of being employed and job readiness.

However, the South Africa's National Youth Policy (NYP) acknowledges that youth development institutions have thus far failed to create an environment which enables young South Africans to reach optimal development and enhance their capabilities as contributing members of society and the economy.

The reality of their failures is seen though the continued high rates of unemployment, increased HIV/AIDS infections amongst the youth, high dropout rates in schools and institutions of higher learning and the poverty and inequalities experienced by young people even those born in the post-apartheid era.

The NYP report blames the uninspiring performance of YDP's on the lack of a clear mandate and fragmentation, lack of coherent coordination between existing public and private programmes and the lack of capacity of the NYDA which is the government's main driver of youth programmes.

Financial constraints remain one of the biggest shortcomings of Youth Development Programmes. The development, implementation and administration of Youth development programmes require a large amount of financial commitment. Programmes aimed at skills development are costly and thus require large amounts of funds to be effective.

Using a framework developed by the World Bank, Mayor (2011) identifies the gap and misalignments evident in the interventions of Youth Development Programmes to reduce

youth unemployment. These gaps and misalignment identified were due to the changes in labour market features and resulted in various skills, training and entrepreneurship programmes failing to support the placement of unemployed youth with hiring employees.

Skills and training provided by YDP's are often limited or of a poor standard and do not create allowance for choice as the training is preselected and structured. In terms of entrepreneurship programmes, there is little mentorship which occurs between existing businesses and start-ups. The support offered by the programmes are often very short term and below the international standard of 3 years (Mayer,2011). Programmes formulated with the intention of rectifying skill mismatch, lack incentive in terms of basic education to keep the youth enrolled in the programmes. Additionally, there are not many programmes focused on transitioning/soft skills which could be important to youth development.

2.2.5 Recommendations for improvements of YDP's to reduce youth unemployment

Youth Development Programmes can be utilised as bridges and pathways that provide development for young people after or during high school and tertiary education towards their integration into the labour market by understanding and implementing short term, medium term and long-term developmental frameworks (Mayor,2011).

In the short term YDP's should focus on improving the youth's access to the labour market as quickly as possible this includes second chance learning for dropouts, equipping the youth with soft skills through training to guarantee that appropriate supportive counselling is given to grade 9's for choosing subjects that will be required for future studies towards their prospective profession.

In the medium term, increased focus should be applied on improving labour market specific programmes to include and ensure apt job placement and support for guided exposure to the labour market.

In the long term, Mayor (2011) emphasizes the need to transform the education system to one that is more practical in nature so that youth are given the right skills aligned with the requirements the labour market demands increasing their chances of employment.

2.3. Conceptualisation

Conceptualisation as defined by du Plooy-Cillers, et al. (2014), is achieved by refining and creating an interpretation of theoretical principles for the purpose of establishing a concrete definition for a research study.

The conceptualisation of key words used and identified for this research study involves the creation of specific meaning and the explanation of these to help the reader better understand concepts that form the building blocks of theories observed and linked to the research title: *“The perceived effect of Youth Development Programmes on youth unemployment in South Africa”*.

2.3.1 Perception

According to McDonald (2011), perception is a personal representation of how one sees the world influenced by several elements of social culture.

For the purpose of this study, perception will refer to the personal views the participants have of YDP's and their effect on youth unemployment. This will be investigated by employing qualitative data collection techniques to Interviews and qualitative questionnaires.

2.3.2 Youth Development

Youth development is the combination of the natural process of development, principles and practices (Hamilton, et al., 2004).

Youth development in this study will refer to the processes of improvement with regard to the skills attained by the youth in South Africa. This will be investigated by assessing the information put forward by various organisations regarding the skill sets their Youth Development Programmes offer.

2.3.3 Programme

Programmes are large aggregated practices which can be short or long term (Hamilton, et al., 2004).

This study will see programmes as practices that the youth engage in with regards to Youth Development.

2.3.4 Youth

Those from ages 14-35 (South African Government, 2009).

Youth in this study refers to individuals between the ages of 15- 34. Participants will be required to show official documents that mention their date of birth to accurately measure and control the sample ensuring that they meet the definition of youth for the purpose of this study.

2.3.5 Unemployment

A classification that includes Individuals who have not worked in the last seven days but have actively pursued work as well as those who have not worked but would consider a suitable job if one is offered even though they are not looking for work (Fields, 2000).

For the purpose of this study, unemployment is the state of not being employed despite actively searching for employment to receive an income from acts or services that an individual could perform.

The researcher will be able investigate unemployment by requiring participants to provide information on their employment status as well as analysing factual information on youth unemployment in South Africa.

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Outline of paradigm

The term paradigm was first introduced by Thomas Kuhn and it primarily used in the study of natural sciences. Paradigms when explored through social sciences, are more likely to be called research traditions or world views.

According to Bryman (2012) paradigms are collection of different beliefs and gives direction on topics of study, the way research should be conducted on a particular study and ultimately the way in which the findings will be presented and deduced. Furthermore, our thoughts of the world, of which are unproven, represent our paradigms as they are chosen sets of beliefs adopted and carried forwards when you undertake research studies. du Plooy-Cillers et al. (2014) mention three (3) research paradigms which are; Positivism, Interpretivism, Critical Realism,

For the purpose of this study, the researcher adopted the Interpretivism Paradigm as It is a subjective method of viewing evidence by examining individual experiences and interpretations of events in their everyday lives (Pham, 2018).

Interpretivism was developed due to the limitations and inadequacies of Positivism when exploring social sciences mainly highlighting the differences between humans and other entities (du Plooy-Cillers, et al., 2014). du Plooy-Cillers et al. (2014) add that the previously mentioned differences between people and other entities are due to the ability humans have in adapting as a result of influence and constant change to their immediate environment.

The epistemology of Interpretivism is one that believes the daily activities of individual are formed by their common sense and not fact. Hence, this study will give an analysis on the perceptions' individuals have on the effect Youth Development programs have on youth unemployment. Facts are not concrete and thus allow for fluidity and the ability to be changed over time much like the various perceptions' individuals have on the effect YDPs have of youth unemployment.

Interpretivisms ontological position does not align with the idea that reality is objective and that all individuals experience life in exactly the same way (Pham, 2018). Pham (2018) adds that the paradigm views reality as a social construct, which is formulated by interactions with other people as well as their own experiences. The research study thus views reality as one that is based on proven theories that have been documented for the purpose of illustrating a perception much like the theories on unemployment and the individual perceptions of the participant about youth development programmes and their effect on youth unemployment. It is a combination of laws and social constructs as laws are documented and social constructs are individual or group perceptions which are fluid and subject to change over time suggesting that reality is not experience reality the same due to differences in culture, circumstances and experience.

The paradigm gives the researcher the ability to view evidence in a subjective way and is beneficial to the study as it is focused on individuals' perceptions which are not always factual and may differ from time.

3.2. Research approach and design

A Qualitative approach on this study was taken, according to du Plooy-Cillers et al. (2014) Qualitative studies deal with the basic characteristics of human perception and the methods correlated with phenomena.

3.2.1. Inductive

Data collected can either be reasoned using inductive theorising or deductive theorising. For the purpose of this study, the researcher will use Inductive theorising to create reasoning for the data collected. According to du Plooy-Cillers, et al. (2014) inductive reasoning allows the

researcher to gather data to form a generalised claim as it allows to study a topic from the effect to the cause which aligns with the aim the researcher has on exploring the effect Youth Development Programmes have on youth unemployment.

3.2.2. Cross-sectional

The researcher employed a cross-sectional research method, which according to du Plooy-Cillers, et al. (2014), involves the analysis of data collected from participants during a specific period of time. Additionally, du Plooy-Cillers, et al. (2014) state that this technique is used to draw conclusions about future relationships or to collect preliminary findings to encourage further analysis and experimentation. The motive for the selection of this method was drawn from various advantages such as it being fast and inexpensive, the ability the researcher had to collect data from different variables as well as the ability of the method to prompt future research on the effect of Youth Development Programmes on youth unemployment in South Africa. Furthermore, by utilising a cross-sectional method the researcher was able to better comprehend interactions that might occur between certain variables which formulate the perceptions on YDP's from the chosen population to springboard further research that investigate these variables in extensive detail.

3.3. Population

3.3.1. Population

According to Polit and Hungler (1999) a Population is the sum or entirety of all objects, topics or members that conform with the observation criteria.

For the purpose of this study, the population characteristics and parameters were developed from the target population which were, youth (aged between 15 and 34) that have access or make use of YDP implemented within the borders of South Africa.

Unit of analysis for this study was the individual perceptions of the effect Youth Development Programmes have on youth unemployment

3.3.2. Unit of analysis

The use of non-probability sampling methods had allowed the researcher to accurately utilise the unit of analysis which was the individual perceptions of the effect Youth Development Programmes have on youth unemployment. This allowed the researcher to use their own judgment when undertaking the selection of participants ensuring that the population parameters were met and those selected as respondents were indeed available for participation.

3.3.3. Target and accessible population

The target population formed the base for the population characteristics which was set as youth, aged between 15-34, living in South Africa who are currently working or actively seeking employment as this conforms to the definition of youth and YDP as conceptualised by the researcher. The population characteristics shaped the aggregate of the individuals who meet the criteria for the study in which the researcher was able to generalise their findings from data collected

3.3.4. Population parameters (characteristics)

The researcher narrowed down the target population to create an accessible population which helped define the population parameters. This consisted of eight (8) individuals who meet the criteria of the study (youth, aged between 15-34, living in South Africa who are currently working or actively seeking employment) and were available to participate in the research study.

3.4. Sampling

du Plooy-Cillers, et al. (2014) present a concise definition of a sample as being the respondents you have access to within the population of your study and sampling is the act of creating a group made up of individuals for your intended study.

3.4.1. Sampling method

Sampling can either be achieved using probability sampling methods or non-probability sampling methods (du Plooy-Cillers, et al., 2014). du Plooy-Cillers, et al. (2014), further state that probability sampling is the processes in which every element in the population has an equal chance of selection towards inclusion in the sample. Non-probability sampling on the other hand is used when there isn't a fair chance for each element to be selected when constructing the sample (du Plooy-Cillers, et al., 2014).

For the purpose of this study the researcher had employed non-probability sampling methods as they anticipated difficulties in deterring and accessing the whole study population. By utilising non-probability sampling, the researcher had ensured that the sample was carefully selected from the accessible population as well as exploring recommendations made for proposed candidates to participate in the research study while adhering to the criteria.

