

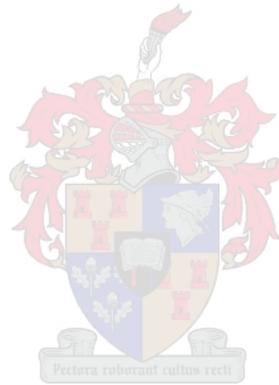
A study of youth education, skills and talents: Diazville, Saldanha Bay

Masters Research Project

By

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DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third-party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

ABSTRACT

Youth unemployment rates have been on the rise globally. The International Labour Organisation (ILO) has identified 64 million unemployed youth worldwide and many more who are living in poverty. These facts are reflected likewise when looking at South Africa. 41.7% of all unemployed youth in South Africa are not in education and training. When looking at the town of Saldanha Bay on the West Coast of South Africa, the unemployment rate is sitting at 17%. Of those who are employed, 41% are employed in low-skill jobs. Within Saldanha, there have been significant efforts made towards increasing the availability of skilled jobs, especially in the artisanal field. The Saldanha Bay Industrial Development Zone (SBIDZ) has been a major contributor to this focus on development. The site for this research is the Community of Diazville whose members should have benefitted from the increased economic opportunity. The level of employment however has not grown as expected. The Saldanha Bay Municipality (SBM) and the Department of Social Development (DSD), therefore, identified the need to understand the education level, skills, and talents available among the Diazville youth to properly focus intervention strategies. In addition to these macroeconomic factors which affect economic growth, the literature on youth unemployment points out various microeconomic factors such as social exclusion and lacking social bonding, bridging, and linking capital. This research focuses on the various macro and microeconomic factors which affect youth unemployment in an effort to provide insight into where to target intervention strategies.

OPSOMMING

Jeug werkloosheid syfers neem wêreldwyd toe. Die Internasionale Arbeidsorganisasie (IAO) het 64 miljoen werklose jeugdige wêreldwyd geïdentifiseer en nog baie meer wat in armoede leef. Hierdie statistieke word ook weerspieël as ons na Suid-Afrika kyk. 41,7% van alle werklose jeugdige in Suid-Afrika is nie in opvoeding en opleiding nie. As daar na die stad Saldanha aan die Weskus van Suid-Afrika gekyk word, beloop die werkloosheidsyfer 17%. Van diegene wat werk, is 41% in lae vaardighede. Binne Saldanha is daar aansienlike pogings aangewend om die beskikbaarheid van geskoolde werksgeleenthede te verhoog, veral op die vakgebied. Die Saldanha-nywerheidsontwikkelingsone het 'n groot bydrae gelewer tot hierdie fokus op ontwikkeling. Die aanhaling vir hierdie navorsing is die Gemeenskap van Diazville wie se lede moes voordeel trek uit die groter ekonomiese geleentheid. Die vlak van indiensneming het egter nie soos verwag gegroei nie. Die Saldanha-munisipaliteit (SBM) en die Departement van Maatskaplike Ontwikkeling (DMO) het dus die behoefte geïdentifiseer om die opvoedings vlak, vaardighede en talente wat onder die Diazville-jeug beskikbaar is om intervensie strategieë behoorlik te fokus, te verstaan. Benewens hierdie makro-ekonomiese faktore wat ekonomiese groei beïnvloed, word daar in die literatuur oor jeug werkloosheid gewys op verskeie mikro-ekonomiese faktore soos sosiale uitsluiting en gebrek aan sosiale binding, oorbrugging en koppeling van kapitaal. Hierdie navorsing fokus op die verskillende makro- en mikro-ekonomiese faktore wat jeug werkloosheid beïnvloed, in 'n poging om insig te gee oor waarheen intervensie strategieë gerig moet word.

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INTRODUCTION

INTRODUCTION

In the world today, youth unemployment is a global challenge. According to the International Labour Organisation (ILO), (2020) over 145 million young workers are living in poverty and 64 million unemployed youth and is a policy concern for many countries. This is exacerbated by the fact that an estimated 621 million young people aged 15-24 years old are not in education, employment, or training. Of these 75 million young people are trained, in other words able to work, but cannot find employment. Most of these young people, almost 90% live in developing countries and where they are employed, this is often in part-time or precarious work, where wages are low and irregular. For example, is estimated that 23% of young people currently employed in the world earn less than \$1.25US a day. The statistics for South Africa are no different. When looking at unemployment in South Africa, it is pertinent to note that Statistics South Africa recorded an increase of 1,4 percentage points (up to 29%) from the first quarter to the second quarter in 2019 (SSA, 2019). In the first quarter of 2020, 63.3% of all unemployed persons in South Africa were young people aged 15-34. This equates to an increase of 8,5 percentage points compared to the last quarter in 2019. 8,5 million of these youth (41.7%) are not in education or training. This indicates that almost half of the unemployed youth are unlikely to have the required skills to contribute positively to the labour force. As with the rest of the world, most of these youth are living in poverty (SSA, 2020).

Linked to the significant increase in unemployment, youth typically face several challenges when seeking employment (Brydsten *et al*, 2015). For those with tertiary education and who have just finished a degree or some form of higher education and/or training, lack of experience and labour market networks impede their ability to find employment. However, many in South Africa cannot afford tertiary education. With 49.2% of adults (18 years and older) in South Africa living below the Upper-Bound Poverty Line (UBPL), R1183 per person/month (SSA, 2018), many parents are unable to fund their children's education beyond high school. Given the lack of job opportunities and need for further education to find employment, there appears to be little motivation to gain a matric (grade 12) certificate (SSA, 2018b), Van Aardt, (2012). The disinterest in obtaining even a matric certificate significantly impacts their prospects because it affects the lifetime employment trajectory of the individual (Rankin & Roberts,2011: 128).

According to the National Development Plan (NDP), young people who are unable to secure employment by the age of 24, significantly reduce their chances of ever gaining full-time employment (NPC, 2012). With the global shift towards an increase in non-standard (casual) work, it becomes increasingly difficult to secure steady employment, which means that many remain captured in precarious work that is insecure and offers little opportunity for training, education and development of the skills and talents of the youth. This trend towards the increase in non-standard work is perpetuated by structural unemployment, where jobs are available, but that the youth cannot fill these positions due to inadequate education, skills and experience (Aysun, Bouvet & Hofler, 2012). Additionally, an important factor contributing to youth unemployment is their preparedness for work life. Awogbenles and Iwuamadi, (2010) state that youth development and empowerment or the development of human capital among youth is vital for the alleviation of poverty. Typically, they lack the life skills employers are looking for beyond specified job skills. These include being timely, having discipline, showing respect, and having good interpersonal skills etc.

Looking further than the lack of life skills, Mhlatsheni and Ropabe, (2002), indicate that the average demand for labour, youth wages and the size of the labour force are environmental factors that influence access to opportunities, particularly education. Restricted access to education affects most of sub-Saharan Africa and has a major impact on youth employability. Mhlatsheni and Ropabe (2002), Kakwagh and Ikwuba (2010) Qayyum (2007) and Graham and Mhlatsheni (2015) all provide evidence that further or tertiary education greatly increases the probability of employment. This is unsurprising as current labour market absorption is leaning towards high skilled technologically advanced skill sets. More important than this, is the understanding that young people entering the labour market are not properly prepared for the shift.

Besides these macroeconomic influences, microeconomic causes of unemployment exist, such as the level of social exclusion felt by the youth, especially from low-income neighbourhoods and families that have less access to basic services. Limited access to resources has widespread consequences for access to opportunities for employment (Mhlatsheni & Ropabe, 2002). In low-income countries, poor families often invest significant money in young people in the hopes that their education will provide them with access to jobs. This is very often not the case. The demand by employers for increasingly high benchmarks (i.e., high-level matric or further) even for unskilled jobs. Besides this, the youth often lack basic life skills in terms of their conduct, which affects employment (Graham & Mhlatsheni, 2015). This coupled with low

levels of skills and experience, makes employers less willing to hire younger people. The youth then typically end up in precarious jobs or being employed on short-term contracts, which affects their ability to access further training, or from becoming productive employees (Mhlatsheni & Ropabe, 2002 and Qayyum, 2007).

This study focuses on youth unemployment in a town in the Western Cape, called Saldanha Bay. Here, like the rest of the country, the employment rate is low with an unemployment rate of 17% (SBM, 2017). especially among the youth who are struggling to transition into the labour force after school (Awogbenles & Iwuamadi, 2010). Post matric education is difficult to achieve given that there is only one college in the Saldanha Bay municipal area (West Coast Poverty Alleviation Strategy, 2006). Additionally, as indicated by Van Aardt, (2012) and reflected in data presented by the Saldanha Bay municipality, the grade 12 dropout rate was at 29,5% in 2017. This indicates that several youths in the area are certainly not qualified to be able to take up the jobs which are becoming available. In line with this, the Saldanha Bay Municipality (SBM), (2017) notes that 41% of those formally employed in the area work in low skilled jobs. Just 17.3% of all formally employed individuals work in skilled jobs. This points to the fact that where individuals are employed, they mainly work in blue-collar or service sector jobs (SBM, 2017).

The fishing factory Sea Harvest is one of the largest employers of both men and women who either work at sea or in the factory. Additionally, there is the port of Saldanha Bay, Transnet, and the Saldanha Steel factory which recently closed.

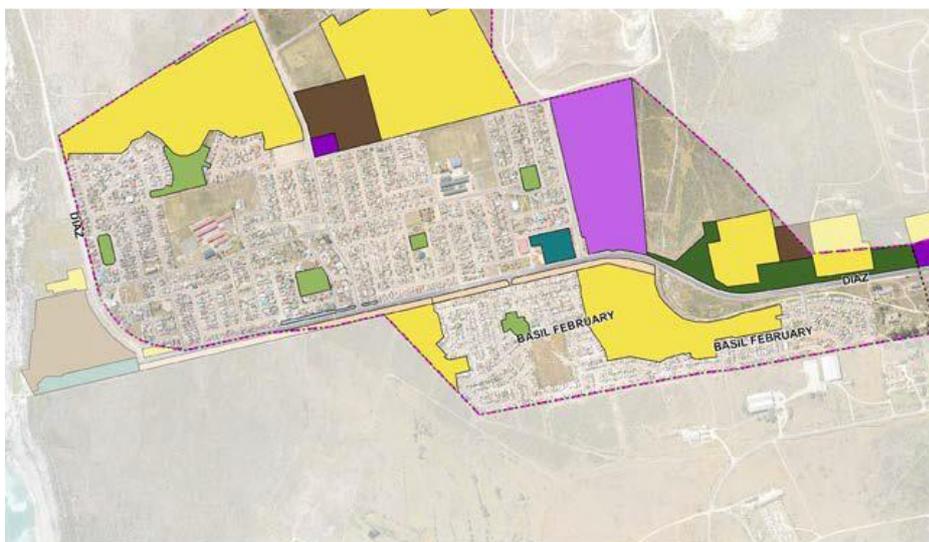


Figure 1: Map of Diazville (research site) (SBM, 2017)

Close to 2000 workers lost their jobs following the closure which was subsequently followed by the national lockdown at the end of February 2020. Nonetheless, it was hoped that the development of Saldanha Bay as an Industrial Development Zone (SBIDZ), that would provide job opportunities for the local community, and particularly the youth (Saldanha Bay IDZ Licencing Company, 2014). The primary goal of the SBIDZ was to develop sustainable growth through the introduction of industry development linked to marine manufacturing and repair and oil and gas. With the massive growth in the industry over the last four-six years the intention and hope of the SBIDZ were to employ the local youth to fulfil the significant number of job openings (Saldanha Bay IDZ Licencing Company, 2014).

In the suburb called, Diazville, the site of this research there is approximately 9000 unemployed youth (Heinecken, 2018). Given the concern over the high level of youth unemployment and the prospects of new opportunities opening to the youth, the high number of practical and artisanal work opportunities offered by the SBIDZ and the low number of local applicants prompted the need to establish what level of education, skills and talents of the youth are, to know how to target intervention strategies. Hence, the rationale for this study is to establish the level of education, existing skills, talents, and entrepreneurial abilities among the youth aged 18-34 residing in Diazville, Saldanha Bay.

KEY RESEARCH QUESTIONS

This research sought to establish “What is the work experience, educational, skills and talent profile is of the youth living in Diazville. Hence the primary research questions are: (1) What education levels, skills and talents exist among the youth in Saldanha and (2) what factors hinder their gainful employment as job opportunities open up in the area.

The following research objectives were set:

1. Establish the educational profile of the youth,
2. Establish the work experience, employment status and income of the youth,
3. Establish the skills, talents, and entrepreneurial orientation of the youth,
4. And to establish what factors affect youth unemployment in the area and their ability to enter the labour market.

The research sought to collect quantitative data linked to the education, skills, qualifications, work experience and talent of the youth living in Diazville. The information was collected by survey interviews. Individual qualitative interviews were conducted to gather more in-depth

and/or additional information to understand the challenges facing the youth in finding employment.

Chapter 2 presents the literature linked to factors that influence youth unemployment. The chapter will start by looking at social exclusion and how this affects a community and its access to resources. This is then be linked to social exclusion within the labour market and how this affects access to different types of work opportunities. Following this, the chapter discusses structural unemployment and how forms of non-standard work affect the career trajectory or skills development of the youth. Moving on to micro-economic factors, the chapter then looks at the importance of social capital, on all levels, as an enabler to find employment. From here, youth development strategies as life skills are discussed before ending with a discussion on how an Asset Based Community Development (ABCD) is needed to harness the potential that exists among the youth.

Chapter 3 outlines the methodology used to conduct the following research as well as the challenges faced during the research process. The limitations of the mixed methods research strategy are outlined and how this impacted the research. This research used a systematic method of sampling drawing a total of 259 responses from 226 households. The surveys were conducted at the end of May 2019 over four days.

Chapter 4 presents an in-depth account of the research findings on the quantitative and qualitative phases of the research. These are discussed under various themes starting with the demographic profile of the respondents. The chapter then presents the data representing the qualifications and training possessed by the respondents, moving on to the data representing their skills and talents. The chapter is concluded with an in-depth presentation of the qualitative data.

Chapter 5 concludes this thesis with a discussion of the main findings, starting with the evidence of social exclusion and how this affects the youth's opportunities for education and skills development. It then moves on to discuss the evident lack of life skills which the youth possess and how this affects their employability. Discussed in conjunction with lack of basic life skills is the lack of active community role models and how positive youth development is affected negatively through this. A discussion on the role that 'field' and 'habitus' follows. From here, it moves to discuss the evidence of high entrepreneurial orientation presented by the Diazville youth. This presents a positive opportunity for economic growth. Finally, it includes relevant suggestions for intervention programmes as well as institutions and

organisations which will be useful in developing the now identified skills and talents of the young people in Diazville.

THEORETICAL FRAMEWORK

SOCIAL EXCLUSION AND THE LABOUR MARKET

Background

Youth unemployment is a global phenomenon that has become more pronounced in recent years. This is even more so in developing countries where educated youth are more likely to obtain work but enter a labour market that is incapable of accommodating the available labour force (Construct-ed, n/d and Mlatsheni & Leibbrandt, 2011). Rankin and Roberts (2011: 128) point out that “youth unemployment matters because it impacts the lifetime employment trajectory of the individual”. Unemployment in the general sense has similar consequences and often leads to long-term job insecurities and a spiral into lower-wage jobs, which is difficult to overcome. Other, consequences besides low income are that unemployment leads to greater levels of health issues including mental health and physical health problems, high levels of stress and uncertainty (Brydsten, Hammerstroem, Strandh & Johansson, 2015).