3.4.2. Probability or non-probability sampling

The non-probability sampling technique that was used in this study was Quota sampling. Pham (2018) states that quota sampling is a sampling technique that focuses on collecting reflective group data. Quota sampling is divided into two categories; uncontrolled quota sampling and controlled quota sampling (Pham, 2018).

The study had made use of uncontrolled quota sampling as this technique granted the researcher the opportunity to choose the sample participants according to their specifications which was then applied by firstly dividing the population in specific group according to age and employment status, computing the quota for each group and by formulating clear requirements to be satisfied for the quota for the respective groups.

3.4.3. Sample size

The sample size for this study was eight (8) as it was a manageable size given the qualitative nature of the study, which is often time consuming as in-depth analysis is needed to collect and analyse du Plooy-Cillers, et al. (2014). By selecting a sample size of eight (8) and using uncontrolled quota sampling, the researcher was able to control the element of time when conducting the research allowing for shorter primary data collection reducing costs associated with data collection such as the price associated with using data for internet connectivity as the data collection process involved utilising surveys sent via a Google Forms. Furthermore, the chosen sample size for the study met the minimum requirement set out by the IIE's sampling guidelines for qualitative research studies.

3.5. Data collection

3.5.1. Data collection method

Qualitative data collection can be categorised as either being unobtrusive/non-reactive research and field research (du Plooy-Cillers, et al., 2014).

The study made use of unobtrusive qualitative data collection. According to Pham (2018), qualitative methods of gathering data are exploratory in nature and are necessary in obtaining knowledge and understanding of individual motives predominantly subjective associated with a phenomenon. As qualitative data collection allows for rich in-depth collection of data, by employing qualitative data collection techniques, the researcher was able to achieve a concise interpretation of the evidence obtained on the perceived effect Youth Development Programmes have on youth unemployment in South Africa.

Unobtrusive / non-reactive research is the process of collecting data in a way that is not conspicuous which limits the ability participants have in changing their responses based on the fact that they are participating in a study, making it easier to collect subjective data (Babbie and Mouton, 2001). As the purpose of the study seeks to address the perceived effect Youth Development Programmes have on youth unemployment in South Africa and suggest effective means of reducing youth unemployment using tailored Youth Development

Programmes, the use of this method of data collect was best suited to this study as it allowed respondents to participate in the study and provide subjective responses increasing the trustworthiness and credibility of the data collected by the researcher when presenting the findings in future.

Data can be collected unobtrusively by using content analysis, secondary analysis and physical evidence (Crossman, 2013). According to Trochim (2006), Non-reactive / unobtrusive data collection has the potential of eliminating the biases arising from the researcher's interference or the measuring tool and further mentions that unobtrusive interventions of data collection do unfortunately reduce the degree to which the researcher monitors the form of data collected.

Steps followed in data-collection process

- Setting study boundaries,
- Collection of information through an online survey which will be provided to the participants through a link that was sent to them using their email addresses,
- Formulating methods to record information.

3.5.2. Data collection tool

The researcher utilised a qualitative survey, comprised of open and closed-ended questions, as a tool in collecting data from the selected participants, (ANNEXURE 2).

According to du Plooy-Cillers, et al. (2014), the word survey refers to the process of carefully inspecting something. This tool of collecting data allowed the researcher to gather information from the selected group of individuals, with the aim of generalising the results for the wider population of the study. By collecting data using surveys, the researcher was able to engage with participants without being in direct contact with them and participants were able to provide historical information based on their knowledge of the chosen study. The researcher also had the control of the line of questioning which was additionally beneficial to the study as the tool offered a vital collection of perspectives and knowledge from participants through their responses to questions linked to the objectives of the study.

Questions linked to research objectives

Table1.

<u>Research Objective</u>	<u>Question</u>
<u>Objective 1</u> To provide a brief overview and analysis of youth development in the South African context i) Youth development programmes ii) Role of youth development programmes on unemployment in a South African context iii) Advantages of youth development programmes iv) Disadvantages of youth development programmes	6, 7, 8, 9, 10, 11, 12, 13, 14
<u>Objective 2</u> To analyse the perceived effects of Youth Development Programmes on youth unemployment in South Africa	5
<u>Objective 3</u> Providing recommendations for the improvement of youth development programmes to improve youth unemployment	15

3.5.3. Data collection application

After receiving ethical clearance to conduct research on the proposed study by Varsity College Sandton's Ethics Committee, the first step in the process of data collect was to set study boundaries. The researcher analysed the population of the study with specific reference to the population characteristics and population parameters. This step involved ensuring that the intended participants met the requirements of the study which were; individuals living in South Africa who were between the ages of 15 and 34 and were either employed or actively looking for employment.

Once the study boundaries were established the researcher then proceeded to identify the unit of analysis which was; the individual perceptions of the effect Youth Development Programmes have on youth unemployment. With the unit of analysis identified, the researcher was able to apply non-probability sampling and quota sampling techniques to the researchers email contact list to define the accessible population, target population and sample size.

With the established sample size, deriving from the researchers email contacts (subject to the accessible and target population), the researcher conducted a pilot test on 03/08/2020 by sending out a link to the respective participants email addresses to complete a self-administered computer survey using Google Forms. The pilot test allowed the participants to familiarise themselves with the online platform and understand the questions. This aided the researcher to make any changes based on feedback from the participants and then commenced with the study by sending the participation the updated survey.

On 17/08/2020, an updated survey accompanied by a consent form was sent to the eight (8) participants on their respective email addresses which was to be completed by 21/08/2020. The participants were instructed to ensure that if they chose to participate in the study that they would have to first send the completed consent form to the researcher before commencing with the survey.

Once the respondents sent the completed consent forms and surveys, data was collected between 22/08/2020 and 27/08/2020. Using the data collected, the researcher formulated methods to record information which comprised of summarising the data in the form of tables

and graphs which were to be utilised for data analysis purposes to draw conclusions from the findings.

3.6. Data analysis

3.6.1. Data analysis method

According to Babbie and Mouton (2001), data analysis is a method used that comprises of reviewing, processing and evaluating data to reveal valuable information that will form the logic when drawing conclusions and to facilitate decision-making. Qualitative data analysis is divided into five (5) categories namely; Framework Analysis, Grounded Theory, Discourse Theory, Content Analysis and Narrative Analysis (Kabir, 2016)

Framework Analysis is a more sophisticated approach consisting of several stages such as familiarisation, recognition of a thematic structure, labelling, charting, visualisation and description (Kabir, 2016).

Grounded Theory is process of theory formulation that begins with an analysis of a single case followed by an investigation of other cases to see if they apply to the theory (Kabir, 2016).

Discourse Theory is an analytical process assesses natural speech and all forms of written language (du Plooy-Cillers, et al., 2014).

Content Analysis looks at oral or behavioural data categorisation and the process aims to classify, summarise and tabulate data (du Plooy-Cillers, et al., 2014).

Narrative Analysis approach involves reformulating the storeys told by the respondents keeping in mind the importance of each event and each respondent's various experiences. It is researcher-led revision of primary qualitative data (du Plooy-Cillers, et al., 2014).

3.6.1.1 *Content Analysis*

The data collected from the surveys sent out to the participants for the purpose of this study was analysed by using Content analysis. It is one of the most popular forms in qualitative data processing and is used in the context of language, television, or also tangible artefacts to test written information and is usually used to determine the reactions of the interviewees (Kabir, 2016).

3.6.2. *Data analysis application*

According to Zang and Wildemuth (2009), qualitative content analysing follows a series of eight steps, of which the researcher adopted when analysing the data collected from the surveys completed by the participants, they were;

- Step 1: Preparation of data collected from survey responses from participants
- Step 2: Defining coding unit to be used
- Step 3: Formulation of categories for data and coding arrangement to be used.
- Step 4: Sample test of coding arrangement
- Step 5: Coding of all text
- Step 6: Assessment of the consistency of the coding arrangement
- Step 7: Interpretation of data collected and
- Step 8: Compiling a report of the data collection method and results from the study

As previously mentioned, the researcher used a qualitative survey as a tool to collect data from the selected participants which was then analysed by using Content analysis. Through the use of examples from questioned answered by the participants who completed the survey, the following data analysis steps were applied by the researcher;

- Step 1: Preparation of data collected from survey responses from participants

The researcher collected raw data in the form of written text submitted by the participants who completed the online survey. The researcher chose to use full text response as this helped

ensure that the data was more useful when analysed in later steps. The researcher transcribed the full texts from participants and obtained a general impression of responses and made notes of the data which will be used when completing Step 7 and 8.

Step 2: Defining coding unit to be used

The researcher defined the coding unit (concept) by closely studying the data and selecting single words, phrases and sentences from the responses. The selected words, phrases and sentences were noted and were organised into themes that were understandable for the researcher and which facilitated in the process of completing Step 3.

Step 3: Formulation of categories for data and coding arrangement to be used

Coding units gathered in Step 2 were organised into groups, aligned with the themes of the research study, and coding scheme was developed inductively based on the raw data that was collected. The researcher made sure that there were enough groups for all the data to be assigned to by creating mutually exclusive themes and categories that were relevant to the study.

Step 4: Sample test of coding arrangement

The researcher applied the formulated concepts to the data gathered and then tested the consistency and clarity of the categories. Changes were made to coding categories which were not exhaustive, mutually exclusive and specific.

Step 5: Coding of all text

All data collected was coded using substantive / open coding. The researcher read through all full texted data which were collected from the participants and gained an overall understanding of the responses by highlighting words, phrases or sentences to order the material. The concepts formulated from Step 2, 3 and 4 were grouped into larger categories with new

concepts that materialised which were identifiable to other data collected in the study which were then re-categorised accordingly.

Step 6: Assessment of the consistency of the coding arrangement

After all the data collected was coded, the researcher assessed the consistency of the formulated coding arrangements by performing a check to see if the data was organised appropriately.

Step 7: Interpretation of data collected (Please refer to FINDINGS AND INTERPRETSTION OF FINDINGS section)

Step 8: Compiling a report of the data collection method and results from the study (Please refer to FINDINGS AND INTERPRETSTION OF FINDINGS section)

4. FINDINGS AND INTERPRETATION OF FINDINGS

This section will comprise of a presentation of findings and interpretation of findings as they relate to literature observed to formulate qualitative questions in accordance to the following objectives as shown in Table 2 below.

Table 2.

<u>Research Objective</u>	<u>Question</u>
<u>Objective 1</u> To provide a brief overview and analysis of youth development in the South African context v) Youth development programmes vi) Role of youth development programmes on unemployment in a South African context vii) Advantages of youth development programmes viii) Disadvantages of youth development programmes	6, 7, 8, 9, 10, 11, 12, 13, 14
<u>Objective 2</u> To analyse the perceived effects of Youth Development Programmes on youth unemployment in South Africa	4, 5
<u>Objective 3</u> Providing recommendations for the improvement of youth development programmes to improve youth unemployment	14

The findings of this study will be presented and analysed through the questions asked in relation to the research objectives as shown in Table 2.

Table 3. Themes and codes

	<u>Code</u>
<u>Skills development</u> • Financial literacy • Life skills • Cognitive skills • Training • Adaptability • People skills	01
<u>Empowerment</u> • Personal growth • Motivation	02
<u>Employment</u> • Workforce inclusion • Entrepreneurship • internships	03
<u>Knowledge</u> • Education • Mentorship	04
<u>Assistance/Aid</u> • Funding	05
<u>Health</u> • Improved physical health • Improved mental health	06

Demographic findings and interpretation

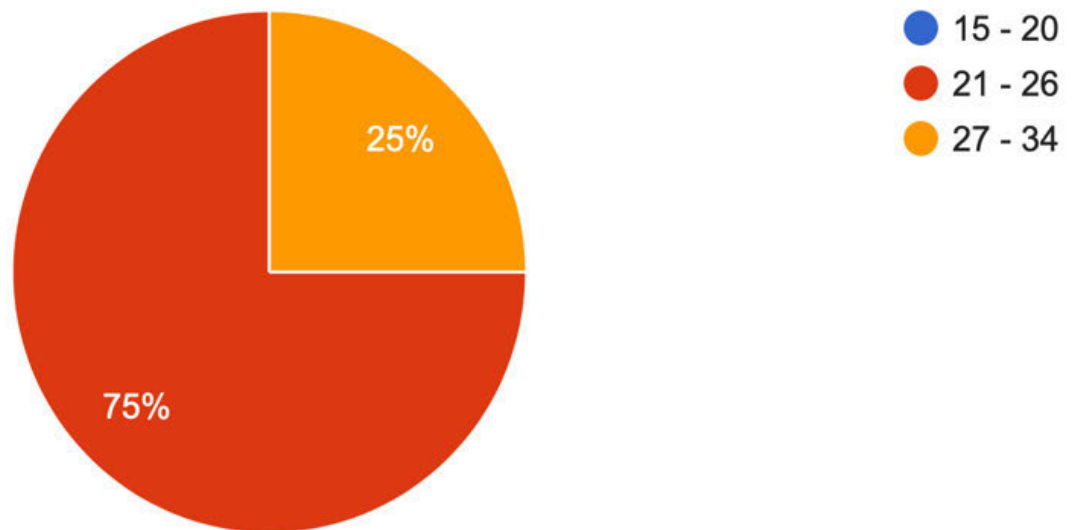
To address this section the following demographic questions were asked as stated below;
 Question 1 – Figure 1, Question 2 – Figure 2, Question 3 – Figure 3.

Question 1

Figure 1.1 – In what age group do you fall under?

In what age group do you fall under ?

8 responses



The majority of the participants (75%) were aged between 21 and 26 and the remaining 25% were aged between 27 and 34.

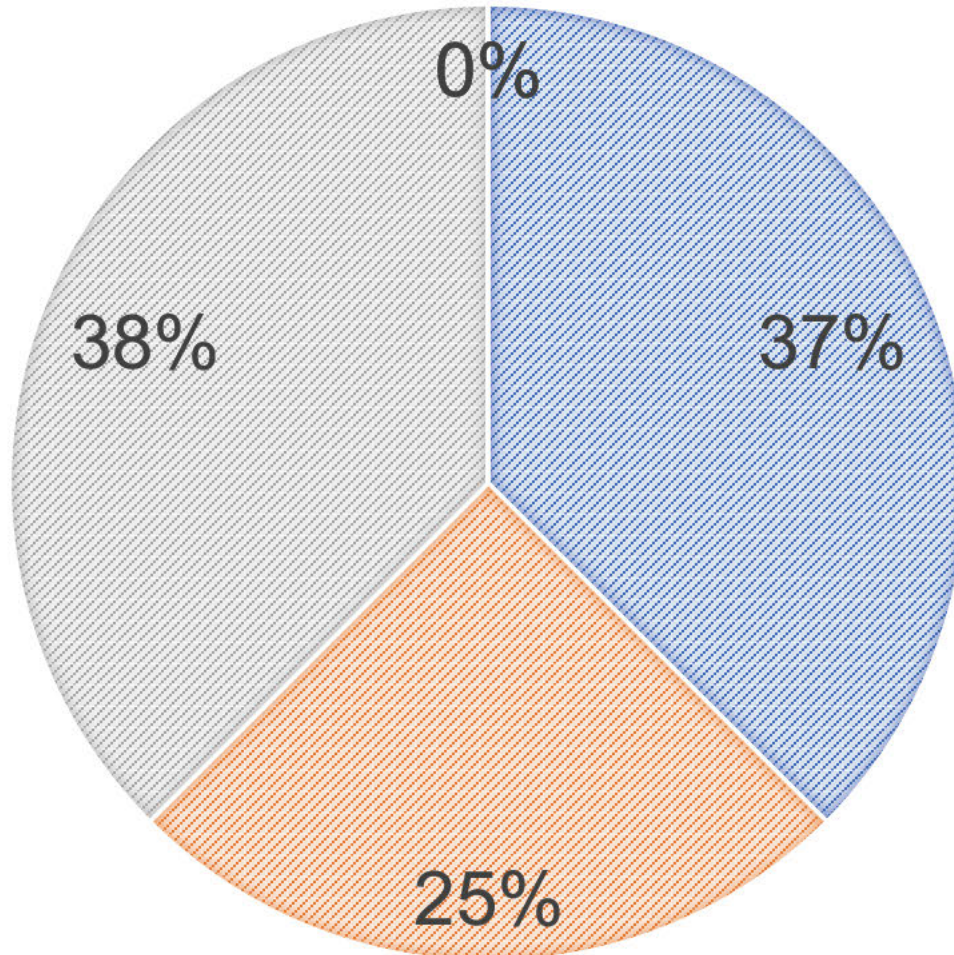
In relation to the definition of youth outlined by South African Government (2009), youth are individuals between the ages of 14-35. For the purpose of this study, youth were characterised as individuals between the ages of 15 - 34.

Form the given findings from the responses from the participants, it can be deduced that 100% of the participants align to the definition of youth as suggested by South African Government (2009).

Question 2

Figure 2 – Which of the following categories best describes your employment status?

■ Employed full-time ■ Employed part-time ■ Not employed, looking for work ■ Not employed, NOT looking for work ■ Disabled, not able to work



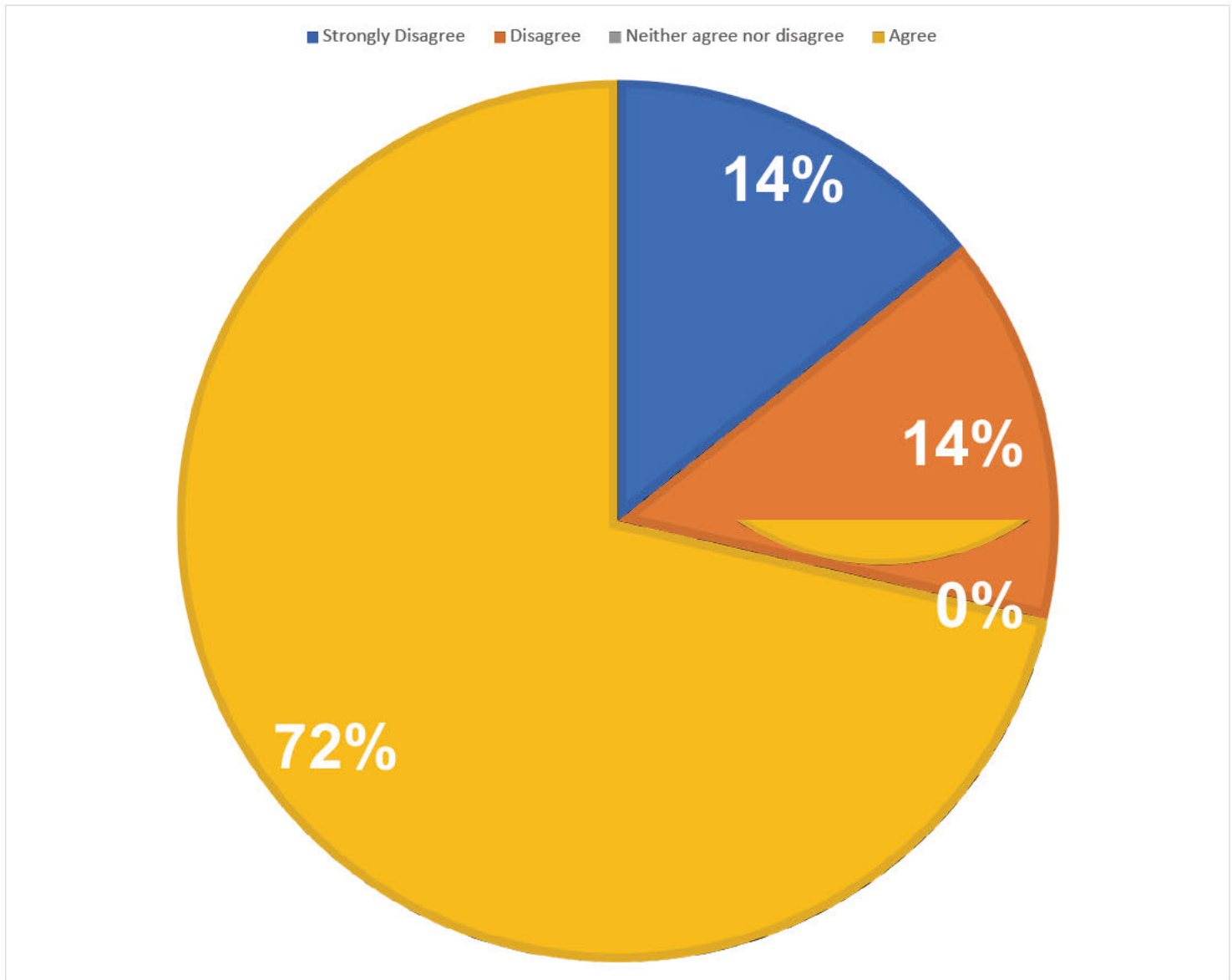
The results from the participants indicated that there was a mix between those who were employed full-time, 37%, Not employed but looking for work, 38%, and those who were employed part time ,25% and No participant stating that they were disabled and thus unable to work.