Against this background, this chapter aims to look at how youth unemployment is affected by the severe lack of skills development opportunities. The first section focuses on social exclusion and employment and how marginalised communities experience a lack of access to resources which denies them a proper opportunity for basic services. This affects, among others, their access to a proper level of education. Thereafter the chapter looks at the effects of structural unemployment and the growth of non-standard work and how this affects the youth’s ability to develop their talents and use their existing skills. The second section focuses on social capital and how the lack thereof diminishes youths’ opportunities for work, further education and institutions with the capacity to help create community-wide sustainable growth. The third and final section then shifts the focus to youth development models which might assist in changing the community outlook on skills development. Lastly, the chapter looks at asset-based community development (ABCD) and why it is important to identify what assets and skills exist among the youth, to initiate employment initiatives.

Social exclusion and employment

Social exclusion refers to “persons who are unprotected by social insurance and are at risk of permanent detachment from society” (Pohlan, 2019:275). Social exclusion is an important topic of discussion when looking at youth unemployment in South Africa as this typically occurs in marginalised populations and communities. According to Du Toit, (2004), social exclusion is a form of social injustice where the marginalised working class end up being,

landless, unemployed, politically marginalised and excluded from the formal economy. Social exclusion, as noted by Muddiman, (2000) and Pohlen, (2019), is multidimensional and cannot be looked at in terms of lack of material resources alone. Social exclusion can be viewed subjectively as well. Pohlen, (2019) indicates how unemployment is very often the cause of subjective feelings of social exclusion, such as avoiding social interactions that would otherwise be considered normal for those considered financially stable. These social activities usually include things like eating out or attending formal or informal social gatherings etc. Pohlen shows that even those who set aside savings and are retrenched tend to change their spending habits and retreat from their otherwise normal social engagements. She points out that part of being employed includes having the support of colleagues not to mention regular communication. Muddiman, (2000) describes these multiple dimensions of social exclusion as “capturing the processes of disempowerment and alienation” (Muddiman, 2000:2). These feelings of subjective exclusion are compounded by the physical injustices of social exclusion like suffering a lack of material resources.

Poor communities and the youth growing up in these environments face these injustices from a very young age. They grow up in environments where their life chances are limited by structural factors such as the lack of resources to live fulfilling and healthy lives. These include, for example, access to clean running water, adequate healthcare, access to proper housing, electricity, etc. They have limited access to work opportunities that offer job security and benefits, which mean that they often have to seek out a living in the informal sector, with little to no entrepreneurial skills. Additionally, there is usually very little opportunity to seek assistance for small businesses and start-up enterprises. Over and above, the youth grow up in communities that are often disrupted by gang violence, alcohol and drugs which affect their life chances and well-being. Hence, they live and grow up in disadvantaged neighbourhoods.

The above injustices linked to social exclusion point to various reasons why unemployment is a big issue in marginalised communities. The work of Pierre Bourdieu’s on *field* and *habitus* is useful to understand how the context within which youth find themselves influence their life chances, opportunities, and behaviour. *Habitus* refers to individuals un-reflected and taken-for-granted (habitual) way of thinking and acting. This shapes attitudes and behaviour. *Habitus* is a by-product formed according to the rules and logic dictated by the *field* to which individuals belong. A *field* is an environment that has been built according to a specific set of rules and logic that are governed and maintained by a hierarchy. Thus, *fields* are developed by people who have power and influence over others. This indicates that new ones can be developed by

any group or individual who has enough influence and who provides a set of rules or logic that is appealing. It is important to note that there can be many different *fields* within one community (Leander, 2009).

Hypothetically, some abide by rules that dictate that one should attend school, work hard and pass well. Following that, you will get a job, or you will study further. Others abide by rules that dictate that being socially active means hanging out with friends and drinking alcohol and smoking cigarettes and dagga. For others, it means drinking coffee and talking about their interests. Each of these is an example of a *field* being part of or subject which causes one to develop certain habits as defined by these rules. Or, “a taken for granted understanding of the world” (Leander, 2009:4). For example, those who abide by the rules of studying and working hard could develop habits of waking up early. This would ensure enough time to get more things done in a day. *Fields* exist because of the relationship between physical bodies, (i.e. they require the participation of people). Leander, (2009) describes a *field* as being magnetic, being able to force individuals to gravitate towards it. A field, however, is not defined by a specific space and can vary largely. A field can be a family, a village, a market, an organisation or even a professional category (e.g. economists, sociologists, engineers etc.). It is also not limited, as identified by an organisation or professional category, or by geographical boundaries. (Leander, 2009). This is relevant when looking at marginalised communities throughout South African and the world as it indicates that fields can extend on a global scale if the environment meets the proper criteria.

Similarly, concerning the field, Krumboltz and Worthington, (1999) indicate that, according to Bandura’s learning theory, “individuals are active intelligent problem-solving agents who interact with their surroundings to pursue their purposes and needs (Krumboltz & Worthington, 1999:314). However, this is problematic when looking at individuals who are surrounded by social and structural inequalities. Smith, (2015) indicates this as taking a step back from psychological factors of career choice and instead focussing on direct structural/environmental factors. Here one can see how *field* and *habitus* begin to play a part. She notes that social and cultural factors cannot be lightly dismissed. Individuals are highly susceptible to the social and cultural understanding of others with whom they are regularly in contact. Family members and peers (especially) create a certain understanding of social norms and realities to match the contextual environment (Graham & Mhlatsheni, 2015). The family too is a field, as what happens in this space has a profound impact on the habitus of children growing up.

Beyond the family, are friends and the community and what the youth are exposed to. In terms of career choice, Taylor *et al*, (2007) states that this is not only linked to opportunities available in the labour market but the various forms of information and perceptions from friends and family members. In marginalised communities, the youth are largely surrounded by individuals who have struggled to succeed. This creates a vision of perpetual failure which they find difficult to overcome. Their mental ideas of success can hardly be formed if there is very little of this to envision (Smith, 2015). In these communities, there is often a lack of role models that serve as an inspiration to succeed and pursue further studies.

As such, marginalised communities invariably provide environments that are less than conducive to growth and development. According to Lenzi, Vieno, Santinello and Perkins, (2013), youth who live in neighbourhoods characterised by disadvantage typically produce worse academic results, and not conducive to developing the skills and talents of the youth. Lenzi, *et al*, (2013) notes that aside from teachers being less qualified, physical structures of school environments contribute to the often less than inviting *field*. These physical disorders (i.e. dilapidated buildings, graffiti, inadequate educational infrastructure etc.) influence the *habitus* of the youth and their understanding of the world and how it works. With poor secondary academic achievements, individuals have an even smaller chance of getting into a college or university or being employed. So even where there are available jobs, they don't have the skills or qualifications to fill the vacancies that exist. This is often the result of structural unemployment.

Structural unemployment and the growth in non-standard work

Structural unemployment refers to “a mismatch between the characteristics of the unemployed workers and those of jobs available, notably in terms of skills, work experience and geographical location” (Aysun, Bouvet & Hofler, 2012:1). Persons suffering from structural unemployment are less likely to gain employment than persons who suffer from cyclical or frictional unemployment. Structural unemployment is where the skills of job seekers do not match the needs of employers. South Africa's unemployment trends have been characterised by structural unemployment because young work-seekers do not possess the education, skills and work performance demanded by employers in the labour market (Aysun, *et al*, 2012). Cyclical unemployment occurs when there is an economic downturn (such as that experienced during COVID-19). This is not because of a mismatch of skills. Rather, it is because the labour absorption capacity of the formal economy cannot sustain many workers, especially full-time (core) workers, even where they have the skills (Ligthelm, 2006).

In the context of sub-Saharan Africa however, there are also other labour market economic factors that create different forms of unemployment. Cyclical unemployment occurs in all economies and is usually the result of a struggling economy. Cyclical unemployment affects all forms of labour including those employed in standard full-time employment. However, when a struggling economy shows growth, those with previous standard labour experience are the first to be re-employed, because they typically have the skills and job experience. In sub-Saharan Africa, however, slow economic growth, short-term cyclical unemployment has shifted into a long-term structural difficulty in the job-seeking market. Those who typically would have been re-employed suffer and are thus forced into non-standard positions (Mouhammed, 2011).

Frictional unemployment is usually understood as a subset of structural unemployment and is characterised by short unemployment spells (Aysun *et al*, 2012). Like cyclical unemployment, it occurs in all labour markets and exists because of the labour markets' dynamic nature. Frictional unemployment is prominent among the younger working force as it is linked to new entrants into the labour market and employer dissatisfaction with workers. This can be explained in terms of the youth, especially in marginalised areas, as they are less familiar with work protocols and responsibilities (Obumneke, 2012). Often the duration of frictional employment is determined by a person's access to unemployment insurance benefits. These benefits allow longer stints of unemployment without too much financial harm. However, in poorer communities (and among the youth) unemployment benefits are rare and not substantial enough to carry them through an unemployment spell (Mouhammed, 2011). This would indicate a need to find interim employment of a temporary or casual nature to be financially secure until more permanent work opportunities become available. Here one can see the connection to the formation of *habitus* linked to contextual surroundings. *Habitus* formed to the detriment of skills development and opportunities for skills development compounds the effects of structural unemployment. Additionally, it serves as one of the reasons why non-standard work has become a dominant form of employment, which is also reflected in the findings of my study on youth in the Diazville community.

For example, *habitus* plays an important role in explaining youth unemployment in certain environmental contexts, as well as youths' tendencies to be driven towards non-standard or precarious work. According to Carmo, Cantante and de Almeida Alves (2014), especially lower-class youths are trapped into precarious work because of the lack of vision they have of their future. Carmo, *et al*, point out that a person's ability to envision a bright future for

themselves greatly improves their chances of successfully procuring work. In poorer communities, the ability to envision these more positive outcomes is much more difficult. Youth in marginalised environments are rarely surrounded by individuals who have achieved a transition from the lower-class to the working or middle classes. Therefore, their ability to properly envision a different future for themselves is much more difficult as they have few role models (Carmo, *et al*, 2014). In essence, *habitus* influences a personal view of the world and the way that it works which in turn affects the type of field that person will be drawn to. In addition to the development of *habitus* caused by an individuals' contextual environment, the growth in precarious forms of work has certainly influenced youth employment statistics.

Worldwide there has been a shift away from standard to non-standard and precarious work, where fewer people are employed on a full-time basis. Hašková and Dudová, (2017:48) define precarious work as “paid work of a short-term nature, providing a low level of job protection, insufficient control of working conditions, low pay and limited social benefits.” As such, non-standard work is typically understood as part-time, temporary and contract work. Additionally, self-employment in the formal sector is also understood as non-standard. This is because the success rate of start-ups is quite low, especially in developing countries, and often brings in very low income in the first few years of operation (Theron, 2011). Non-standard work can also be looked at as a by-product of cyclical unemployment. Struggling markets will inevitably lighten their core workforce to save on costs and so temporary and part-time work (peripheral) will increase. Companies have been identified as trying to keep their core permanent workforce as small as possible. Gontkovičová, Mihalčová and Pružinský, (2015), indicates that this trend has been apparent throughout Europe and impacts youth employment and more so for those from disadvantaged backgrounds who lack social capital. Youth from middle-class families have much more stable forms of support from their parents who usually have long term employment contracts and can assist in giving a proverbial leg up into adult working life. Additionally, middle-class youth invariably have many more networks to assist them in achieving somewhat better job security and perhaps certainty of getting work (Morgan, 2015). Additionally, rising wages and suffering economic growth has forced businesses to limit the number of their core workforce. Theron, (2011), indicates here that externalisation in terms of hiring has caused an increase in self-employment.

Although entrepreneurship has been noted to provide the largest opportunity for job creation, this entrepreneurship boom is characterised by a lack of competitive innovation. This indicates that this growing base of entrepreneurs is being formed out of desperation with little support in

terms of mentorship and capital. In this regard, Chan and Tweedie, (2015) note that even socially well-connected youth who have a tertiary education working as professionals are finding it difficult to transition to permanent work positions. Judging by the difficulties experienced by socially well-connected professionals in gaining stable work, the transition of youth who suffer from social injustice and exclusion is much worse. Aside from being unable to make reproductive choices (i.e., having children) casual or “flexible” work provides inadequate training and development opportunities. This forces young people into a cycle of casual, non-standard work where the opportunities for gaining skills and training are limited (Chan & Tweedie, 2015). Besides the structural factors that lead to exclusion, another aspect that affects youth employment is their lack of access to social capital.

SOCIAL CAPITAL AND YOUTH EMPLOYMENT

Social capital is any aspect of social structure that creates value and facilitates the actions of the individuals within that social structure. (Coleman, 1990). Additional to Coleman's definition of social capital he points out that in contrast to the changes in material possessions initiated by physical capital, social capital initiates certain changes as well. The changes initiated through the growth of social capital include social skills and social capabilities. Changes in social relationships that facilitate action towards the development of oneself and one's environment (Coleman, 1990). Brisson & Usher, (2005) indicate social capital encourages the continued flow of information in a network of relationships. As such, it provides individuals within these networks possibilities as well as influence over those resources which are available in the network. In addition to providing credibility, it provides public support and authority over one's access to the resources that the network provides.

Although social capital is not the only answer for alleviating poverty and unemployment issues. (Burnette, 2006:), it is a useful tool to understand how to promote economic growth and employment within community settings. Putnam, (1994) refers to social capital as features of networks, norms and trust which aid the facilitation of cooperation for mutual benefit. There are three kinds of social capital that have been identified, bonding capital, bridging capital and linking the capital, which are interlinked and heterogeneous. Thus, it is important to understand the different types of social capital and the various forms of reciprocity associated with each.

Bonding social capital

Bonding social capital is inward-looking and relates to intracommunity networks. It also refers to relationships among individuals who have similar characteristics in some form (usually demographic) (Hawkins & Maurer, 2010). Among others, one of the most important factors

linked to bonding social capital is the creation of social and emotional support. This is the kind of social and emotional support that motivates individuals towards productivity but does not necessarily involve productivity. This kind of support is related to the development of self-esteem.

Where youth are stuck in a cycle of non-standard work (short-term) with very limited skills development opportunities, strong bonding ties would provide access to more standard forms of work. However, as Hällsten *et al.*, (2016) indicate low self-esteem from joblessness results in individuals surrounding themselves with others who display similar characteristics. That is, unmotivated, lazy and often associated with groups of youth who display and tend toward risky behaviour. Not only are these individuals unemployed, but usually cut off from other forms of development opportunities such as learning centres for skills development. Social bonding capital opens up channels allowing the flow of knowledge for these opportunities for skills development and by proxy then for employment opportunities as well (Hällsten *et al.*, 2016).

Although bonding social capital has been identified as useful in developing community collective efficacy and connectedness, it has drawbacks that can hinder advancement (Beugelsdijk and Smulders, 2003). In the effort to establish bonding capital, individuals often also get caught up in the challenge of “socialising is time-consuming” (Beugelsdijk & Smulders, 2003:2) and it can become more important than other activities such as participation in the economy. They point out that bonding social capital is developed among homogenous groups and this can prevent them from exposure beyond these networks. This means that the effort to develop bonding social capital can hinder the perceived need, or want, to develop bridging social capital.

Bonding social capital in the form of friendship networks opens up channels into the job market. Hällsten, Edling and Rydgren, (2016), point out that informal recruitment channels save employers a lot in terms of screening costs. Additionally, connections in the labour market often increase networking capacity beyond the level of bonding social capital. This form of networking can result in some weaker ties forming with high-status contacts (Hällsten *et al.*, 2016). Limited or complete lack of social capital does not only affect channels linked to employment opportunities but also with opportunities for skills development. It is also predominantly experienced by those living in more marginalised or low-income communities.

The most effective way to orchestrate social integration is through community-based (grassroots) organisations. These organisations have the resources to facilitate events that focus

on developing capacities with community members which will help enable them to develop their sense of agency thus allowing the further development of self-esteem. Her example of a community-based organisation is an active community club (focussed on sports) which encouraged the integration of community members both young and old. The advantages of the community club are the advancement of social relationships that facilitate the development of social and emotional skills as well as social participation. These include the ability to interact appropriately in certain social contexts such as workspace and job interviews and the understanding of social responsibility (Wertheim Aymes, 2018).

Bridging social capital

Bridging social capital in contrast to bonding social capital creates bonds of connectedness across diverse social groups (Beugelsdijk & Smulders, 2003). This is characterised by connections between groups or individuals who are dissimilar and are less discriminatory in that it cuts across ethnicity, race, caste, and culture among others (Babaei *et al*, 2012). Bridging

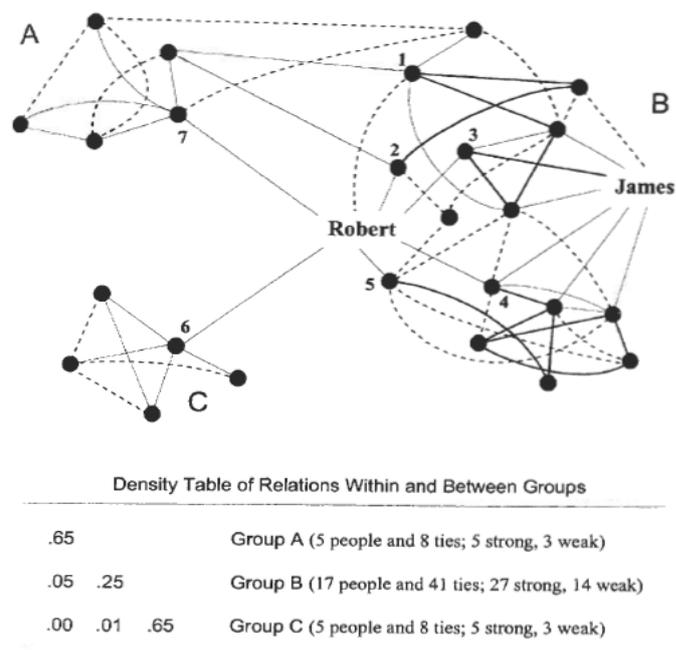


Figure 2: Graphic showing density relationships within and between groups (Burt, 2001:33)

capital is created via what is known as network brokers, namely individuals who have strong connections with sources in multiple disconnected groups and act as a bridge for resources between these various groups. As indicated in figure 2 James is part of a cohesive heterogeneous group with 6 strong ties and 1 weak tie all of which are intragroup. Robert,

although a member of the same group with the same number of strong and weak ties, has two intergroup ties. Robert has thus created a bridge for information between groups A, B and C.

These intergroup networks that Robert has created for himself afford him an advantage in terms of information about job openings or work opportunities that are not available in the group he shares with James. That is, if one were to look more closely at the information which James can gather, there will be redundancies occurring. This could result in James feeling as though the work opportunities have depleted despite his best efforts to find work. Here one can start to see potential indicators of why perceived opportunity in terms of work is low compared to actual opportunity for work.

In the case of Robert, because he has placed himself among various structural holes, redundancies in information gathered are far less likely to occur. That is, his information is coming from a much wider variety of sources from groups that are otherwise disconnected (Burt, 2001). As mentioned above, strong social intracommunity ties will promote the flow of information. The same rule applies to people positioned with intergroup/community ties. If, for example, Robert found himself in need of employment, his ties with multiple communities would provide him with employment opportunities in all of his connected groups instead of only one. Though the intergroup ties that Robert has might be weaker than some of James' intragroup ties, his access is still stronger. Granovetter, (1973) indicates that intracommunity ties are severely underestimated in terms of allowing the flow of information. As Burt indicates, according to the theory of structural holes, any kind of intercommunity tie is a strength. This is especially true when network closure (bonding social capital) has been established (Latora, *et al*, 2013).

This kind of social integration can aid in other forms of network capital. Seibert and Kreimer, (2001) point out that networking is one of the most important factors when looking to achieve one's career goals. It is commonly observed that individuals who manage to achieve advisory and managerial positions spend a significant portion of their time engaging in networking activities (cultivating ties with other individuals). Seibert & Kraimer, (2001) point to the fact that some of the most common advice for achieving one's career goals is the importance of networking. It is commonly cited that the most successful people in their fields often spend more than half their time engaged in networking activities. The benefit of networking suggests that success is derived from individuals' intrinsic feelings of accomplishment. These intrinsic feelings are often translated into individuals' external surroundings fuelled by their feelings of success.

Granovetter, (1973) agrees to indicate that according to his research weaker ties (usually present in relationships with superiors than with peers) are more valuable in terms of positive career development. That is, networking efforts result in, usually, weaker ties with individuals who provide opportunities for job openings or promotions within an organisation. Burt, (2000) does not agree and indicates that fewer, stronger ties (resulting in gaps in peer relationships) provide an individual with a more direct and certain possibility of being directed to and selected for promotion opportunities as well as job openings. What is evident in both distinctions of bridging capital is the existence of self-esteem on the one hand and the presence of goal-driven individuals. The development of which lies with the existence of social bonding capital as a basis.

Linking social capital

“Social capital brings consequence for action” (Macke & Dilly, 2010:124). This statement is true for social capital on all levels but importantly so when looking at linking social capital. Linking social capital operates vertically rather than horizontally. Linking capital brings into the fold of community development, the role of the state. Hawkins and Maurer, (2010:1780) refer to linking capital as “the extent to which individuals build relationships with institutions and individuals who have relative power over them” (i.e., hierarchical). These institutions and individuals would be the link to access certain resources. That is, they make it possible for community organisations to do what they could not on their own. Here one can see that linking social capital is possibly the most valuable form of social capital (Hawkins & Maurer, 2010 & Macke & Dilly, 2010). In the same way that social bonding capital allows a community as a whole to bridge the gap between a school board and its members to gain access to necessary resources, so it has the same effect when access to resources provided by the government or the state. It is possible to imagine the state as a broad overseer whose task it is to provide resources to operations where bridging and bonding capital can be developed.

Communities characterised by a lack of linking social capital there is little state presence and where there is it is not focussed overall and fosters feelings of mistrust towards those who appear to benefit more readily than others. The State makes it possible for the citizens to do what they could not do on their own – trust each other (Putnam, 2000). Resources are much more easily accessible with open networks between communities in need and organisational/individual channels of support (Brisson & Usher, 2005). According to Lin, (2001) heterophyllous relationships, those between dissimilar actors, are usually weaker ties. This is also true when looking at bridging capital. However, weaker ties typically produce more

valuable outcomes. That is, the diversity in the dissimilar nature of actors in bridging and linking networks promote the development of new ideas (Hawkins & Maurer, 2010).

Lin, (2001) also points out the social relationships reinforce and reassure one's recognition of worthiness. Without this recognition, it becomes difficult to effectively communicate your own needs never mind the needs of a community as a collective. Strong bonding ties promote the self-awareness necessary to encourage the networking potential to develop linking ties to claim entitlement to resources. What becomes increasingly evident here is that although bridging and linking capital might be more valuable in terms of development potential, the ability to network and build those relationships relies heavily on the existence of strong bonding ties (Lin, 2001). Social capital cannot be developed however without the aid of community interventions. For this reason, understanding models surrounding youth development are essential in providing a basis for intervention interactions and catalyst events.

YOUTH DEVELOPMENT AND EMPLOYMENT

Youth development model

The youth development model looks at youth development from different theoretical perspectives. Early youth development models were structured around what is known as the 'deficit perspective' and what is lacking in the environment. For example, youth displaying risky behaviour were identified as lacking certain "tools" to develop proper resilience against 'improper' behaviour and life decisions. Strategies developed to tackle these deficiencies often involved the use of teaching skills and processes to deter the youth from certain delinquent activities such as unsafe sex or smoking (drugs and cigarettes) as well as drinking. This approach argued for the need to have prescriptive mentorship implemented. Prescriptive mentorship which is most used in the deficit perspective model refers to youth development strategies focussed on prescribing dos and don'ts. That is, do not do drugs do not have unsafe sex, do use condoms, do not have sex before you reach a certain age. Do not succumb to peer pressure, smoking is bad do not smoke (Lerner, 2017). However, this approach does not equip the youth with the required tools or skills to follow through on these prescriptive behaviours. This has led to a shift away from the 'deficit perspective' to a more developmental approach.

The Positive Youth Development (PYD) approach focuses on understanding the factors that promote healthy life choices and strives to instil these qualities in youth displaying risky behaviour (Boweres, *et al*, 2010). PYD operates on the underlying assumption that youth develop naturally occurring resources and that building on these is the most effective way when addressing "deficits" of human functioning. The goal of PYD is not to simply produce

individuals who are fed and housed and happy (in relative terms) but to produce valuable contributors to society (Vella, Oades & Crowe, 2011). The most empirically supported theoretical model that investigates promoting positive youth development is the five C's model of PYD. These five C's are Competence, Confidence, Connection, Character and Caring. Bowers' *et al*, (2010) indicate these domains within the youth development process as being interactive.

The development of these characteristics has been described as developing "thriving youth" and shaping young people into mutually beneficial individuals in the context of contributions to family, community, civil society and most important to the self'. Additionally, youth who have developed these characteristics have been identified as less likely to choose or be pushed onto a path of risk, detrimental behaviour.

The five C's strive to develop the following intrinsic understanding of oneself:

Competence: looks at developing a positive view of one's abilities in specific areas that are of particular importance to the individual. These include interpersonal skills and the development of self-esteem.

Confidence: Self-esteem (and self-efficacy) allows for a positive display of confidence. This stems from a deep intrinsic belief in one's abilities and competencies.

Connection: links well with the development of social capital. It is the positive bonds that individuals develop with people that encourage inclusion.

Character: is perhaps one of the most lacking domains in marginalised communities. It focuses on individuals' understanding and respect for cultural and societal rules (or basic life skills). A sense of right and wrong and integrity.

Caring: looks at a person's level of sympathy and empathy (Bowers, *et al*, 2010:721).

When looking at PYD one of the most important factors that have been identified is the importance of supportive relationships with adults and role models, which links to the previous debate on the importance of social capital. A role model can be any person that an individual looks up to and strives to 'imitate'. According to Wertheim Aymes, (2018) role models for youth are typically celebrities rather than members of the community. Though any kind of role model is beneficial, a celebrity role model is inaccessible in terms of contact and assistance. For this reason, local role models are vitally important in filling that gap where youth have physical contact with those whom they admire and look up to for face-to-face assistance

(Burnett, 2006). Bearing this in mind, sports programmes are often seen as important youth development initiatives. Not only do sports programmes help foster intimate social connections, but the role of a coach also often allows for the formation of mentorship bonds between a coach and his/her athletes (Vella, *et al*, 2011).

Youth-adult partnership

The theory of youth-adult partnership is an important aspect when looking at positive youth development. Youth-Adult partnerships look at the relationships between parents and/or elders and the youth in the community. The importance of this kind of relationship is to develop an understanding between youth and their elders as, perhaps not equal, but both players in the game of life. Youth needs to understand the experience and value offered by more experienced individuals. However, it is also important for the elders within the community to understand that youth, especially those over the age of 18 should be valued as members of society and that their input into civic issues is as valid as any other person. If young people are not valued as active members of society, it can lead youth to believe they are not worthy members of society.

According to Zeldin, *et al*, (2014) Y-AP has three significant aspects that must be taken into account. The first is that youth participation should be looked at in terms of a strategy for dealing with social injustice. Youth, especially in developing countries, are overlooked in terms of their significance when it comes to important societal issues that affect them. Participation allows their voices to be heard and the real issues to be dealt with. The second aspect looks at youth participation as a strategy for youth development and effective citizenry where an individual is seen as contributing to society in a valuable capacity. The third aspect looks at youth participation as a strategy for nation-building. Nation-building looks at individuals' roles in society (Wong, *et al*, 2010). "Involving young people contributes directly to nation-building by fortifying community institutions, building instrumental and relationship-oriented networks and affording young people the opportunities to share their experience and insight to collective action" (Zeldin, *et al*, 2014:338).

Youth-Adult partnerships work because it allows youth to be involved in their development as well as the communities' development. Additionally, adults can provide development teachings and mentorship scaffolding. Youth participation cannot come into reality without adult partnership intervention and the necessary social capital that emerges from this.

Asset based community development (ABCD)

Asset-Based Community Development (ABCD) is exactly that. It looks directly at the assets (strengths) of a given community. The goal is to assist in growth by understanding the basic strengths that a community as a whole and its members possess. ABCD is a bottom-up approach to community development that focuses on a community's strength and assets rather than its needs. Most importantly here is that the development takes place for the community and develops the capacity of a community and its members to drive their development. That is, the catalyst for development needs to be the community itself. The focus of ABCD is the existing strengths, in this case, the skills present among the community members. Development requires action and for action to become development it requires community. They also indicate that for sustainable growth, there must be a common understanding of the needs of a community by its members (International Association for Community Development (IACD), 2009). According to the IACD, (2009), three elements distinguish ABCD from the broader definitions of asset-based approaches to community development. These elements are 1) the focus on 'gifts. For example, a high level of entrepreneurial orientation is apparent among the youth in Diazville. The development of this strength would directly impact employment prospects within Diazville and the broader Saldanha Bay area. 2) is the association of life. This refers to the limitations of systems (Kertzman & McKnight, 1996) which, in this instance, refers to a group of people who come together voluntarily intending to do good. With this association of life, it is abundantly clear the importance of social capital. The bonds of trust which need to exist to decide to come together voluntarily are vitally important. 3) powering the community's hands. This is linked directly to self-efficacy and agency and is significantly difficult to achieve without a sense of security and belonging. Additionally, exclusion from access to resources reduces the understanding of one's value (IACD, 2009).

With the inability to understand their potential, it is difficult for communities to achieve self-sufficient sustainable growth (Kertzman & McKnight, 1996:24). Asset-Based Community Development (ABCD) attempts to provide communities with the right tools to create their growth potential. Asking questions about the skills and talents that individuals possess guides the thinking in the direction of these strengths. It is but a small step in the right direction. Developing a database dedicated to documenting the strengths of a community and using this data to develop asset-based strategies can make a significant difference.

METHODOLOGY

INTRODUCTION

This chapter outlines the methodology used to collect the data on youth skills and talents in Diazville. The research strategy, data collection methods for both the qualitative and quantitative sections of the research are outlined.

RESEARCH STRATEGY

This research aims to develop an understanding of the education, skills and talents of the youth residing in the Diazville community. This information could assist in the development of intervention strategies for the alleviation of unemployment in the area.

The mixed methods research design incorporates both qualitative and quantitative data collection methods. Where quantitative and qualitative are supported by the ontological paradigms of realism and constructivism respectively, a mixed-methods design is supported by critical realism. According to Cresswell and Clark, (2011:45), critical realism has accepted both the realist ontology and the constructivism epistemology and attempts to integrate these two views. The goal is to allow the strengths and weaknesses of the one methodology to complement the strengths and weaknesses of the other (Cresswell & Clark, 2011:45).