Based on the result obtained, it can be deduced that the majority of the participants ,62%, were employed (full-time and part-time). This figure comprised of 3 participants stating that they were employed full-time and 2 participants stating that they were employed part-time.

This is contrary to literature by Mayer (2011) that states that the percentage of unemployed youth supersedes the percentage of employed youth. Mayer (2011) further states that the high level of youth unemployment in South Africa is primary due to a saturated labour market and qualified youth who meet the minimum requirements for employment within their profession but are too expensive to be employed permanently.

Question 3

Figure 3 – On a scale of 1 - 5, do you feel that your highest level of education has enabled you to find employment?



72% of the participants agreed that their level of education has enabled them to find employment, 14% stated that they strongly agreed, 14% strongly disagreed, 14% disagreed respectively and 0% of the participants stated that they Neither agreed nor disagreed.

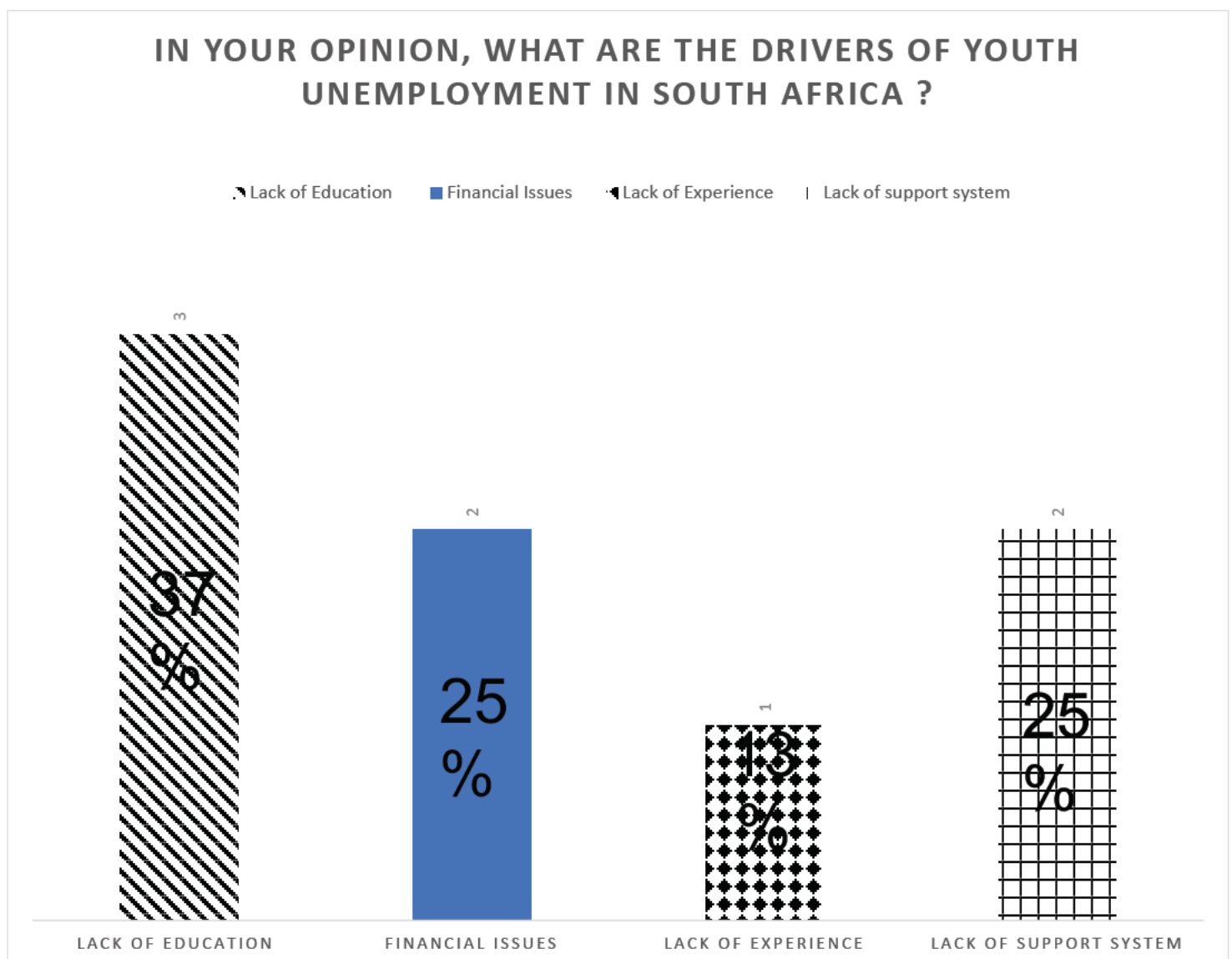
Based on the above, it can be deduced that an individual's highest level of education is perceived to enable employability which in relation to the total number of employed

participants, a direct link between the participants level of education and employment can be made which suggest that youth unemployment is likely to be reduced as a result of education.

Based on literature provided by Mlatsheni and Graham (2015) the high level of youth unemployment in South Africa is largely related to the saturation of the labour market by qualified individuals which is contrary the percentage of employed participants and the majority of participants who stated that their highest level of education has assisted in their ability to find employment.

Question 4

Figure 4 – In your opinion, what are the drivers of youth unemployment in South Africa?



The majority of the participants, 37%, mentioned that the lack of education amongst the youth of South Africa was the main driver to youth unemployment in the country, one participant mentioned that “They do not further their **studies** which would assist them with **employment** and put them a step above the rest.”. In relation to the lack of support systems, 25%, as a driver of youth unemployment, one participant stated that “I think there is a lack of **graduate/learnership/internship programmes** in many companies, which affords youth the opportunity to get their foot in the door.” 25% mentioned that youth unemployment was driven by financial constraints and 13% aligned their response with the lack of working experience as a driver of youth unemployment in the country.

It can be deduced that the lack of education is a primary driver of youth unemployment in South Africa.

In relation to literature provided by Mlatsheni and Graham (2015), the responses by the participants link with the suggested drivers of youth unemployment by the authors in which they state that youth unemployment is a function of the changes in the labour market features and community, household and personal factors driven by a lack of education and finances.

Question 5

What is your understanding of Youth Development Programmes (YDP's)?

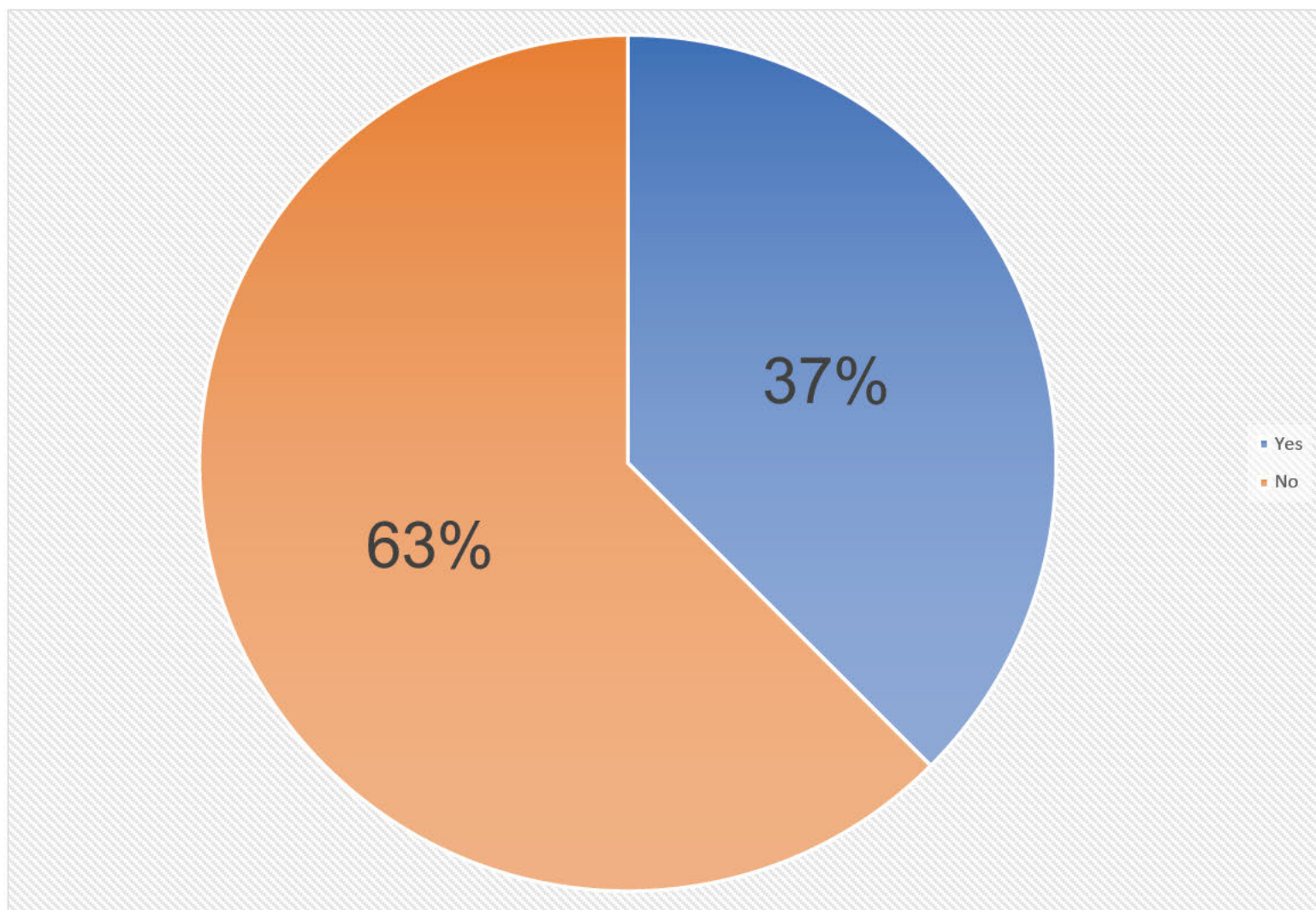
100% of the participants understanding of YDPs was aligned with the theme of skills development. One participant said that “A programme that is designed to up-skill youth during their studies and/or when they enter the work force.”

It can be deduced that YDP's are mechanisms used to improve skills that train young people to increase knowledge and practical life skills need to become an adult which further allows them to secure employment.

As per the literature provided by Mampane (2019), which defines YDPs as tools that are made available for youth to acquire skills and guidance that will improve their chances of employment resulting in elevated standards of living, the responses from the participants provide a clear indication that indeed YDPs are tools that youth can use to gain skills that will be beneficial in developing themselves and improving their employability.