The Saldanha Bay municipality and the department of social development have been working to initiate a baseline skills audit of the youth (aged 19-35 years). The goal of this research is to put together a database of available skills amongst the youth in Diazville to put into motion further development based on the existing skills and entrepreneurship abilities available within the community.

The goal of the survey was to establish a baseline of the existing skills and talents among the youth of Diazville, to plan interventions for youth development in line with their skills, talents and entrepreneurial potential. The Saldanha Bay Municipality (SBM) has identified approximately 9000 youth within the community, most of whom are unemployed. These youth are spread amongst approximately 2646 households indicating roughly 4 youth per household. This research selected several households to draw a sample size (i.e. a 10% sample of the total number of households in the community) making the sample size 264 households. The sample was drawn up using a systematic sampling method. Every person who was classified as youth above the age of 18, in a selected household, was asked to participate in the survey. The survey was carried out by fieldworkers and students who underwent an accredited fieldwork training

course beforehand. The fieldwork took place from the 20th to the 24th of May 2019. Data input was done following data collection using IBM SPSS data sheets and coding of data followed once it had been entered into the datasheets. Once that data had been checked and coded, it was analysed using univariate and multivariate analysis to discern significant trends within the data. This was done, once again, with the help of IBM SPSS.

According to Bryman (2012), quantitative research methods have their advantages as well as their weaknesses. Quantitative research has been recognised as failing to distinguish people as individuals and as groups from nature. That is to say that the connection between daily life and the nature of social change can scarcely be determined using quantitative research. However, as is relevant to this section of this research, quantitative research allows researchers to draw larger sample sizes enabling the finding to be more generalisable. High internal validity in such cases is important for replication of similar research (Bryman, 2012).

RESEARCH DESIGN

An explanatory sequential design was implemented. This refers to the way the different phases of the research were carried out. That is, the qualitative phase of the research followed in sequence after the quantitative phase. Besides, it is an explanatory design in that the qualitative phase was designed to explain certain outcomes based on findings from the quantitative data. Phase one, the quantitative phase of the research can be considered the primary phase in that it produces the main findings. Phase one was conducted first employing a survey questionnaire the data was then captured and analysed. Phase two, the qualitative phase was then carried out following the analysis of the quantitative findings. Phase two was carried out by use of individual semi-structured interviews. The findings from which were used as a secondary source to explain interesting findings from phase one.

RESEARCH INSTRUMENT

The draft questionnaire was developed before the beginning of the term and for this reason, I was not involved in the beginning stages of its development. The focus of the questionnaire was to determine a basic understanding of the skills, school qualifications, post-school qualifications as well as training received (both accredited and non-accredited) either in service or with a registered service provider.

After the above-mentioned steps, the questionnaire was altered accordingly, and it was then Piloted by the fieldworkers. This is a necessary step to make certain that the questionnaire (the instrument) is reliable and valid. The pilot process was conducted by the local fieldworkers

themselves during the fieldwork training process. All the fieldworkers fit the criteria for the study. That is, they were all between the ages of 19 and 35 years of age living in Diazville, Saldanha Bay. Each fieldworker filled out one questionnaire under the supervision of the fieldwork trainer and me. This was a vital step and invaluable process as the fieldworkers in training were able to assist in pointing out phrasing and language issues in the questions.

Despite rigorous steps taken to ensure proper phrasing, as well as piloting the questionnaire, some respondents still had difficulty understanding some of the questions posed. This showed in the participant responses for (in particular) the qualitative responses linked to talents.

DATA COLLECTION METHOD

This section of the report presents the findings represented by the data collected. The first section outlines the demographics and presents a description of some characteristics of the respondent. The second section presents a description of the training, qualification and employment profile of respondents. The third section outlines the skills and talents of the participants. In this final section, the focus is on the social capital available in Diazville and how these available skills and talents can be utilised in developing the community from the bottom up. Attention is also directed at possible ways in which the Saldanha Bay Municipality (SBM) and the Department of Social Development (DSD) can work with community members to develop specific talents that could add to the socio-economic development of the community.

Data for the Diazville Skills and Talent Audit was collected during the skills and talent audit survey in May 2019. Fieldworkers selected from the Saldanha community were required to complete a five-day accredited training programme to prepare them for the fieldwork. During the fieldwork period, these fieldworkers were joined by Honours and master's students from the Department of Sociology and Social Anthropology (Stellenbosch University). In total 226 households were selected and a total of 259 interviews were completed with youth 19-35 years) residing in Diazville.

The survey questionnaire was structured to ask questions related to school and post-school qualifications, in-service training and further education to identify the skills level of the youth of Diazville. Questions asking about the talents of participants and their ideal jobs were also included in the questionnaire (see Appendix 1 for the questionnaire).

Data for the qualitative phase of this research was collected using semi-structured interviews. The interviews were conducted by me. Participants for this section of the research were selected

according to their responses from the survey questionnaire in terms of their responses to skill and perceived talents. This became relevant as some participants indicated that they did not have any talents or skills. Discerning whether this was true or whether the participants had properly understood the questions on the questionnaire is important to understand as it highlights possible limitations. I was interested to see whether their responses were at all indicative of a general lack of interest in terms of the topic of skills and talents. Additionally, because of the youth unemployment statistics as well as the data indicating the precarity of work acquired by participants I wanted to understand the methods of job seeking employed by participants.

THE SAMPLE

For this study, a systematic sampling selection procedure was employed, ensuring that all members of the community have an equal probability (chance) of selection. The sampling unit was defined as an erf/plot. From a total of 2646 plots, a sample size of 10% was decided upon (sample = 264 plots). A random number between 1 and 10 was selected (7) and subsequently every 7th household was selected. To fulfil the sample.

In the event where a selected household qualified for selection, thus had one or more household members between the ages 19-35 years, one to a maximum of two of these individuals were asked to participate in the study. In those instances where a household had more than one member within this age category, a maximum of two respondents was interviewed. If a household comprised of more than two members within this age category, fieldworkers were instructed to select, if possible, a male and a female participant to ensure equal gender representation.

In the case where a household did not qualify to participate or was not available during the fieldwork period, this household was replaced using a predefined replacement strategy. According to this strategy a household (plot) that did not qualify or was not available during the fieldwork work period, was replaced with the house on the right of the initially selected house.

In total a sample of 264 plots was compiled, of which 226 households qualified for selection. 259 participants were successfully interviewed.

The sample population is constituted of 100 male and 159 female participants. The majority of participants classified themselves as part of the Coloured population with only a small minority defining themselves as Black Xhosa speaking individuals. Most of the participants speak

Afrikaans as their home language but speak both Afrikaans and English fluently. Very few participants could speak more than two languages fluently. The majority (54.7%) of participants were between the ages 19-25 years with the remaining half divided rather evenly between the age groups of 26-30 years and 31-35 years.

QUALITATIVE DATA COLLECTION METHOD AND RESEARCH INSTRUMENT

The qualitative interviews were conducted using a semi-structured interview. A semi-structured interview was used because certain issues needed to be targeted linked to questions from the quantitative survey. However, the questions needed to remain open-ended to promote further information on the topic to flow. Questions deemed incomplete or misunderstood included questions related to perceived skills and talents. The word ‘talents’ was well understood, but the word ‘skills’ seemed to be understood out of the intended context. The intended context of this research links skills with the possibility of work. The context understood seemed to link skills to general skills such as “hard-working” or fast learners”. Other questions which were misunderstood based on phrasing included whether respondents would leave Saldanha given the means to do so. In addition to this, my intention with the semi-structured interview was to gather a better understanding of the perceived opportunities, or lack thereof, in Saldanha. I also intended to find discover the primary method of job seeking among community members to gather an understanding of the knowledge surrounding available job portals.

QUALITATIVE SAMPLE

Participants for the qualitative section were selected based on their responses to the questions where inconsistencies had been identified. Section 5 appeared the most misunderstood especially Q 5.3. Several participants appeared to misunderstand the indication that they would have the financial means to move away and still listed their obstacles as financial. Other questions such as the question of perceived talents was also, in hindsight understandably, misunderstood as general talent rather than talents related to employability. Additionally, participants were selected based on their address location to include participants from all areas within the Diazville community. Eight participants were selected based on the above criteria. However, only 5 interviews were conducted as the data collected became saturated after only five interviews. The data was identified as becoming saturated when all the responses changed from being financially unable restricted from moving to being restricted by dependents (either elderly parents/grandparents or young children). Additionally, when asked to clarify if they had any skills related to employability the answers were again very similar.

No participants selected for this stage of the research had to be replaced as all were available to be interviewed.

RESEARCH ETHICS

The quantitative section of my research required written consent from participants to partake in the study. Each questionnaire was signed by the individual respondent and in each case, the research outline was discussed with the respondent by the fieldworker collecting the data. Each participant has the right to withdraw from the research at any time should they feel uncomfortable, or no longer feel that they would like to participate. Participants will remain anonymous within the research report. No person other than myself and my supervisor will have access to the completed survey questionnaires. No person under the age of 18 was considered a participant in the research.

The qualitative section of my research required verbal consent. Written consent was deemed unnecessary in this case as the participants who took part in my qualitative interviews were respondents who had already participated in my quantitative study. Permission to record the interviews was requested verbally. Each participant has the right to withdraw their interview from consideration for this study (in part or in full) with no repercussions. Participants were informed that they may choose to deny an answer to any question they felt uncomfortable with. No participants under the age of 18 were considered for these interviews.

CHALLENGES AND LIMITATIONS

The biggest challenge I faced when looking at the development of the questionnaire and the data collection process was the phrasing of some of the questions. Questions should always be phrased in such a way as to account for the language and literacy levels (abilities) of the target population. This proved to be one of the more difficult challenges to overcome. Though the questionnaire was scrutinised by me, the fieldwork coordinator and the fieldworkers from the community (Diazville), certain issues still arose. This step is an important lesson to be learned before stepping out into the field and should be well noted. Upon reflection, it makes complete sense that community input would have such a big impact. Local community members speak the language (this is not necessary for the literal sense either as there might be certain cultural-linguistic trends that are unique to a certain community). Community members can see the questions which will be asked and identify where these might be irrelevant or need to be more focussed or even if they will not be understood. To help with this process the fieldworkers

interviewed one another. One of the most important lessons gathered through this challenging experience was the importance of having your work checked by a neutral party.

New and unexpected challenges arose after the research questionnaire had been finalised. Though this might seem a bit trivial efficiency during the data capturing stage of the process is important to ensure fewer mistakes. For this reason, ensuring the questionnaire and the SPSS data sheet complement one another was extremely important. This was something that I discovered a little too late and consequentially had to endure the process of data capturing and amending the SPSS datasheet at the same time. Though initially, the process was simple the further along the process the more challenging it became. I initially thought to myself that I could manage without any issues, it took me 40 minutes to complete the datasheet for capturing and I was done all I had to do now was begin data capturing. As soon as I began, I realised that the final questionnaire had not been designed to accommodate certain aspects of the data collection. For example, it is assumed right from the offset that there will be a margin for replacement however, the questionnaire did not accommodate this anticipation and no code was allocated from the offset. Though this is minor, some other examples included questions that include multiple responses, it took the better part of a day of researching to resolve. This resulted in the discovery that one question would now have to be divided into eleven questions. Overall, just the development of a survey questionnaire has proved to be an enormous learning experience throughout which I faced challenges I could have anticipated and did not and some

FINDINGS

INTRODUCTION

This section outlines the findings of the quantitative data and qualitative data obtained from this study. The chapter begins with the quantitative data with a description of the demographic profile of the respondents, work experience, employment status and income of respondents. Following this, the training and qualifications are outlined, before presenting the findings on the skills and talents and entrepreneurial orientation of respondents. As this is a mixed-methods study, the last section of the study looks at the understanding and lived experiences of participants in terms of their economic status and relative skills and talents.

QUANTITATIVE FINDINGS

Demographic profile of the Diazville youth

In terms of the age distribution of respondents, most fell into the lower end (19-25 years) of the overall youth age cohort with 54.7% of respondents were between 19-25 years old, with 24% between 26-30 years of age and 21.3% between 31-35 years of age.

Table 1: Age distribution of respondents

		Frequency	Valid Percent	Cumulative Percent
Age category	19-25 years of age	141	54.7	54.7
	26-30 years of age	62	24.0	78.7
	31-35 years of age	55	21.3	100.0
	Total	258	100.0	

The gender distribution of the respondents shows a stronger female representation with females representing 61.4% (at 159 respondents) and males 38.6% (at 100 respondents) of youth as defined for this study.

In terms of schooling Table 3 illustrates that the highest secondary qualification. According to the collected data, 42% of male respondents have a school qualification of either Grade 10 or Grade 11, making this the largest percentage of male respondents, with only 29% having completed grade 12. Comparatively, female respondents attained a higher level of education with the majority (39%) that completed Grade 12, with 35% having completed Grade 10 or 11

Table 2: Highest secondary school qualification completed by gender

Highest school qualification by Gender					
			Gender		Total
			Male	Female	
Highest completed Grade	Grade 12	Count	29	62	91
		Column %	29.0%	39.2%	35.3%
	Grades 10 - 11	Count	42	56	98
		Column %	42.0%	35.4%	38.0%
	Grades 4 - 9	Count	29	40	69
		Column %	29.0%	25.3%	26.7%
Total		Count	100	158	258
		Column %	100.0%	100.0%	100.0%

It is interesting to see that gender does not significantly influence the level of school qualification. As indicated in table 3, with a p-value of 0.244 the two variables are independent of one another. It is well documented that young boys with little positive male role models are more easily drawn into risky behaviours or more appealing (more lucrative) attractions. Wertheim Aymes, (2018) found that smoking dagga was popular among this community, which affected school attendance. The data shows that despite these factors, young boys are still attending school number until grade 12. A limitation here, however, would be the knowledge of the passing grades of these youth.

Table 3: Chi-Square test indicating the significance of gender, linked to highest school qualification.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.825 ^a	2	.244
Likelihood Ratio	2.861	2	.239

The majority (95.3%) indicated language fluency in Afrikaans, with 75.6% able to speak English. Four percent speak isiXhosa fluently (Table 4), 0.8% isiZulu, 0.4% speak Sepedi, Sesotho and Setswana fluently and 0.2% (N = 1) speak Ndebele fluently. Matching the language ability of participants, Afrikaans was indicated by 92% of participants as their home language, followed by 5% isiXhosa speaking and 2.3% English speaking individuals.

These results are unsurprising considering the data on the population group represented in Table 6. Of the 92% Afrikaans home language speakers, 89% classified themselves as part of the Coloured population group. Only, 1.9% of this group classified themselves as Black African with only one participant classified as “other” (Table 6).

When asked about their marital status, 78% of the participants indicated to be single and never married, 11.2% were living with their partners and 10% were married. The below statistics are confirmed in the 2018 General Household Survey that found males in the age group 18 to 35 years of age, as more likely to be single and never married (94.7%) compared to a somewhat lower, all be it still a majority, females at 85.8% (Stats SA, 2018).

Table 4: Number of dependents and current employment status

Number of Dependents by Current employment status Crosstabulation						
			Current employment status			Total
			Employed	Economically Inactive	Unemployed & seeking work	
Number of Dependents	0	Count	20	22	63	105
		Column %	28.6%	62.9%	42.0%	41.2%
	1	Count	25	4	42	71
		Column %	35.7%	11.4%	28.0%	27.8%
	2	Count	14	4	27	45
		Column %	20.0%	11.4%	18.0%	17.6%
	3	Count	6	4	9	19
		Column %	8.6%	11.4%	6.0%	7.5%
	4 +	Count	5	1	9	15
		Column %	7.1%	2.9%	6.0%	5.9%
Total		Count	70	35	150	255
		Column %	100.0%	100.0%	100.0%	100.0%

There is a clear correlation between marital status and the number of participants, with 93% of married individuals that have one or more dependants, compared to 82.8% of respondents that are living with their partner and 51% of single persons. Although most respondents are single and never married, 51% of these respondents have one or more dependents. Of these, 29.7% have one dependent, 15.8% have two dependents, 2.5% have three dependents and 3% have four or more dependents. Of those respondents living with their partners, 82.8% have one or more dependants of which the majority (37.9%) have one dependent and 24.1% have two dependents. Of the 10.8% married individuals, 92.9% have dependents of which the majority

(32.1%) have three dependents, 28.6% have four or more, 21.4% have two and 10.7% have only one dependent. For the total population, 60% have one or more dependents.

More importantly, as displayed in Table 4 there is a correlation between the number of dependants of respondents and their employment status. Here it shows that the majority of respondents who are unemployed and seeking work have no dependants. Among respondents who have between 1 and 4 dependents, a higher percentage of them are employed than unemployed. For example, 8.6 % of respondents with 3 dependents are employed where as only 6% of respondents with 3 dependants are unemployed and seeking work. This is noteworthy as it indicates that for most parts, households with dependants are (given the circumstances of the environment) fairly well provided for. It also indicates that there is a certain understanding of the responsibility involved in taking care of dependants and the necessity to be able to provide is taken seriously.

Most (62%) of the participants have been living at their current place of residence for six years or longer, of which 35% have been residing at their current place of residence between 16 and 25 years. Just more than one-third of the respondents (37%) have been living at their current place of residence of 5 years or less. Of these, the majority are within the 19 – 25 age cohort. Unfortunately, it is not possible to comment on the place where respondents moved from, as this was not tested in the questionnaire. These individuals are thus either internal migrants (thus moved from another place in Saldanha to current address) or area in-migrants who moved from another town. According to preliminary findings from my qualitative interviews, however, it is more likely that that the above-mentioned participants are internal migrants having moved within Diazville.

When asked about challenges due to disabling conditions, only 2.7% of respondents indicated to be challenged by some type of disability.

Work experience, employment status and income

The employability of youth is not only compromised by a lack of training but due to a lack of access to personal documentation such as Identity Documents (ID) and access to formal banking institutions, as well as skills such as driving skills and the required legal documentation. To assess the possible impact of these three aspects specifically, respondents were asked to indicate if they have an ID document, have a bank account with an accepted financial institution (bank) and have a valid drivers' licence. At the time of the survey, 3% (N=8) of the respondents had no identity document. Most respondents (69.5%) had an account

at a registered financial institution and have used this account within the last month of the survey. Twenty-four per cent of those who have a bank account have not used it for six months or longer.

Only 5% (N = 13) of respondents had a valid driver's license, of which nine had commercial vehicle licences (Codes C1, C, EC1 and EC) and 4 have a code B license. This is important given the observation that many job openings require that job applicants have their drivers' licenses. However, this is not strange, given that the overall cost of obtaining a driver's license is expensive (R260) for the learner's test alone. Not to mention the driver's licence issue fee, the test fee and the driving lessons required to pass the driver's test. As many poor households do not pose a car, this may not be a priority.

In terms of work experience, the data presented in Table 12 shows that 84.9% of respondents have some experience with slightly more males (92%) than females (80.5%) reporting on this. Of those that have work experience, the majority (33% respectively) have worked either as a factory worker or as a waiter or bartender. Many respondents worked on fishing vessels or worked for the Expanded Public Works Programme (EPWP) programme as manual labourers. This experience is linked to the industries in Saldanha in the industrial/factory core and the retail sector. Here Sea Harvest was listed as the main employer where many worked in sorting and packing fish. Others worked in the food and beverage sector (28.6%), the Hospitality sector

Table 5: Work experience in any capacity by gender

Work experience in any capacity current/past by Gender					
			Gender		Total
			Male	Female	
Work experience in any capacity current/past	Yes	Count	92	128	220
		Column %	92.0%	80.5%	84.9%
	No	Count	8	31	39
		Column %	8.0%	19.5%	15.1%
Total		Count	100	159	259
		Column %	100.0%	100.0%	100.0%

(22.1%), artisanal work (19.7%) or as general workers (16%) i.e. gardening and cleaning. Nine per cent of respondents have experience in supervisory roles, 5.2% have in Administration or as drivers, 4.2% have experience in education and 2.8% in care-work (Table 12).

Despite the high employment history, the majority (59%) of the respondents were unemployed at the time of the survey and actively seeking work (Table 14). Of these, the majority are female (62%) and between the ages of 19-25 years (57.3%) [Tables 14 & 15]. Fourteen per cent of respondents were economically inactive (thus unemployed and not seeking employment) at the time of the survey of which the majority were female (Table 12).

Table 6: Type of work experience

Type of Work Experience (Multiple responses)				
		N	Per cent	% of cases
Type of Work Experience	Artisan work	42	11.0%	19.7%
	Factory work	71	18.6%	33.3%
	Food & Beverage	61	16.0%	28.6%
	Hospitality	47	12.3%	22.1%
	Retail	71	18.6%	33.3%
	Care Work	6	1.6%	2.8%
	Admin	11	2.9%	5.2%
	Education	9	2.4%	4.2%
	Supervisory work	19	5.0%	8.9%
	Hard labour worker	34	8.9%	16.0%
	Driver	11	2.9%	5.2%
Total		382	100.0%	179.3%

Employment history among the respondents also indicates that every industry where work experience is gathered involves physical or manual labour work. However, as noted in the literature, the knowledge sector is the fastest-growing economic sector in the world and it is where most jobs are available (Bell, YEAR). This trend in employment history is not unsurprising based on the industrial nature of the Saldanha as an Industrial Development Zone (SBIDZ). Work opportunities are directed towards industrial manual work. It would also indicate that the skills present among the local people match the economic demand. That is, structural unemployment appears to be the issue. However, it would also indicate that the opportunity for development in the area (for the benefit of job creation and skills diversification) would be in the knowledge sector.

When looking at the current employment status of respondents according to gender, it shows that more men are currently employed than women at 40% compared to 19.4% (more than double) and this is mirrored by the number of women actively seeking work at 62.6% above men which sits at 53%. When looking at the data of economically inactive respondents (that is unemployed and not actively seeking work) the numbers (18.1%) for women match almost

exactly the numbers for women who are currently employed. Men who are economically inactive amount to only 7% of respondents. This data also depicts the gendered division of labour, with women typically having experience in work associated with the household and family-oriented care tasks

What this study has failed to understand are the reasons why more women have chosen to remain economically inactive, as well as the reason why women find it more difficult to acquire work. An assumption is that there is more work (mostly manual labour jobs) for men than. These include jobs such as electricians or mechanics or even millwrights and boilermakers.

Table 7: Current employment status by age category

Figure 2 illustrates the total individual income for participants (separated according to gender).

Current employment status Age Category						
			Age Category			Total
			19-25 yrs	26-30 yrs	31-35 yrs	
Current employment status	Employed	Count	27	26	17	70
		Column %	38.6%	37.1%	24.3%	100.0%
	Economically Inactive	Count	24	5	5	34
		Column %	70.6%	14.7%	14.7%	100.0%
	Unemployed & seeking work	Count	86	31	33	150
		Column %	57.3%	20.7%	22.0%	100.0%
Total		Count	137	62	55	254
		Column %	53.9%	24.4%	21.7%	100.0%

Noteworthy is that the total personal income for male and female participants does not vary largely, illustrated in the mean income for the two genders. The mean income for male participants is R2 213.56 per month compared to a mean income of R1 917.32 for female respondents. The maximum income for employed males is slightly higher at R18 000 compared to R15 000 for the female respondents per month. Most male respondents earned R2 997.29 per month compared to R2 313.73 for female respondents.

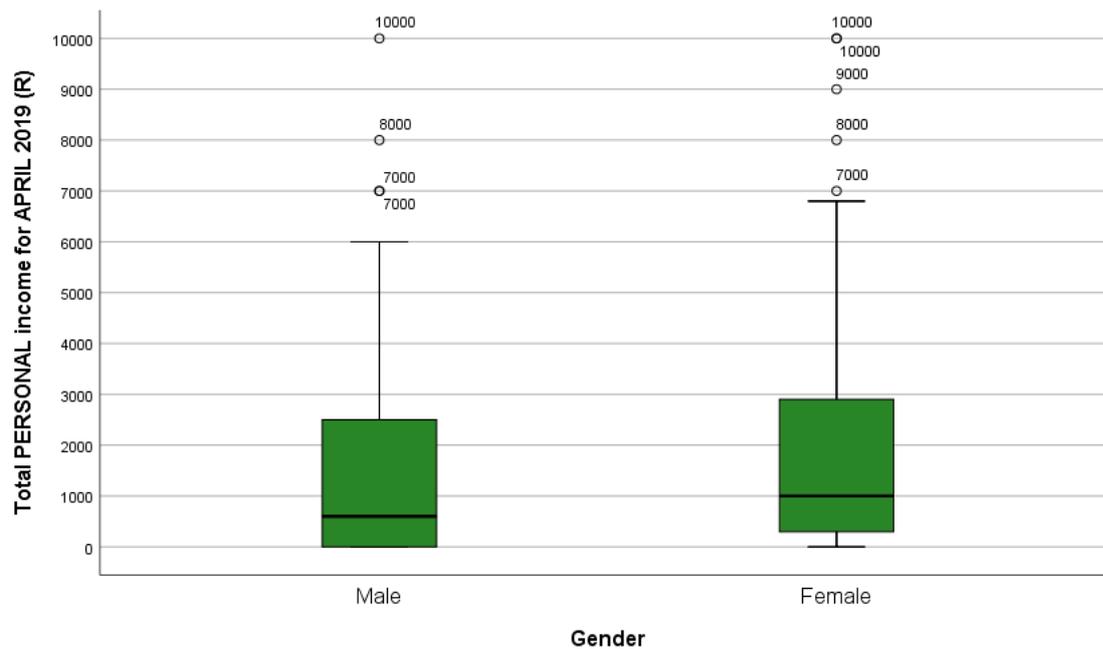


Figure 3: Boxplot representing the total personal income of male and female participants.

When looking at work experience, employment and income, it is clear that there is work available as the vast majority of respondents indicated having work experience. Why then is the employment rate so low? Or is it, in fact quite high, but the term of employment short? Based on the data gathered, I suggest the latter may be true. Many of the respondents who indicated having work experience listed several jobs, namely having worked in the fishing industry, hospitality or as a general worker (mostly packing shelves or cashier work). This seems to suggest that the length of employment is short, but that work in certain areas is not very difficult to obtain. Based on this finding, it is necessary to investigate the length of employment contracts to understand why they appear to be largely short-term. The current trend for short term employment could be linked to among other things, inappropriate conduct in the workplace (i.e arriving late, dressing inappropriately, arriving hung over or intoxicated etc.) (Wertheim Aymes, 2018).

Training and qualifications

Only 22% (N=58) of the respondents completed a post-school qualification (Table 16). Most of these qualifications were artisanal qualifications such as welding, boiler-making, construction, building, painting etc. A few participants had formal training in home-based care and looking after young children and infants, which was also indicated as their preferred line of work and matched their self-perceived talents. First aid and firefighting training were other qualifications noted by a few participants.

Table 8: Completion of qualifications other than school.

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	58	22.4	22.4
	No	201	77.6	100.0
	Total	259	100.0	

Table 9: In-service training

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	87	39.5	39.5
	No	133	60.5	100.0
	Total	220	100.0	

When asked if they have completed any in-service training, 39.5% of respondents responded positively. Although the questionnaire asked respondents to indicate the NQF level of the training they completed, respondents were not able to respond to this question and it was only possible to determine whether the training that was received was accredited. Notably, 51.1% of the in-service training was accredited. This included training in first-aid, firefighting, hygiene training, safety, care work, education and artisanal work. The 42.9% of courses constituting in-service training that was not accredited included training in the hospitality, food and beverage and retail sector. In 6% of the courses, participants did not know what the accreditation status of the course was that they completed. The fact that more than half of the respondents with training and work experience received accredited training indicates that many of the youth in Diazville have some formal training. The difficulty presented here is the progression of the development of these skills over time, where they are not employed in continuous employment.

Table 10: Type of in-service training

Type of training for work experience (Multiple responses)				
		Responses		Per cent of Cases
		N	Per cent	
Type of training for work experience	Accredited	68	51.1%	78.2%
	Not Accredited	57	42.9%	65.5%
	Unsure	8	6.0%	9.2%
Total		133	100.0%	152.9%

Skills and talents

The following set of questions tried to determine the skills and talents of respondents. Data in Figure 3 represents the distribution of the preferred line of work as identified by the youth in Diazville. Responses were condensed into categories according to the employment industry. The categories are defined as follows:

- Administration - administrative work, and receptionist.
- Artisanal work - welding, boiler making, building, electronics (electrician), plumbing etc
- Hospitality - housekeeping, bartending, waitressing, catering and events planning.
- The service sector -; teaching, social work, nursing, police work, health/community care work (old and young) etc.
- Professional occupation - includes occupations such as engineering, accounting, law and medicine.

The analysis shows that the majority (29.1%) of the participants prefer to work in the service sector, followed by 18.2% who work as artisans. Eleven per cent would like to follow a professional career path, such as lawyers and doctors. Artisanal work is, of course, a very relevant line of work particularly for the Saldanha Bay region, which has been earmarked as an Industrial Development Zone. Efforts should be made towards the increased output of locally trained artisans to fill the potential growing job market.

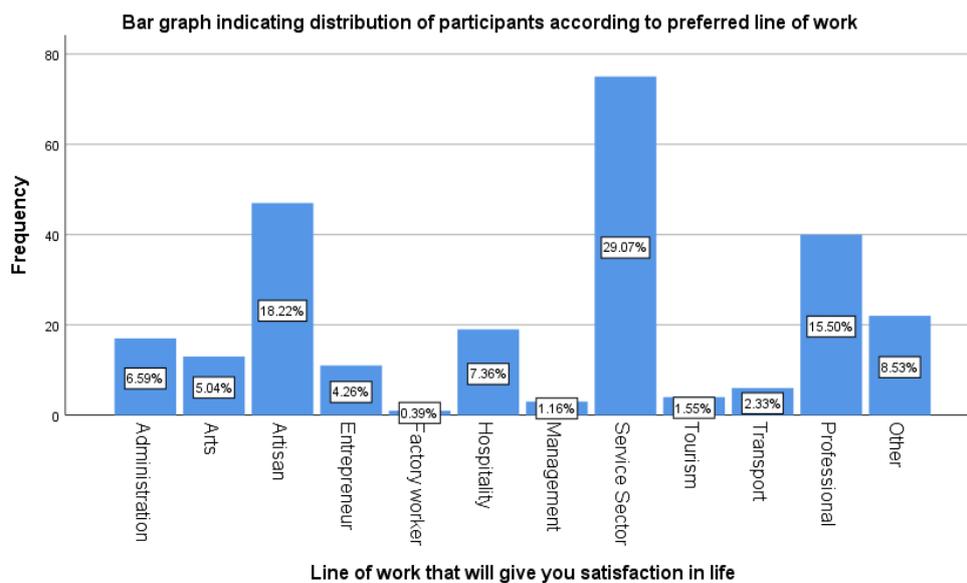


Figure 4: Bar graph indicating the distribution of the preferred line of work of participants in Diazville.