Question 6

Figure 6 – Do you know of any Youth Development Programmes that are available in South Africa? (Yes/No. If Yes, please provide the name(s) of the programmes)

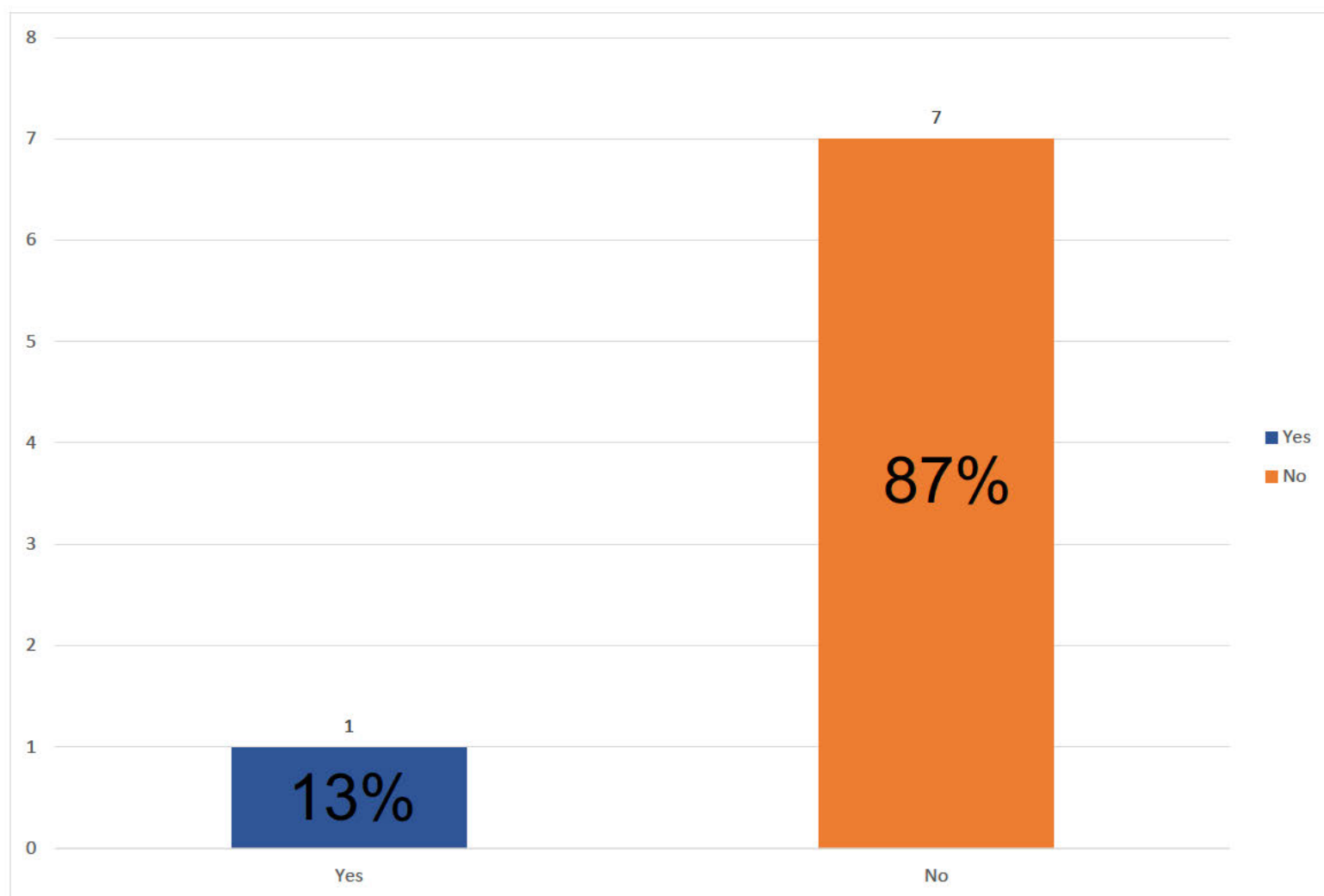


The majority of the participants, 63%, had no knowledge of any YDP's in South Africa. The remaining 37% did know of YDP's in South Africa with one participant stating that "Yes; the National Youth Development Agency (NYDA); ECSA Student Chapter".

Based on the results from the participants, it can be deduced that the majority of youth do not know of any Youth Development Programmes in South Africa which Mampane (2019) states could be detrimental to the development of the country as the future of most nations lies in the hands of the youth and the knowledge available and provided through education through avenues such as Youth Development Programmes.

Question 7

Figure 7 – Are you currently enrolled in a Youth Development Programme? (Answer Yes/No and explain your reason why)



The majority of the participants 87% answered No and stated reasons for not currently being enrolled in YDP's as; being unfamiliar with the programmes, they believed that there was no need to be enrolled and a lack of interested or currently studying. "No. I am not familiar with how to go about them". One participant stated they were currently enrolled in a YDP

because it provides opportunities for students to develop skills and gain experience in order to promote the professionalisation of the engineering environment.

Based on the results it can be deduced that the majority of participants were not enrolled in YDP's as they were unfamiliar with the programmes due to a lack of available information and a lack of interest.

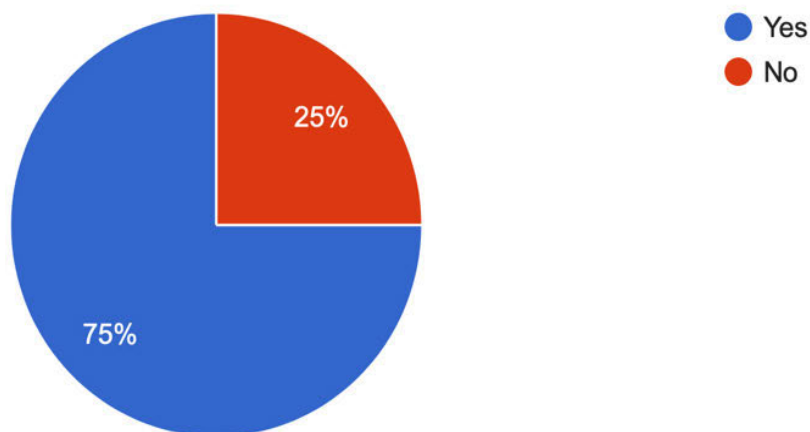
In relation to the literature observed for this study, Kingdon and Knight (2004) believe that active youth participation in YDP's requires proper assessments, formulation and implementation to yield positive developmental results.

Question 8

Figure 8 – In your opinion, do you think that Youth Development Programmes aid in reducing youth unemployment in South Africa?

In your opinion, do you think that Youth Development Programmes aid in reducing youth unemployment in South Africa ?

8 responses



When asked their personal thoughts on whether YDP's aid in reducing youth unemployment in South Africa, the majority of participants (6 out of 8 participants – 75%) answered Yes, while only 25% (2 out of 8 participants) said No.

The responses from the participants illustrate a positive outlook on YDP's from which it can be deduced that that Youth Development Programmes in South Africa aid in the reduction of youth unemployment.

YDP's are perceived to increase employability resulting in economic gain and self-sustainability, improved community engagement and involvement as well as better health due to money used to for treatment received through salaries and wages (Mampane, 2019).

Question 9

What are some benefits and disadvantages associated with Youth Development Programmes?

60% of the benefits that participant mentioned aligned with the concept of skills development.

The mentioned disadvantages mentioned by the participants were centred around the aspect of limited accessibility in which participants stated that the programmes are often limiting in profession and not well promoted.

“Some of the advantages of youth development programmes assist the youth with their **entrepreneurial development** by ways of **funding** and **skills development**. YDPs assist with **career support and guidance**. **Skills development and training**. **Mentorships**. Disadvantages of youth development programmes is that not everyone has access to these programmes, these youth programmes are not promoted enough among the youth.”

Kingdon and Knight (2004) state that Youth Development Programmes in South Africa seek to enhance the lives of children and young adults by addressing and improving fundamental social, developmental, and physical needs to help young individuals create the necessary skills required to become productive adults.

Question 10

What perceived effect do you think Youth Development Programmes have on youth unemployment in South Africa?

90% of participants mentioned that YDP's have a positive effect on youth unemployment stating that YDP's encourage the youth to create their own employment opportunities by venturing into entrepreneurial activities which is highlighted by literature studied by Kingdon & Knight (2004) in line with the chosen study.

1 participant did not understand the question and was therefore unable to answer the question and stated that "I do not know".

It can thus be deduced that YDP's are perceived to reduce youth unemployment in South Africa as they are seen as tools that can upskill the Youth to increase their chances of employability or help develop skills that could aid in entrepreneurial activities.

Question 11

What skills do you think can be obtained through a Youth Development Programme?

75% of the skills mentioned by the participants that could be obtained through YDP's were skills aligned with improving employability such as CV writing, interview preparation, 25% of the mentioned skills were skills linked to personal improvements such as leadership skills, critical thinking, social skills and networking skills.

It can be deduced based on the responses from the participants that the skills obtainable from YDP's increase employability which aligns with literature by Mampane (2019) that states that Youth Development Programmes are thus used as a tool to help up skill sets to increase employability for individuals to curb various socio-economic challenges they might face in society and their ability to attain various needs. Furthermore, literature by Mayor (2011) suggests that Youth Development Programmes can be utilised as bridges and pathways that

provide development for young people after or during high school and tertiary education towards their integration into the labour market by understanding and implementing short term, medium term and long-term developmental frameworks

Question 12

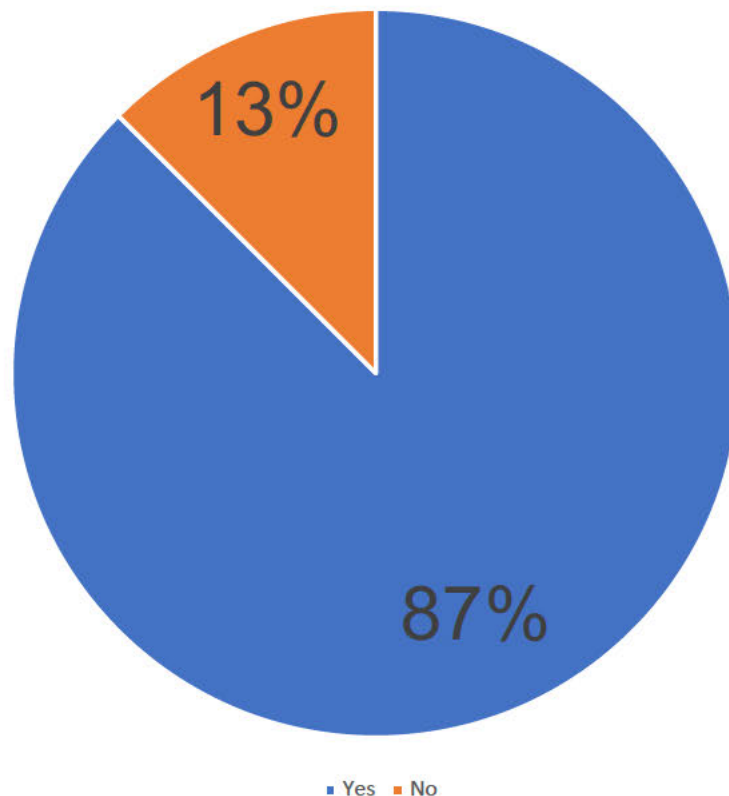
Do you think Youth Development Programmes increase one's chances of employability? (Answer Yes/No and explain your reason why)

87% of participants believed that YDP's increase one's chances of employability as they are perceived to assist individuals in acquiring skills that they didn't have before as well as the necessary practical experience which could help differentiate them from other applicants when applying for jobs. The one participant that answered No (13%) stated that they don't increase one's chances of employability as there aren't enough jobs for individuals who already hold the necessary skills for certain jobs.