Following the question on the preferred line of employment, respondents were asked to list their self-perceived talents. Here the majority (20.7%) indicated a sports talent followed by talents relevant for the hospitality industry, care work, artisanal skills, arts and music (many of whom have formal training either during school or from music lessons) (Figure 3). Most participants whose perceived talents are sports also have training from a school or a sports club.

The mention of talent in artisanal work, arts and music is an indication that these individuals have had some kind of formal or informal experience in such work. Talents in sport include mostly soccer, followed by rugby and some athletics (Figure 4).

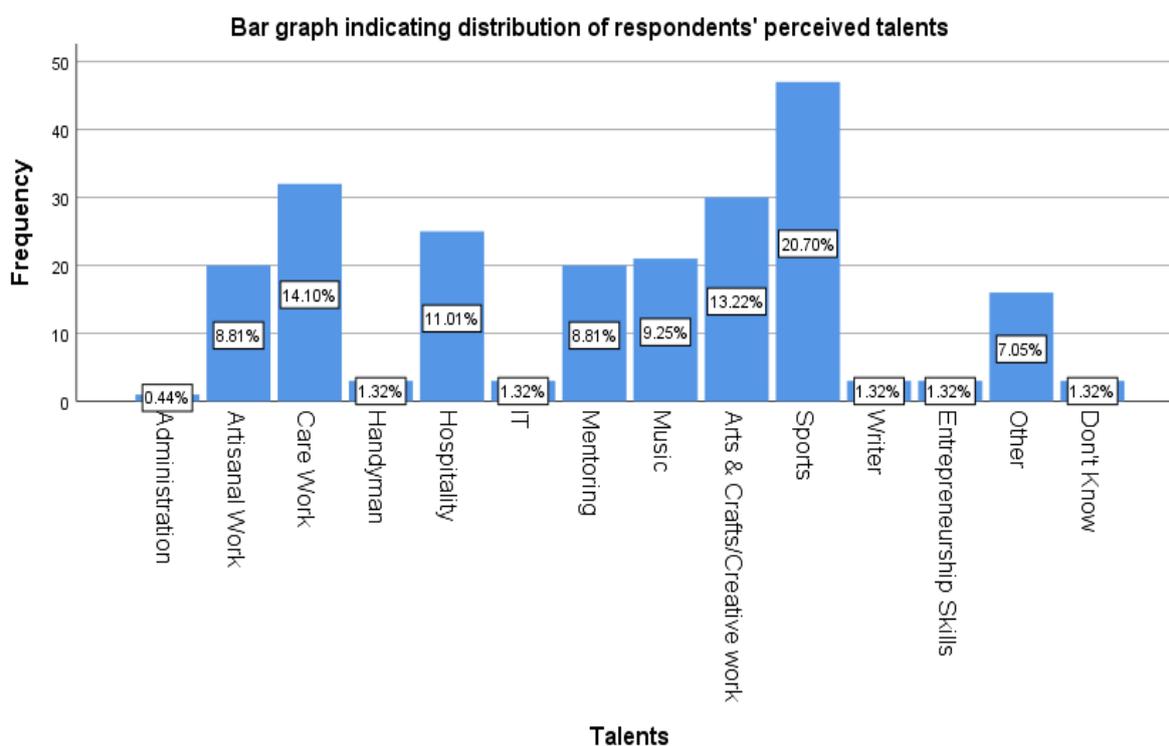


Figure 5: Bar graph indicating the distribution of participants' perceived talents.

Other talents specified by respondents relate to mentoring skills, like being able to help people with advice about a range of different aspects such as finance, personal issues and other general issues. Some 11% of participants perceive their talents as being drawing or painting and 9.25% of participants perceive their talents as being musical.

When asked if they have had any training or practice in their talent, 30.5% of respondents said no. Of these 21% had some formal training and continue to practice their talent regularly, while the same percentage said that they had some informal training. Thirteen per cent of participants have had no training though they practice their talent regularly (at least once a week). Of the latter group talents primarily include mentoring skills as well as sporting talents (Figure 5).

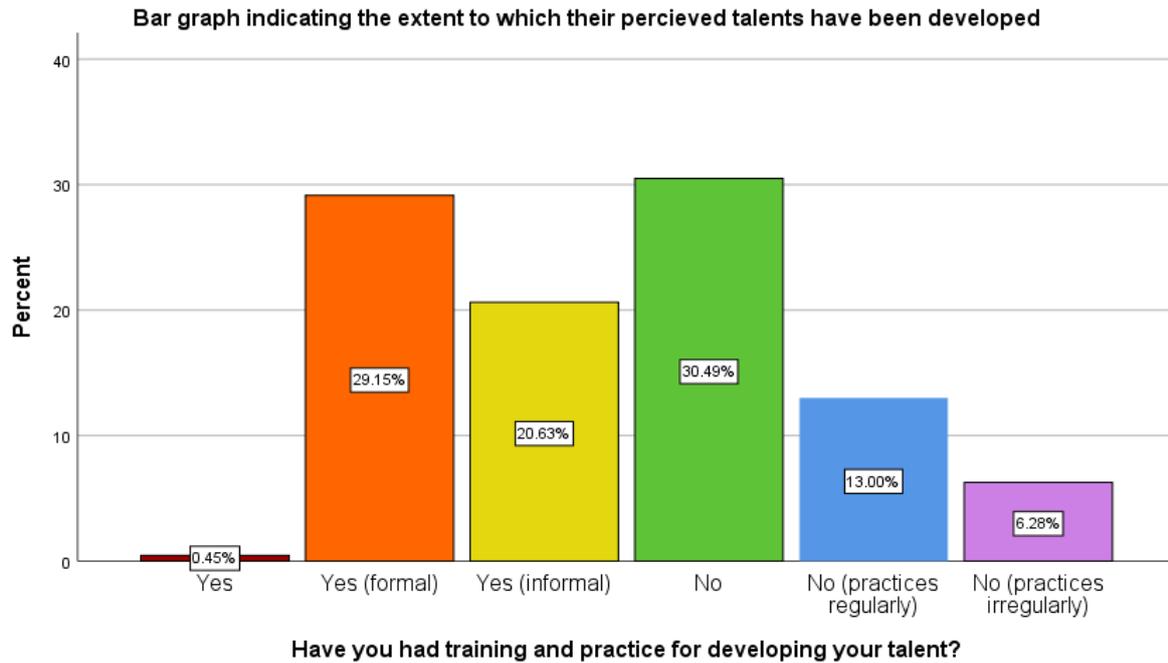


Figure 6: Training/practice for developing talent

Following this, respondents were asked if they would consider leaving Saldanha to pursue their preferred line of work, or to further develop their talents. To this question, 88.8% responded that they would leave if given the opportunity. Asked if any obstacles prevent them from leaving to pursue their dreams and talents the majority said yes. The obstacle noted by most respondents (28.5%) is their responsibility towards dependents with the second a lack of financial resources to do so (26.8%). Twelve per cent indicated that they were not prevented by any obstacle and did not have the intention to leave soon. Other obstacles noted were a lack of opportunity (8.3%, N=19) educational status (7.5%, N=17), personal responsibilities (4.4%, N=10), and disability (1.8%, N = 4), drug addiction (1.3%, N=3) and lack of transport (0.9%, N=2).

Table 11: Obstacles preventing respondents from leaving

		Frequency	Valid Percent	Cumulative Percent
Obstacles preventing respondents from leaving	Dependant	1	.4	.4
	Dependents	65	28.5	28.9
	Disability	4	1.8	30.7
	Education	17	7.5	38.2
	Education & Dependents	1	.4	38.6
	Financial	61	26.8	65.4
	Lack of Opportunity	19	8.3	73.7
	Lack of Support	4	1.8	75.4
	Personal Responsibility	10	4.4	79.8
	Transport	2	.9	80.7
	Drug Misuse	3	1.3	82.0
	Understanding of how to move forward	4	1.8	83.8
	None	28	12.3	96.1
	Other	9	3.9	100.0
Total	228	100.0		

Seven per cent (N=16) of respondents indicated that they would not want to leave Saldanha to pursue their dreams and talents. When asked why reasons are given including a stable work environment and available opportunities in Saldanha with the primary reason that Saldanha is a safe place. Thus, it would seem from these responses that the quality of life experienced by these individuals rate higher than the idea of pursuing their talents and dreams.

Table 12: Reasons for choosing to remain in Saldanha

		Frequency	Valid Percent	Cumulative Percent
Reasons for remaining in Saldanha	Dependents	3	18.8	18.8
	Financial	1	6.3	25.0
	Safe in Saldanha	4	25.0	50.0
	Has a stable Job	1	6.3	56.3
	Worried about job security	2	12.5	68.8
	Opportunities in Saldanha	1	6.3	75.0
	Don't want to leave	2	12.5	87.5
	Lack of experience	2	12.5	100.0
	Total	16	100.0	

Finally, respondents were asked to answer a series of questions ranked according to a Likert scale where 1 is the lowest or least like the individual and 5 is the highest or most like the individual. The scores were then tallied to a number between 18 and 90. The scale was developed to measure the entrepreneurial orientation (EO) of individuals where 18 is not entrepreneurially oriented and 90 is highly entrepreneurially oriented.

As indicated (separated by gender) only one (0.4%) respondent is entrepreneurially oriented while most respondents fall at the higher end of the scale with scores between 61 and 70. 15.4% of males fall into this interval and interestingly, females account for double that at 30.9% in this interval. 14.7% of male respondents and 15.1% of female respondents fall into the score interval between 71-80. This shows that most of the respondents are on the higher end of the scale when looking at entrepreneurial orientation. These individuals can be targeted specifically for initiatives within the community to promote economic growth (Table 21 & Figure 5).

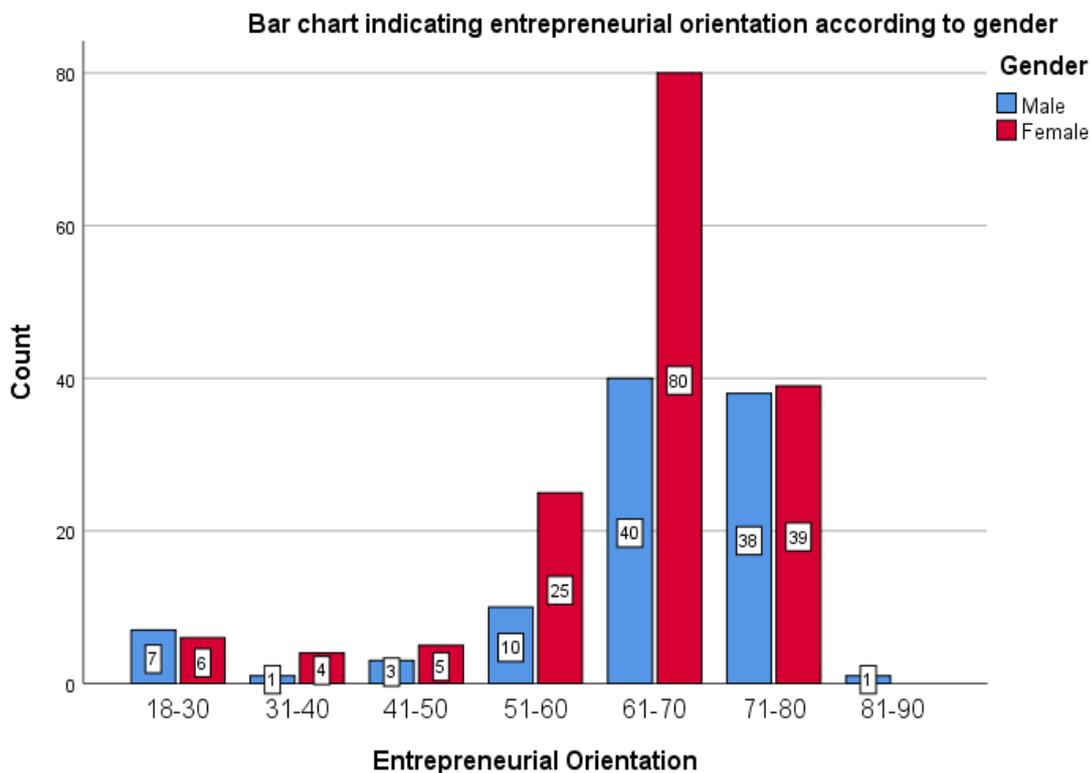


Figure 7: Entrepreneurial orientation according to gender (Frequency)

When looking at the highest level of secondary education according to the top 3 score intervals for entrepreneurial orientation, the results indicate that the grades to target for developing these

skills are grades 10 -12 with most respondents who fall within these three score intervals having achieved a secondary qualification of grade 10 or higher.

Table 13: Entrepreneurial orientation according to highest school qualification.

			Entrepreneurial Orientation			Total	
			61-70	71-80	81-90		
Highest Qualification (School or ABET)	Grade 12	Count	38	22	1	61	
		Column %	19.3%	11.2%	0.5%	31.0%	
	Grade 11	Count	19	17		36	
		Column %	9.6%	8.6%		18.3%	
	Grade 10	Count	28	21		49	
		Column %	14.2%	10.7%		24.9%	
	Grade 9	Count	23	10		33	
		Column %	11.7%	5.1%		16.8%	
	Grade 7-8	Count	11	6		17	
		Column %	5.6%	3.0%		8.6%	
	Grade 4-6	Count	1			1	
		Column %	0.5%			0.5%	
	Total		Count	120	76	1	197
			Column %	60.9%	38.6%	0.5%	100.0%

However, it is important to note here that there is no statistical significance when looking at entrepreneurial orientation and secondary education level indicating that EO is not dependent on the level of education. Though education is important, it does not dictate the capabilities of an individual. It, however, does provide an essential basis for life skills as well as mathematical and language skills.

Table 14: Indication of statistical significance for entrepreneurial orientation by highest school qualification.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.512 ^a	10	.854
Likelihood Ratio	5.969	10	.818

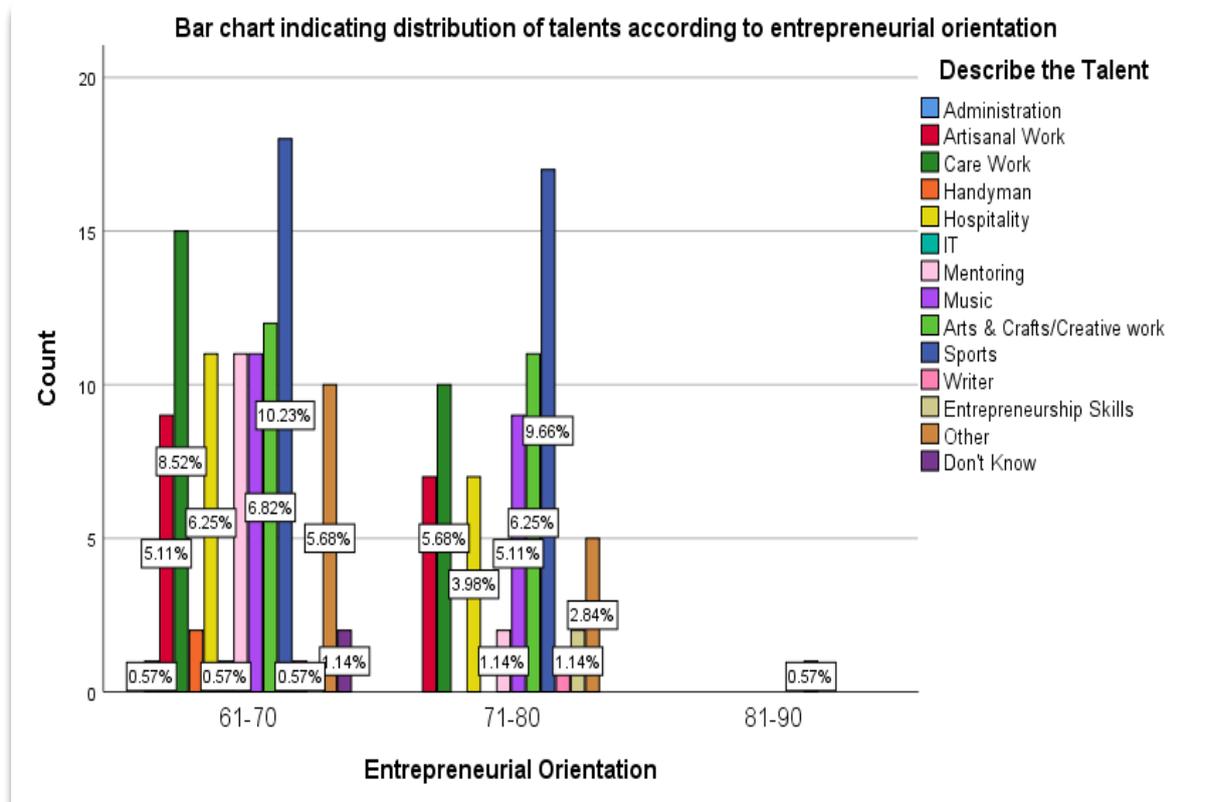


Figure 8: Distribution of perceived talents according to entrepreneurial orientation.

Looking at figure 7 above, note the different talents linked to individuals who tested on the higher end of the EO scale. Here it is clear the talents that can be targeted for development within these individuals. Here is indicated that sports (10.23% and 9.66%), care work (8.52% and 5.66%) of which almost all respondents (who indicated this as a skill) have formal training for and arts, crafts and creative work (6.82% and 6.25%) are among the highest availability among these individuals. These talents are those which can be utilised for the improvement of social bonding which is an important step when the target is sustainable economic growth within a defined community.

QUALITATIVE FINDINGS

This section focuses on questions from the quantitative questionnaire that required clarification or further investigation. Those include questions linked to skills and talents as well, whether respondents would leave Saldanha to pursue a skill or talent in the event where finances would not be an issue. The section also focuses on other information related to the high unemployment rate in Diazville and Saldanha Bay area.

The quantitative data indicates that one of the main reasons participants chose to remain in Saldanha, instead of leaving to pursue a skill or talent, were financial. However, the main reasons for staying in Saldanha, was because they had dependents to take care of. This included young children, but also often parents or grandparents. Other studies indicated that in poorer communities, members are expected to assist each other financially (Dubbeld, 2013). Interestingly, dependants here refer only to children and not to elders or other family members. For example, Alecia indicated that she would love to move to Johannesburg for further training as a personal assistant and to work there. However, her son “he is my pride and joy”¹ would be considered an obstacle preventing her from leaving. Marcia, another female respondent, also indicated that leave saying, “Yes I would do that, to chase a job yes [...] if I can take my daughter with, yes.”

This study was designed to develop an understanding of the skills and talents which exist among the residents of Diazville. For this reason, the aim was to understand how they viewed their skills and talents and asked whether anyone, including parents, teachers and/or outsiders engaged encouraged them to develop their talents. Here it is interesting that none of the participants interviewed, ever really spoke about their skills and talents to anyone.

Previous research in the area among the youth from Diazville and the neighbouring settlement White City looked into the existence of role models (Wertheim Aymes, 2018). Although participants indicated that they had role models, only one indicated that their role model was a member of the community. In that study, of the 25 participants, only one had a person within his community that looked out for him and who he looked up to. This presents the issue of a severe lack of proper role models who can provide an influence and monitor the performance of individuals (Wertheim Aymes, 2018) or who could advise them on potential career options or training opportunities.

During the individual interviews, I mentioned that when asking about their talents, I was looking for talents that could enhance their employment opportunities as reflected in the findings, most saw their talents being related to an affinity for sports, or art, rather than for example, being a good public speaker, leader, or a good teacher and so forth. However, one participant, Vincent, indicated “Yes, I work well under pressure. I can work under pressure,

¹ Alecia (Respondent 4) – 19/02/2020

and I can lead a team. I'm a very good team leader. And I'm a quick catch. [...] [a] quick catcher is I learn very fast. I'm a very fast learner."².

To understand the level of social capital which exists among members of the community, I wanted to understand how community members were able to or wanted to assist one another with opportunities for learning and work. Not one participant could mention where they could find assistance with different learning, employment or work opportunities. That is not to say, however, that there are no connections of care among members of the community. One of my respondents (Nkosazana) told me that there are several creches in the community which exist to take care of young children "my aunty she's a teacher at a creche"³. However, there were little to no individuals or informal businesses who seemed willing or even able to assist in the development of skills among their peers or youth in the community.

This indicates that there are low levels of social capital, across all levels, among community members of Diazville. As indicated by Collins, (2014) bonding social capital aids in the development of collective efficacy among a group, and/or community members. Civic issues such as that of unemployment are concerns that can easily be raised and discussed in a setting where community members feel safe and where their voice will be heard. However, incidences such as civic engagement require a catalyst, an organisation, community or otherwise, and a venue where such meetings can be hosted. Community members such as those who participated in my research need to understand that they, as individuals, can begin to make changes in their communities if they are aware of the skills and channels that exist to develop those skills.

Linked to this is the apparent lack of willingness by those with accredited qualifications, is their financial ability, or lack thereof, to assist those with similar career interests with on-the-job training. Vincent, for example, indicated that there are a few who do take on younger boys as an assistant to assist them with small mechanical tasks such as keeping tools organised or assisting with electrical jobs. but that it is usually only if any at all. When asked, if there was anywhere, he could go to develop his talents, he had this to say:

"No, not that I know of. What mostly happens is you will get your backyard mechanic, you'll get your backyard carpenter, the guy that's got the certificates and everything, but he can't seem to find a job at a company. Now he starts his own thing, business, under the books and then he will take an assistant help the guys, teach them. There is a lot of those guys here in Saldanha."

When asked to expand on the nature of this assistantship, he had the following to say

² Vincent (respondent 1) - 18/02/2020

³ Nkosazana (respondent 5) - 19/02/2020

“Ja they do but they can’t train a whole group because they are also just working for the house. There is no money. And there are people here that’s got the skills here to help people to train them.”

Vincent, my only male participant indicated that he was aware of these individuals who are taking on assistants to help out, all of whom are running informal, unregistered, businesses. He indicated that because they are not earning a lot of money running businesses from the backyard, they rarely pay their assistants, and can often only take on one assistant. Although this insight instils a rather positive message that qualified individuals are teaching the younger residents, it makes it difficult for these younger boys to provide evidence of their training without a proper record from a recognised formal sector employer. From a perspective of personal insight, I believe that the residents of Diazville are unaware of the benefits of having a formally registered business, nor are they aware of the costs involved in registering a business with a name. These costs can be as little as R175. The benefit of having a formally registered business when training employees or even interns, is that it allows trainees to write the trade test without any College training. However, this is only if the trainee has a logbook signed by a registered, qualified, employer (see Wertheim Aymes, 2018). This has the potential to save many young people the cost of attending a college, which is a huge benefit as many residents of Diazville cannot afford to attend college. This brings forward the issue of social exclusion as well as the lack of bridging social capital in Diazville.

Evidence of social exclusion here is the fact that residents are unaware of the benefits of having a registered business instead of operating in the informal sector. Though this is a personal belief (speculation), other evidence points to a bottleneck in the flow of information from other networks into the community of Diazville. For example, when conducting the qualitative interviews, there was an open day at West Coast College in the neighbouring town of Vredenburg. When I asked participants if any of them were aware of the open day, none indicated that they had any knowledge of the open day. In 2014, when the Saldanha Bay Industrial Development Zone (SBIDZ) was first initiated in the region, there was a broad call for applications from the community members in Saldanha Bay. However, following this call for applications, there has been no feedback. Vincent informed me that in May when the survey was conducted, he was employed by the SBIDZ and was subsequently retrenched. During his time, he was able to observe how contractors hired by the SBIDZ brought in labour from outside Saldanha. This enforces the reality of social exclusion which exists within, not only Diazville but the surrounding communities as well.

What is important in terms of social exclusion, is that the youth feel that they are not able to access the ‘mainstream’ training opportunities because they are typically not informed about opportunities, either informally or formally. For example, Marcia spoke of how her dream job was to either be a nurse or a Chef, but when asked if she knew where she could receive the necessary training her response was “No, um... they have a course here, but they just took people they wanted to pick. Uhm here by the multipurpose centre, but the course is starting next month again [...]” However, there is not clear communication on what to expect when applying and Marcia explained that she did not even know she had to submit her CV. There is a lack of flow of information among members of the community.

This social exclusion exists in other areas of social life and social networking in Diazville as well. It is most notable in terms of how community members go about looking for work and in conjunction how they go about applying for further education and skills development opportunities. Monica informed me that “I just make my CV and I hand it out to anyone who maybe has a job [in Saldanha]”⁴. When I followed up by asking if she was aware that she could apply for work online, and if she knew of any recruitment websites, she said that she had no idea about recruitment websites. This sentiment was displayed by all my other respondents. Alecia⁵, however, did indicate that she had a predisposition towards being lazy and that going out and looking for work was tiring and that she was too lazy to go into town and hand out her CV. I was impressed at her honesty and subsequently informed her that one could apply for work online without having to go anywhere. Her expression when she learned about this was one of relief due to the prospect of having a broader spectrum of options. Following my question regarding online applications, she immediately asked me to write down the addresses of a few of the recruitment websites. This issue of social exclusion can be looked at in conjunction with that of social bridging capital which is severely lacking. Not only in the form of individual network brokers, but also in the form of organisations that can facilitate the spread of relevant information throughout the communities in Saldanha.

Burt, (2001), identifies individuals surrounded by structural holes as being network brokers of information between otherwise disconnected networks. The networks in the context of Diazville display evidence of being disconnected are, Diazville as a whole and organisations with opportunities for further skills development. There appears to be a severely lacking channel that encourages the flow of information from the relevant organisations and the

⁴ Monica (respondent 2) – 18/02/2020

⁵ Alecia (respondent 4) – 19/02/2020

members of the Diazville community. I will discuss the relevant solutions in the following chapter.

DISCUSSION

If one looks at the circumstances that the youth in Saldanha find themselves in, their ability to find employment and develop their skills and talents is influenced by the social exclusion they experience in their communities. The concept of social exclusion is experienced as a lack of access to resources associated needed to achieve a healthy and meaningful lifestyle, due to their exclusion from the mainstream economic and political environment, including the avoidance of social interactions with others who may judge them negatively (Pohlen, 2019). Where the youth experience social exclusion, it affects their access to decent education, job opportunities and support from the government.

As reflected in the findings, the youth within Diazville display definite signs of social exclusion. Although many have been able to access the formal economy in terms of employment, this tends to be in areas of work that are in the area and are short-term. The typical forms of work experience indicated shows that there is a significant lack of stable long-term employment. Long term employment offers stability and perhaps more importantly the opportunity for development in skills and learning opportunities. Where this is lacking, the level of development is severely affected resulting in a community of youth not properly trained or prepared to join the formal labour force and experiencing a sense of social exclusion. Where the youth is captured in non-standard, precarious work, there is often little opportunity for skills development, which affects work and career advancement. When looking closer at the data one notices that most of the respondents indicate that they have at least some work experiences and most often it is in more than one job type and capacity. Many of whom, as mentioned, have also received accredited training. This information does not suggest a lack of employment opportunities, but rather that these employment contracts are short term and do not allow the youth to develop their career trajectories based on their skills and talents. Although this does not point to evidence of exclusion from the formal economy in the literal sense, it provides evidence to the fact the youth skills remain underdeveloped because they tend to be employed on short-term contracts. However, previous research in the area suggests that one of the reasons for short-term employment stints can be attributed to the lack of professional or adequate interpersonal skills among residents in Diazville.

This emerged in my previous work (Wertheim Aymes, 2018) and in an interview with an IDZ official who noted that aside from not having the required skills, their life skills appeared severely lacking. These skills include understanding the importance of being on time for work, how to address people and dressing according to the work appropriate; the kind of language

one uses to communicate with peers and superiors alike etc. These skills can be narrowed down to a few things, but to what some claim as a lack of discipline⁶. Discipline, focus, motivation, and goal setting are all character traits learned through the process of socialisation at home, school and the community one grows up in. One of the employers interviewed (SBIDZ recruitment officer) reported that the youth are unemployable due to a lack of life skills. However, due to the degree of social exclusion felt by the youth in terms of their employment opportunities, they are also less motivated to look for work. Besides this, the actual costs of doing so may exclude them from job hunting. As indicated, their lack of knowledge, access to technology and data has also meant that they are not familiar with doing job searches online, or even where to physically look for work.

Unlike the youth growing up in more privileged circumstances, most of the respondents did not have drivers' licenses. The motivation to get a license is low because many do not see the need and the cost of obtaining one in terms of lessons and applying for learners and passing a learner's exam is demanding. Though this may seem insignificant, not having a driver's license limits access to work opportunities. Travel expenses to and from work account for up to 40%, or more, of the monthly income of those living in impoverished communities (SSA, 2015). Those who are unemployed can ill afford to spend even half of that on transport costs when looking for work, or even perhaps to attend interviews. The significance of this problem is heightened when it becomes known that online job searching is almost completely unheard of in Diazville. What this indicates, is that more needs to be done to ensure that the youth have access to online services at for example a youth centre, where they can not only look for employment but find courses and bursaries to develop their skills and talents. In Saldanha and Vredenburg area there are no government buildings with access to Wi-Fi. The youth do have access to computers in the Saldanha Bay Library, but these are in very limited supply (Wertheim Aymes, 2018). A Multipurpose Centre located on the outskirts of White City was designed to address this, but the computer centre was never developed. Instead, this has become primarily a community hall where sports events are held. However, inside the Centre, space was set aside for a computer centre with internet access but has not been developed and impedes youth skills and talent development, and ultimately employment. Not only could this facility upskill the youth and make them aware of different work opportunities, online courses etc, but

⁶ See (Wertheim Aymes, 2018) in which it is identified that among 25 at risk youth in Diazville, Saldanha Bay, only 1 identified their role model as being another community member. This shows the severe lack of appropriate community role models, both male and female. This fact has been echoed in discussions with community members in my current research as well.

it can also provide an environment where social bonding capital could be developed among peers.

The findings of this study also show that the 'field' and 'habitus' of the youth affects their attitudes, behaviours and opportunities. In Diazville, there are certainly a variety of 'fields' that affect the world views of the youth. For example, a 'field' whose rules and beliefs dictate that living in a marginalised community never results in stable employment or provides real employment opportunities shapes the attitude of those within this 'field'. Attitudes influence the youth's willingness and motivation to find gainful employment, and this is affected by both the field (place, community) and habitus of the youth around them. For most of the unemployed youth, smoking dagga and drinking are part of their everyday lives but leads to risky behaviour that influences employment opportunities. This is exacerbated where there is a lack of social capital.