The responses from the participants aided in formulating a clearer perspective on Theme 3: Reality vs Perception of implementation of Youth Development Programmes as Youth Development Programmes are said to be used as a tool to help up skill sets to increase employability for individuals to curb various socio-economic challenges they might face in society and their ability to attain various needs (Mampane, 2019).

Question 13

Figure 13 – Do you believe Youth Development Programmes can equip you with the sufficient skills to start your own business? (Answer Yes/No and explain your reason why)



87% of the participants answered Yes, 13% answered No.

Based on the results from the respondents it can be deduced that the successful implementation and use of Youth Development Programmes in South Africa are perceived to grant young individuals the sufficient skills to start their own business.

According to literature by Mayer (2011), the skills acquired from Youth Development Programmes increases one's entrepreneurial drive which is beneficial for those who are struggling to find employment due to factors such as an over saturated labour market characterised by an abundance of qualified individuals but limited available positions.

Question 14

What recommendations would you suggest for the improvement of Youth Development Programmes in South Africa.

60% of the recommendations made by the participants suggested that an increase in awareness and availability would make a big difference as many of the participants did not know of any Youth Development Programmes in South Africa. With regards to increasing availability one participant said, "Have more programs available for everyone to participate and have summer internships after the program". 20% of the participants mentioned that the programmes need greater financial investment in order to help train the youth and grow various sectors of the economy as suggested by one participant who said "There should increase the investment percentage within this sector to aim for growth and bettering the economy" to be. The remaining 20% of the responses from the participants mentioned that collaborative work between large companies and the various youth development programmes needs to be done so that companies could vet their programme to see if it is to their satisfaction with the aim of allowing the entrants of the programme easier employment with said companies. They also set up a feeder system where those that perform exceptionally get offered employment with the companies

Based on the responses by the participants it can be deduced that by increasing awareness of Youth Development Programmes, the youth of South Africa will be more aware of them which will increase participation and drive those in charge of implementing the programmes to make them more accessible in order for the youth to benefit from the various skills aimed at upskilling the participants.

A recommendation made by Mayor (2011) emphasizes the need to transform the education system in South Africa so that it becomes more practical in nature allowing the youth to acquire the right skills that are aligned with the requirements demanded by the labour market which subsequently increases their chances of employment.

5. VALIDITY AND TRUSTWORTHINESS OF FINDINGS

In qualitative studies, trustworthiness is used when measuring validity and reliability but are applied differently than when used in quantitative studies (Shenton, 2004). In this qualitative study the reliability and validity will be viewed through the aim of the study which is to analyse the perceived effects Youth Development Programmes have on youth unemployment. The trustworthiness of the research will be divided into four (4) categories; Conformability, Dependency, Transferability and Credibility.

Conformability

The conformability of the research cannot yet be discussed as the study has not yet proceeded. The study will be considered confirmable once the study has conducted and the interpretation of results by the researcher is supported by the results collected.

Dependency

The dependability of the research will be analysed by the quality of the integration process between the data collection methods, the analysis of data collected as well as the theory that will be resulting from the data. It can thus be assured that the research is dependable as the data collection methods employed (unobtrusive qualitative data collection) and the analysis of data using content analysis, allow rich in-depth collection of data to facilitate oral or behavioural data categorisation aimed at classifying, summarising and tabulating data to eliminating the biases arising from the researcher's interference or the measuring tool.

Transferability

The transferability of the research conducted will illustrate the ability of the findings to be analysed and utilised for the expansion of knowledge beyond the scope of the study. With that said, the researcher aims that the findings from the study will be absorbed and utilised by Government and Private institutions as they are primarily responsible for the formulation and

implementation of policies and programmes that are geared at the development of young people allowing for improvements through the knowledge gathered while conducting the study. Furthermore, the results from the study will be able to be transferred to young people in youth South Africa as they will be the end users of the programme, these results will ensure that they are aware of the various youth development programmes in the country, what the programmes offer as well as the perceived effects attributable to their enrolment and successful completion.

Credibility

This will refer to the accuracy in the data presented by the researcher regarding the perceived effects individual have on Youth Development Programmes and youth unemployment. The researchers plan is to guarantee credibility by ensuring that enough time is given in getting to know the participants. Credibility will be further solidified by using more than one research method (interviews and qualitative questionnaires), this is known as triangulation. In addition, as the study is centred around perceptions, individual responses will be more credible as they are of a subjective nature which is a representation of their beliefs.

6. CONCLUSION

6.1. Summary of findings as they relate to the research question

In line with the previously mentioned objectives of the study, the results obtained from the responses from the participants aided in formulating a generalised conclusion on the perceived effect Youth Development Programmes have on youth unemployment in South Africa.

Finding 1 – With regards to the first objective of the study which was to provide a brief overview and analysis of youth development in the South African context, the participants, predominantly employed and aged between 21 and 26, understood Youth Development Programmes to be a mechanism that is used to improve skills that train young people to increase knowledge and practical life skills need to become an adult which further allows them to secure employment.

Finding 2 – In addressing the second objective of the study, to analyse the perceived effects of Youth Development Programmes on youth unemployment in South Africa, the participants cited that the lack of education amongst the youth of South Africa was the main driver to youth unemployment in the country. Although the majority of participants were not aware of any YDP's in the country, the results from the participants suggested that through the implementation and use of Youth Development Programmes, the youth of South Africa would be able to benefit from skills such as CV writing, interview preparation, leadership skills, critical thinking, social skills and networking skills to ultimately increase employability.

Finding 3 – As the study was focused on the participants perceptions on the ability YDP's have youth unemployment, it can be said that with the results obtained, YDP's have the perceived effect of reducing youth unemployment with participants stating that the programmes have added benefits such as identity exploration in which the youth are able to take on new roles and broaden their perspectives as well as an added support system from the programme from which the youth are able to seek assistance in order to better navigate through life to increase their standards of living.

Finding 4 – In improving Youth Development Programmes in South Africa, the recommendations made by the participants included increased awareness and availability of the programmes, partnerships with large companies so that the skills provided through the programmes are in line with the recommendations and skills needed in specific industries so that the participants are well equipped which increases their chances of finding employment.

Finding 5 – Additionally, in specific circumstances where those enrolled in Youth Development Programmes are not able to find employment, it has been noted by the participants that the successful implementation and use of Youth Development Programmes provide individuals with the necessary skills to start their own businesses, promoting entrepreneurship.

6.2. Anticipated contribution of the study (Implications of findings)

The study is anticipated to create a link between Youth Development Programs and the reduction of youth unemployment in South Africa, building on the existing body of knowledge on the chosen topic, based on qualitative data collected from the perceptions participants have on the effect Youth Development Programmes have on youth unemployment. Additionally, the data collected from the study could give insight on the benefits Youth Development Programs have as well as how they are able to reduce youth unemployment in South Africa as well as offering suitable recommendations that government and private institutions could utilise in the creation and implementation of policies and programmes that are geared at the development of young people in South Africa.

6.3. Ethical considerations

Elias and Theron (2012) mention three important ethical considerations when conducting a study, these are; autonomy, beneficence and justice. It is thus of great importance that the research conducted is performed in a professional manner to ensure trustworthiness between all stakeholders namely; the researcher, the participants, the greater public, academic institutions and the research community.

Ethics are a matter of personal integrity but their consequences however, go beyond that of an individual (du Plooy-Cillers, et al., 2014). For the purpose of this study, ethics are your professional or moral set of standards which determine the norm for an individual's actions and attitudes.

To undertake this research study, consent was firstly obtained by gaining ethical clearance from the Ethics Committee at Honours level at Varsity College Sandton as well as the participants chosen for this study.

Since the intended study was qualitative in nature and allowed for subjective responses, an in-depth study process required strict ethical considerations. Ethical issues surrounding; consent from participants, data collection, and the handling of sensitive information will be

addressed by ensuring that participants give full consent by signing a written consent form (ANNEXURE 1) making them aware that they are partaking in a research study ensuring the protection of the human participants with regards to their subjective responses.

The researcher was able to ensure that their personal ethical code is of exceptional standards and continuously educating themselves by studying the mistakes made by other researchers allowing for fair results from information gathered from respondents that is not presented in a bias manor by falsifying data, misrepresentation or using harmful research methods.

6.4. Limitations of the study

According to (du Plooy-Cillers, et al., 2014), Limitations are a result of restrictions that are not in the researcher's immediate control.

Due to the current COVID-19 pandemic, the South African government had placed restrictions on movement and had also suggested that social distancing practices were to be followed resulting in challenges to data collection methods the researcher was able to utilise, limiting methods such as conducting face-to-face interviews. Additionally, the limitation on the ability to conduct face-to-face interviews decrease the chances of gaining in-depth responses as elements such as body language were not be observed due to the restrictions.

As the study was qualitative, there was an increased limitation to the studies ability to generalise finding. The qualitative approach is commonly criticised for lack of generalisability which results in too much dependency towards the researchers' subjective analyses and its incapability to reproduce successive research.

Since the study focused on youth unemployment in South African, the study was thus limited in terms of the population and data that could be collected for research purposes.

Access to information regarding the formulation and implantation of youth development programmes from various privately-owned companies as well as those used by local

government was a limiting factor of the study as government and private institutes were reluctant to give information about the number of people they have enrolled in their programmes as well as the content of the programmes.

Having a small sample size of 8 participants, further limited the study by reducing the amount of data that could be collected and compared to create a more accurate result based on the total youth population in South Africa.

The researcher was also limited in terms of time as the study is expected to be conducted over a single semester which could reduce the ability to analyse more data.

7. REFERENCES

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8. ANNEXURES

8.1. ANNEXURE 1: Explanatory information sheet and consent form for participants

To whom it may concern,

My name is Arhel Aubin Kouatcho Nana and I am a student at Varsity College Sandton. I am currently conducting research under the supervision of Aarifah Razak on the perceived effect of Youth Development Programmes on youth unemployment in South Africa with the aim of giving insight on the benefits of Youth Development Programs as well as how they are able to reduce youth unemployment in South Africa. I hope that this research will enhance our understanding of Youth Development Programmes and create a link between Youth Development Programmes and the reduction of youth unemployment in South Africa

I would like to invite you to participate in my study. In order to explain to you what your participation in my study will involve, I have formulated questions that I will try to fully answer so that you can make an informed decision about whether or not to participate. If you have any additional questions that you feel are not addressed or explained in this information sheet, please do not hesitate to ask me for more information. Once you have read and understood all the information contained in this sheet and are willing to participate, please complete and sign the consent form below.

What will I be doing if I participate in your study?

I would like to invite you to participate in this research because your participation will help expand the existing body of knowledge surrounding youth developments and youth unemployment. If you decide to participate in this research, I would like you to please answer a series of questions relating to youth unemployment and Youth Development Programmes through the use of interviews and questionnaires at a specific date and time that is convenient to you.

You can decide whether or not to participate in this research. If you decide to participate, you can choose to withdraw at any time or to decide not to answer particular interview questions.

Are there any risks/ or discomforts involved in participating in this study?

Whether or not you decide to participate in this research, there will be no negative impact on you. There are no direct risks or benefits to you if you participate in this study. You might,

however, indirectly find that it is helpful to talk about your *perceived effect the implementation of YDP have on youth unemployment in South Africa*. If you find at any stage that you are not comfortable with the line of questioning, you may withdraw or refrain from participating.

Do I have to participate in the study?

- Your inclusion in this study is completely voluntary;
- If you do not wish to participate in this study, you have every right not to do so;
- Even if you agree to participate in this study, you may withdraw at any time without having to provide an explanation for your decision.

Will my identity be protected?

I promise to protect your identity. I will not use your name in any research summaries to come out of this research and I will also make sure that any other details are disguised so that nobody will be able to identify you. I would like to ask your permission to record the interviews, but only my supervisor, I and possibly a professional transcriber (who will sign a confidentiality agreement) will have access to these recordings. Nobody else, including anybody at IIE Varsity College, will have access to your interview information. I would like to use quotes when I discuss the findings of the research, but I will not use any recognisable information in these quotes that can be linked to you.

What will happen to the information that participants provide?

Once I have finished all interviews, I will write summaries to be included in my research report, which is a requirement to complete my Bachelor of Commerce Honours in Management. You may ask me to send you a summary of the research if you are interested in the final outcome of the study.

What happens if I have more questions about the study?

Please feel free to contact me or my supervisor should you have any questions or concerns about this research, or if there is anything you need to know before you decide whether or not to participate.

You should not agree to participate unless you are completely comfortable with the procedures followed.

My contact details are as follows:

Arhel Aubin Kouatcho Nana

The contact details of my supervisor are as follows:

Aarifah Razak

CONSENT FORM FOR PARTICIPANTS

I, _____, agree to participate in the research conducted by Arhel Aubin Kouatcho Nana about The perceived effect of Youth Development Programmes on youth unemployment in South Africa with the aim of giving insight on the benefits Youth Development Programs as well as how they are able to reduce youth unemployment in South Africa

This research has been explained to me and I understand what participation in this research will involve. I understand that:

1. I agree to be interviewed for this research.
2. My confidentiality will be ensured. My name and personal details will be kept private.
3. My participation in this research is voluntary and I have the right to withdraw from the research at any time. There will be no repercussions should I choose to withdraw from the research.
4. I may choose not to answer any of the questions that are asked during the research interview.
5. I may be quoted directly when the research is published, but my identity will be protected.

Signature

Date

CONSENT FORM FOR AUDIO-RECORDING/ VIDEO RECORDING

I, _____, agree to allow Arhel Aubin Kouatcho Nana to audio record my interviews as part of the research about The perceived effect of Youth Development Programmes on youth unemployment in South Africa with the aim of giving insight on the benefits Youth Development Programs as well as how they are able to reduce youth unemployment in South Africa.

This research has been explained to me and I understand what participation in this research will involve. I understand that:

1. My confidentiality will be ensured. My name and personal details will be kept private.
2. The recordings will be stored in a password protected file on the researcher's computer.
3. Only the researcher, the researcher's supervisor and possibly a transcriber (who will sign a confidentiality agreement) will have access to these recordings.

Signature

Date

8.2. ANNEXURE 2: Survey

Survey on the perceived effect of Youth Development Programmes on youth unemployment in South Africa.

To whom it may concern,

My name is Arhel Aubin Kouatcho Nana and I am a student at Varsity College Sandton. I am currently conducting research under the supervision of Aarifah Razak on the perceived effect of Youth Development Programmes on youth unemployment in South Africa with the aim of giving insight on the benefits of Youth Development Programs as well as how they are able to reduce youth unemployment in South Africa. I hope that this research will enhance our understanding of Youth Development Programmes and create a link between Youth Development Programmes and the reduction of youth unemployment in South Africa

I would like to invite you to participate in my study. In order to explain to you what your participation in my study will involve, I have formulated questions that I will try to fully answer so that you can make an informed decision about whether or not to participate. If you have any additional questions that you feel are not addressed or explained in this information sheet, please do not hesitate to ask me for more information. Once you have read and understood all the information contained in this sheet and are willing to participate, please complete and sign the consent form below.

What will I be doing if I participate in your study?

I would like to invite you to participate in this research because your participation will help expand the existing body of knowledge surrounding youth developments and youth unemployment. If you decide to participate in this research, I would like you to please answer a series of questions relating to youth unemployment and Youth Development Programmes through the use of interviews and questionnaires at a specific date and time that is convenient to you.

You can decide whether or not to participate in this research. If you decide to participate, you can choose to withdraw at any time or to decide not to answer particular interview questions.

Are there any risks/ or discomforts involved in participating in this study?

Whether or not you decide to participate in this research, there will be no negative impact on you. There are no direct risks or benefits to you if you participate in this study. You might, however, indirectly find that it is helpful to talk about your perceived effect the implementation of YDP have on youth unemployment in South Africa. If you find at any stage that you are not comfortable with the line of questioning, you may withdraw or refrain from participating.

Do I have to participate in the study?

- Your inclusion in this study is completely voluntary;
- If you do not wish to participate in this study, you have every right not to do so;
- Even if you agree to participate in this study, you may withdraw at any time without having to provide an explanation for your decision.

Will my identity be protected?

I promise to protect your identity. I will not use your name in any research summaries to come out of this research and I will also make sure that any other details are disguised so that nobody will be able to identify you. I would like to ask your permission to record the interviews, but only my supervisor, I and possibly a professional transcriber (who will sign a confidentiality agreement) will have access to these recordings. Nobody else, including anybody at IIE Varsity College, will have access to your interview information. I would like to use quotes when I discuss the findings of the research, but I will not use any recognisable information in these quotes that can be linked to you.

What will happen to the information that participants provide?

Once I have finished all interviews, I will write summaries to be included in my research report, which is a requirement to complete my Bachelor of Commerce Honours in Management. You may ask me to send you a summary of the research if you are interested in the final outcome of the study.

What happens if I have more questions about the study?

Please feel free to contact me or my supervisor should you have any questions or concerns about this research, or if there is anything you need to know before you decide whether or not to participate.

You should not agree to participate unless you are completely comfortable with the procedures followed.

My contact details are as follows:

Arhel Aubin Kouatcho Nana



The contact details of my supervisor are as follows:

Aarifah Razak



Next

Survey on the perceived effect of Youth Development Programmes on youth unemployment in South Africa.

* Required

Informed Consent

Do you want to participate ? *

☐ Yes

☐ No

Back

Next

Survey on the perceived effect of Youth Development Programmes on youth unemployment in South Africa.

Survey Part 1: CONSENT FORM FOR PARTICIPANTS

I, _____, agree to participate in the research conducted by Arhel Aubin Kouatcho Nana about The perceived effect of Youth Development Programmes on youth unemployment in South Africa with the aim of giving insight on the benefits Youth Development Programs as well as how they are able to reduce youth unemployment in South Africa
This research has been explained to me and I understand what participation in this research will involve. I understand that:

1. I agree to be interviewed for this research.
2. My confidentiality will be ensured. My name and personal details will be kept private.
3. My participation in this research is voluntary and I have the right to withdraw from the research at any time. There will be no repercussions should I choose to withdraw from the research.
4. I may choose not to answer any of the questions that are asked during the research interview.
5. I may be quoted directly when the research is published, but my identity will be protected.

Signature

Date

Back

Next

Survey on the perceived effect of Youth Development Programmes on youth unemployment in South Africa.

Survey Part 2

In what age group do you fall under ?

- ☐ 15 - 20
- ☐ 21 - 26
- ☐ 27 - 34

Which of the following categories best describes your employment status ?

- ☐ Employed full-time
- ☐ Employed part time
- ☐ Not employed, looking for work
- ☐ Not employed, NOT looking for work
- ☐ Disabled, not able to work

On a scale of 1 - 5, do you feel that your highest level of education has enabled you to find employment?

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Neither agree nor disagree
- ☐ 4. Agree
- ☐ 5. Strongly agree

In your opinion, what are the drivers of youth unemployment in South Africa ?

Your answer _____

What is your understanding of Youth Development Programmes (YDP's) ?

Your answer _____

Do you know of any Youth Development Programmes that are available in South Africa? (Yes/No. If Yes, please provide the name(s) of the programmes)

Your answer _____

Are you currently enrolled in a Youth Development Programme? (Answer Yes/No and explain your reason why)

Your answer _____

In your opinion, do you think that Youth Development Programmes aid in reducing youth unemployment in South Africa ?

☐ Yes

☐ No

What are some benefits and disadvantages associated with Youth Development Programmes

Your answer

What perceived effect do you think Youth Development Programmes have on youth unemployment in South Africa?

Your answer

What skills do you think can be obtained through a Youth Development Programme?

Your answer

Do you think Youth Development Programmes increase ones chances of employability?(Answer Yes/No and explain your reason why)

Your answer

Do you believe Youth Development Programmes can equip you with the sufficient skills to start your own business? (Answer Yes/No and explain your reason why)

Your answer

What recommendations would you suggest for the improvement of Youth Development Programmes in South Africa.

Your answer

Back

Submit

8.3. ANNEXURE 3: Concept Document Table

Research Purpose/Objective	Primary Research Question	Research Rationale	Seminal Authors/Sources	Literature Review – Conceptual Framework	Paradigm	Approach	Data Collection Method(s)	Ethics	Anticipated Findings	References
Purpose is to address the perceived effect Youth Development Programmes have on youth unemployment in South Africa and suggest effective means of reducing youth unemployment using tailored Youth Development Programs To provide a brief overview and analysis of youth development in the South African context To analyse the drivers of youth unemployment in South Africa Provide recommendations for the improvement of youth development programmes to improve youth unemployment	What perceived effect does the implementation of Youth Development Programmes have on youth unemployment in South Africa?	The need to undertake this study was driven by the high level of unemployment among the youth of South Africa and the perceived effect Youth Development Programs such as the Junior Achievement Youth Enterprise Development Programme Tholoana Enterprise Programme powered by SAB and the National Youth Development Agency have on reducing the youth unemployment in South Africa (Department of Statistics South Africa 2019)	Mouhammed A 2011 important Theories of Unemployment and Public Policies Journal of Applied Business and Economics 12(5) Mc eod S 2007 Maslow's hierarchy of needs Simply psychology 1 pp 1-8 Wogboroma O 2014 Investigating factors that support re-engagement of 14-16 year olds in education Open Access library Journal 1(6) pp 1-7 Benson Peter & Scales Peter & amilton Stephen & Sesma Arturo (2007) Positive Youth Development Theory Research and Applications 10 1002/9780470 147658 chpsy011 6	Theme 1: Youth development programs in a South African context Theme 2: Drivers of unemployment in South Africa Theme 3: Reality vs Perception of implementation of Youth Development Programs Theme 4: Shortcomings and Benefit of Youth Development Programs in reducing youth unemployment Theme 5: Recommendations for improvements of YDP to reduce youth unemployment	Paradigm Interpretivism Epistemology To give an analysis on the perceptions individuals have on the effect Youth Development programs have on youth unemployment Ontology Yes reality is real as it is based on proven theories that have been documented for the purpose of illustrating a perception t is a combination of laws and social constructs as laws are documented and social constructs are individual or group perceptions Axiology Research should help individuals express various ideas in hopes of finding solutions to problems arising from	Qualitative Population The population will be the youth (15-34) that have access or make use of Youth Development programmes implemented within the borders of South Africa	Setting study boundaries collection of information through observations interviews documents and visual materials as well as formulating methods to record information Data collection methods used during this study are interviews (face to face interviews provided that the lock down due to COV D-19 pandemic is lifted telephonic interviews as well as interviews conducted through email) and Qualitative Questionnaires	The research conducted will be done in a professional manner to ensure trustworthiness between the researcher and the stakeholders Ethical issues surrounding consent from participants data collection and the handling sensitive information will be addressed by ensuring that participants give full consent and are aware that they are partaking in a study The researcher will ensure that proper the information gathered from respondents is not presented in a bias manner by falsifying data and using harmful research methods	A link between Youth Development Programs and the reduction of youth unemployment in South Africa	Kingdon Geeta & Knight John (2004) Unemployment in South Africa The Nature of the Beast World Development 32 391-408 Mayer J Marina Towards a youth employment strategy for South Africa Development Planning Division Working Paper Series 28 (2011) eibbrandt Murray & Woolard ngrid & Moewen ayley & Koep Charlotte (2010) Employment and inequality outcomes in South Africa De annoy A Swartz S ake & Smith C (eds) (2015) South African Child Gauge 2015 Cape Town Children's institute University of Cape Town Mouhammed A 2011 important Theories of Unemployment and Public Policies Journal of Applied Business and Economics 12(5)
Research Problem	Secondary Questions/Hypotheses/Objectives	Key Concepts	Key Theories			Sampling	Data Analysis Method(s)	Limitations	Anticipated Contribution	
The misalignment in the actual and perceived effect YDP have on reducing youth unemployment in South Africa	Defining Youth development programmes in a South African context The role of youth development programmes on unemployment in a South African context The advantages of youth development programmes Disadvantages of youth development programmes	Perception Youth Development Programmes Youth Unemployment	Theory of Positive Human Development Maslow's Hierarchy of Needs Theory Classical economic theory on unemployment Keynesian theory of unemployment			Probability or non-probability Non-probability Sampling method Simple random sampling Size 6 (Youth aged between 13-34)	Unit of Analysis Individual perceptions of the effect Youth Development programs have on youth unemployment Data Analysis Method(s) Content analysis	Geographical constraints as this study only focuses on the South African population Access to information regarding the formulation and implantation of youth development programmes from various privately owned companies as well as those used by local government The sample size of 6 (government departments, youth development institutions as well as privately owned companies)	The study aims to give insight on the benefits Youth Development Programs have as well as how they are able to reduce youth unemployment in South Africa	

8.4. ANNEXURE 4: Completed Consent form example

CONSENT FORM FOR PARTICIPANTS

I, , agree to participate in the research conducted by Arhel Aubin Kouatcho Nana about The perceived effect of Youth Development Programmes on youth unemployment in South Africa with the aim of giving insight on the benefits Youth Development Programs as well as how they are able to reduce youth unemployment in South Africa
This research has been explained to me and I understand what participation in this research will involve. I understand that:

1. I agree to be interviewed for this research.
2. My confidentiality will be ensured. My name and personal details will be kept private.
3. My participation in this research is voluntary and I have the right to withdraw from the research at any time. There will be no repercussions should I choose to withdraw from the research.
4. I may choose not to answer any of the questions that are asked during the research interview.
5. I may be quoted directly when the research is published, but my identity will be protected.


Signature

21/08/2020
Date

8.5. ANNEXURE 5: Completed Survey example

Survey Part 2

In what age group do you fall under ?

☐ 15 - 20

☐ 21 - 26

☒ 27 - 34

Which of the following categories best describes your employment status ?

☒ Employed full-time

☐ Employed part time

☐ Not employed, looking for work

☐ Not employed, NOT looking for work

☐ Disabled, not able to work

On a scale of 1 - 5, do you feel that your highest level of education has enabled you to find employment?

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Neither agree nor disagree
- ☐ 4. Agree
- ☒ 5. Strongly agree

In your opinion, what are the drivers of youth unemployment in South Africa ?

1. I think there is a lack of graduate/learnership/internship programmes in many companies, which affords youth the opportunity to get their foot in the door. Many companies want experience when employing someone, which already excludes a lot of youth.
2. Lack of skills in certain sectors, especially specialised sectors, which I think can be a result of a lot of youth not being able to afford higher education due to their circumstances.

What is your understanding of Youth Development Programmes (YDP's) ?

A programme that is designed to up-skill youth during their studies and/or when they enter the work force.

Do you know of any Youth Development Programmes that are available in South Africa? (Yes/No. If Yes, please provide the name(s) of the programmes)

Yes, Bring a Girl Child to Work (High school initiative for young girls), graduate programmes in corporate companies.

Are you currently enrolled in a Youth Development Programme? (Answer Yes/No and explain your reason why)

No, however, I was part of a youth development programme where I am currently employed, I joined my place of employment through a graduate programme which was 3 years long.

In your opinion, do you think that Youth Development Programmes aid in reducing youth unemployment in South Africa ?

☒ Yes

☐ No

What are some benefits and disadvantages associated with Youth Development Programmes

Advantages: you receive training and experience from YDPs which aid in advancing your career and building a network. Companies also benefit from YDPs, they up-skill their employees at the start of their career which makes them more of an asset to the company.

Disadvantages: if you don't have access to resources it can be hard for someone to benefit from a YDP.

What perceived effect do you think Youth Development Programmes have on youth unemployment in South Africa?

1. I think YDPs help reduce youth unemployment, they can become a gateway for employment, especially if places of employment have implemented them.
2. They also help up-skill the youth, they can use these skills and tools to make themselves more marketable which improves the chances of employment.

What skills do you think can be obtained through a Youth Development Programme?

1. Leadership skills
2. Decision making skills
3. Critical thinking
4. Social skills
5. Networking skills

Do you think Youth Development Programmes increase ones chances of employability?(Answer Yes/No and explain your reason why)

Yes, the skills and tools that YDPs provide increases one's chances of employment.

8.6. ANNEXURE 6: Ethical Clearance Letter



24 JULY 2020

Student name: Arhel Kouatcho Nana

Student number: 14007097

Campus: IIE's Varsity College

Re: Approval of Bachelor of Commerce Proposal and Ethics Clearance

HONOURS ETHICAL CLEARANCE LETTER

Your research proposal and the ethical implications of your proposed research topic were reviewed by your supervisor and the campus research panel, a subcommittee of The Independent Institute of Education's Research and Postgraduate Studies Committee.

There are some aspects that you still need to address in your proposal. You will need to address these aspects in consultation with your supervisor before you may proceed (see below):

Please discuss with your supervisor/navigator/lecturer how you will address these issues listed below:

Please note: **Your fieldwork may only proceed once you address the following issues:**

- Please make all the changes suggested/recommended by your supervisor.

In the event of you deciding to change your research methodology in any way, kindly consult your supervisor to ensure all ethical considerations are adhered to and pose no risk to any participant or party involved. A revised ethical clearance letter will be issued.

We wish you all the best with your research!

GENERAL CONDITIONS TO BE FULFILLED IN RELATION TO RESEARCH

Permission is granted to proceed with the above study subject to the conditions listed below being met and may be withdrawn should any of these conditions be flouted.

Please note: The panel has not considered the merits, accuracy or ethical soundness of the research. The only merits examined are the use of The IIE as a sample.

Permission is granted subject to the following conditions:

1. The researcher(s) will need to obtain informed consent in writing from all of the participants in his/ her sample if the study is not anonymous.
2. The researcher(s) may only use the data collected for research purposes and in no other way.
3. Photographs of human subjects may only be taken if relevant to the research, informed consent was obtained, and even with informed consent, the photographs may not be published on any online platforms.
4. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
5. No names or identifying information of participants may be used within the research and the research must be voluntary.
6. Please make it clear that the information will not be used punitively in any way and participants may in no way be counselled/advised based on this.

Supervisor:



AARIFAH RAZAK

Campus Postgraduate Coordinator (CPC):



JENNA-LEE RAMNARAIN