There are three levels to social capital, which all have an impact on the employment potential, skills and assets of the youth. The first level, bonding social capital, looks inward at the intracommunity networks and focuses on the development of social ties among family and friends. Bridging social capital extends further outwards and connects more diverse social groups. Bridging capital benefits groups by allowing open channels of communication between otherwise dissimilar groups or individuals. It allows the knowledge of, for example, opportunities for education or skills development as well as opportunities for work. It allows the information which individual groups have access to become less saturated and more diverse. Linking social capital extends further once more and in a vertical orientation. Linking capital promotes the involvement of the state in community development and intervention. Additionally, it allows for access to resources otherwise unattainable by community members and groups promoting the development of bonding and bridging social capital.

Concerning the different forms of social capital, there is a lack of bonding social capital among the youth in Diazville. As mentioned, strong social bonds among a group of friends can provide the necessary stability required to motivate individuals towards a goal or opportunity. Social capital also promotes action, towards achieving set goals both individually as well as in a community, of which there is very little evidence within Diazville. Bonding capital cements relationships of trust. In Diazville, although neighbours are friendly, there is no evidence of developmental capital. Friends and family trust one another and can achieve necessary social interactions to satisfy the basic needs of human being. However, these forms of social activities and actions often result in individuals investing too much of their time maintaining these forms

of social capital. This (more subjective) form of bonding capital is certainly evident. However, what appears lacking is the social bonding capital where community members can encourage one another towards social actions. For example, organising petitions to have the high schools and primary schools repainted.

The study found that there is youth in Diazville with work experience in the fields where jobs are fast becoming available, but they are unable to connect with the necessary training institutions or employment opportunities. This points to a lack of bridging social capital. This is demonstrated by the fact that youth are unaware of the possibility of how to become qualified via recognition of prior learning. Additionally, there is almost no circulation of information by organisations offering training to the communities whose members would greatly benefit. This again becomes significant when looking at the data which shows that a large percentage of youth who are entrepreneurially oriented, perceive their talents as being artisanal. As an electrician, for example, to create jobs you open a business, to promote skills development you train the youth in the community who show promise in the field and sign off all the work they do. Three years later the young apprentice writes a trade exam and becomes a qualified artisan trade accreditation is a necessity when looking for artisanal work.

Based on the findings of this study, 11% of respondents have experience in artisanal work. However, because these skills are often acquired through working in non-standard employment relations or the informal sector, there is no means to benefit from this as recognition of prior learning (RPL).

One evident thing is that among the youth there is entrepreneurial talent. There is government support available to the youth to start their enterprises. The National Youth Development Agency (NYDA) offers youth business owners (between the ages of 18 and 35) up to R100 000.00 in start-up capital to assist in the growth of their business. This funding is only available to registered businesses, but the youth are unaware of this. Registration fees are as low as R175 with an annual cost of R100 to maintain the license and can be done entirely online. However, like the lack of knowledge of how to search for online opportunities, it appears as if the youth are unaware of these opportunities. This is further evidence of the lack of bridging and linking capital in these communities that could facilitate both access to employment and the ability to start one's own business.

What this means is that the youth, specifically in this study (but generally) tend to remain trapped in short-term precarious employment, limited by the field and habitus they find

themselves in. Their employment opportunities, despite their skills and talents, are limited by their immediate environment – to working in mainly blue-collar jobs in the area or low-level service sector work. These include line workers at Sea-Harvest, cashiers/produce packagers at supermarkets, waiter/waitress etc. What is noteworthy, is that 11% of respondents have experience in artisanal work and consider this their talents, but that this is not accredited. This is important, given that the majority of work opportunities created by the IDZ is in trades such as boiler making, fitting, electrical work, mechanics - generally male-dominated blue-collar jobs - but for which they have the skills and talent, but no qualifications to enable them to gain access to these jobs.

Another aspect linked to both social exclusion and the lack of social capital is the absence of mentors and role models in the community. According to the youth development model, one of the most important aspects of developing youth to become productive members of society is a partnership with adults. Positive Youth Development (PYD) looks at developing youth into productive members of society. The five C's model is used in PYD as a basis for this development and focuses on five aspects. Competence, confidence, connection, character and caring. Competence is developed through an understanding and positive view of one's abilities and achievements. Linked to this development is Youth-Adult Partnership (Y-AP) which focuses on a mutual learning experience between youth and adults. Y-AP provides the opportunity for youth to have a voice in the decision-making process and through the guidance of a mentor. This becomes problematic when looking at the evidence of lacking mentors within the community. Additionally, where evidence of social bonding capital is lacking, youth are unable to put their trust into local adult role models. In connection with the lack of social binding capital where social action is not evident, youth and adults alike lack the opportunity to promote partnerships for positive youth development. Not only does this assist in the development of competence, but confidence as well. Deciding and acting on these decisions that affect others requires confidence in one's abilities to make good decisions. The fourth C, character is touched on many times throughout this research and refers to the youth's ability to understand cultural and societal rules (norms). That is the development of basic life skills. 'Habitus' also comes through here with the development of character in that a productive member of society must develop certain attitudes and behaviours to be an asset to society. Evidence of detrimental character traits and attitudes has been identified in the way youth are looking for work. That, they have indicated very singular methods of job hunting (walking around Saldanha and handing out Cv's). Diversifying job searches such as including online job

searches is largely undiscovered amongst these youth. Additionally, the kinds of work experience (short-term and blue-collar) indicate a certain understanding or resignation that this is the only work available. The final C, caring looks at an individual's emotional capabilities and level of sympathy and empathy towards others. The five C's model describes very well the aspects of development required to assist in gainful employment especially when looking at the aspects of competence, confidence, and character.

Skills development alone is not a viable solution for community growth. However, within the Diazville community, it is evident that existing skills are certainly a hidden strength. In light of this, Asset-Based Community Development (ABCD) can be used to assist in the development of these skills as well as incorporating youth development strategies into intervention processes. ABCD is a bottom-up approach to community development that focuses on the existing strengths of a community to create sustainable growth. Evidence gathered through this research suggests that the major strengths existing within the community are the diversity of skills which the community members possess, most importantly, those skills which are linked to artisanal career pathways. Additionally, a major strength within the community is the orientation of the youth towards entrepreneurship which is widely known as the biggest job creation mechanism available in the labour market. Lacking in this department is the available support required to develop these assets, both skills and to provide proper support in terms of capital and mentorship for entrepreneurs.

CONCLUSION

The data from this research has allowed for the development of a database indicating the skill, talents and assets which exist among the youth in Diazville. With this data, it is now possible to begin to develop intervention programs that focus on these strengths. Equally important, however, is the knowledge gathered of that which the community lacks. With the help of the Asset-Based Community Development model, interventions can begin by allowing community members to learn through intra-community communication networks to understand the strengths and weaknesses of their peers. Building on this, intra-community communication networks allow bonding between peers, but also between the youth and the older generations. A community Sports club (for example, as shown in the literature) promotes the bonding of youth with others of similar age. Older community members with experience in Soccer or Rugby have the opportunity to coach and to become role models for the younger members of the community. Not only this but it promotes the development of trust and respect among the

parents of the younger children being coached and taught discipline. Besides, there is the need to have proper role models that need to be looked at seriously.

Short term employment (non-standard) employment contracts are a glaring issue presented by this research. Although not presented here, my previous research suggests that a lack of recognition is a cause, however significant, of this trend towards short term work and can not be overlooked. Individuals (especially young and impressionable individuals) who are not afforded proper recognition for their achievements become demotivated and despondent. This raises the risk of developing bad habits such as quitting jobs quickly and not taking work seriously. Evidence to support this is presented in my qualitative data also suggests the severe lack of community-based mentors and encouraging mentorship by older community members for younger members allows for the formation of more cohesive interpersonal bonds. Also, the development of basic life skills needs to be taken seriously and mentorship initiatives would be a big step towards assisting in this development.

An organisation (linked to mentorship) that is operational in Diazville in the Schools is Gold Youth⁷ (Gold Youth, 2021). This is an organisation whose goal is to promote positive peer education. The goal is to capacitate young Africans to become leaders in peer education to become positive role models. Role models who come from underprivileged communities that other young people can look up to and mould themselves after. This organisation points out the importance of peer mentorship and not only elder mentorship. It is well known that one basic human need is that of social connections and to achieve these connections, it is often important that one fits in with social norms. What I mean to point out here is that changing the social norms can perhaps be achieved by changing ideologies about the importance of certain contexts such as attending and achieving well at school. Proving that achieving better results opens doors to more opportunities. However, when looking at this idea it seems rather utopian indicating the fact that these doors need to exist before they can be opened. Additionally, motivation to achieve might only follow the recognition that these doors do exist. One participant⁸ indicated having been hired by the Saldanha Bay Industrial Development Zone (SBIDZ) during phase 1 of their economic development plan and had subsequently been laid off due to the hiring of companies who bring in their labour force from outside Saldanha.

⁷ More information about Gold Youth can be found at the following link: <https://goldyouth.org/our-story/>

⁸ Vincent (respondent 1) – 18/02/2020

Another participant⁹ indicated that though they signed up for recruitment by the SBIDZ nothing ever came of it.

Secondly, the severe lack of proper community role models suggests a lack of bonding capital. As Collins *et al*, (2014), points out, however, the development of bonding capital requires a catalyst. Though he mentions that this catalyst can easily be an individual or organisations that already exist that can facilitate and act as a catalyst for such development. As mentioned in the statistics above, arts and crafts and creative work are some of the more prominent talents existing among the youth in Diazville and some programmes exist that allow young artists to demonstrate their talent to a huge market that extends outside the borders of South Africa. One of these programmes is the Yellowwoods Art ‘Creative Block’¹⁰ initiative (Design Indaba, 2021). This initiative invites artists to transform small squares of blank blocks, using any medium. These pieces are submitted regularly and are critiqued by renowned artists. The best pieces are purchased for resale to corporates and the general public. This type of initiative allows artists a regular income and an opportunity to hone their talents through critiques by renowned artists. It also promotes exposure to the industry and talent seekers. This kind of programme can facilitate the development of social capital by bringing together all like-minded residents into a safe space where they can get to know each other and form more cohesive bonds. This kind of community gathering as indicated by Burnett, (2006), encourages participants to provide peer to peer motivation and encouragement to improve talents. Older residents can demonstrate their potential and become mentors (community-based) for young artists who would like assistance.

Thirdly, what is needed is that all institutions and organisations in the region come together at least every three months (quarterly) to discuss individual strategies that are being implemented as well as community programmes that are running so that WoSA can perform as a Whole of Society. There is a need to promote the development of bridging social capital by becoming network brokers between themselves and residents of Diazville who qualify for employment with themselves or other networks to which they have access and can act as a bridge or channel of connection. These bridging organisations need to focus on improving the flow of information into the community from outside organisations. Word of mouth is not as effective as other methods such as social media advertising and posters. Nor is it nearly as effective as

⁹ Nkosazana (respondent 5) – 18/02/2020

¹⁰ Yellowwoods Art program and information can be viewed at the following web address;
<http://www.yellowwoodsart.co.za/creative-block/>

spreading information by use of community forums which in turn encourage the flow of information through connections of bonding social capital. The SBIDZ for example can facilitate a bridge for unemployed, qualified artisans and vacancies by properly promoting communication channels between themselves and the communities where these individuals reside. It is also imperative that they make abundantly clear the availability of their bridging course for those interested in artisan training who do not have the required school level for English and Mathematics. Again, communication channels are vitally important and need to be properly maintained and monitored.

Programmes such as these are important. Within the community, there is a limited understanding of how to branch out with the skills that they have. This is a fact that has been stated by members of the community. This kind of problem is not so difficult to overcome. Information sessions can be a starting point, but these information sessions need to be properly and widely advertised in the heart of the communities so that they reach as many people as possible.

- Youth with qualifications in care work can be directed towards entrepreneurship programmes to help with the implementation of early childhood development (ECD) centres. (this could be linked to the 1st 1000 days as well as the ECD initiatives run by the Department of Social Development).
- Youth within the upper age category between 30-35 years, could, similarly, be directed towards entrepreneurship endeavours linked to Active Community clubs that focus on the sporting talent. As indicated above these kinds of clubs can help with more than just the development of talent but also with community bonding capital.
- Finally, as seen above, arts & crafts and creative work is also a reasonably prominent talent among the youth in Diazville. Arts and crafts events hosted by the community (with the help of community organisations) to showcase various talents such as singing, dancing, music and exhibitions.

Small entrance fees can be charged for sporting or arts and crafts events which can be put towards equipment along with prizes for competition winners to stimulate self-esteem through recognition for hard work. Events such as these can be used to promote small businesses such as local community food stalls that can sell snacks and refreshments to the spectators.

The development of social capital for the benefits of economic growth can be looked at in many different ways. However, most important is to develop a proper strategy based on existing

strengths and assets within the Saldanha Bay community. Sustainable development is made possible when there is a drive and a vision among the community members themselves to see the issues and to determine a solution. There is the necessity of a catalyst. The WoSA foundation is most certainly a strength (in this regard) as it possesses the linking capital when combined with the various NGO's and community organisations. The resources these organisations can provide need to be targeted towards other existing strengths such as entrepreneurial development and targeted skills training. Skills such as computer literacy, basic etiquette, care work and artisanal training. These various categories are directly linked to existing opportunities within the job market and will certainly facilitate growth and perhaps more important economic and financial stability.

However, at the bottom of this all, is that while the capacity exists to address youth unemployment and a large segment of the youth have the education, skills and talents, the glue that brings this together is lacking – namely the bonding and bridging capital. This is affected by the field and habitus of the youth and the community they reside in, which in turn affects the developmental approach needed to address youth unemployment. None of these is unsurmountable but does require greater intervention by the state and community organisations to address this enables the youth to become productive members of society. A strategy to achieve this the adoption of the ABCD model, to harness the strengths, assets, and talents within a community and to connect these by strengthening the social capital among individuals, families, community organisations and the state.

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APPENDIX

QUANTITATIVE QUESTIONNAIRE



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvenoot • your knowledge partner

Skills Audit Among Youth of Diazville // Vaardigheidsoudit Onder die Jeug van Diazville

Introduction & purpose of survey // Inleiding & doel van die opname

Fieldworkers // Veldwerkers

We are from Stellenbosch University and Diazville, and our names are: // *Ons is van die Universiteit van Stellenbosch en Diazville, en ons name is:*

Fieldworker 1 // Veldwerker 1	
Fieldworker 2 // Veldwerker 2	

We are from Stellenbosch University and were asked by the Saldanha Bay Municipality (SBM) and the Department of Social Development to conduct a survey on work skills among young people in Diazville. We would like to interview all persons between the age of 19 and 35 years that lives in this household. // *Ons is van Stellenbosch Universiteit en is deur die Saldanhabaai Munisipaliteit (SBM) en Departement van Maatskaplike Ontwikkeling gevra om 'n opname te doen oor werksvaardighede onder jong mense in Diazville. Ons wil graag 'n onderhoud voer met alle persone tussen die ouderdom van 19-35 jaar wat in hierdie huishouding woon.*

Purpose statement // Doelstelling

This is a survey to determine the qualifications, work experience, skills and talents of youth in Diazville. Senior students from SU participate with selected local residents in this mutual learning experience. The information collected will assist the SBM and Department of Social Development in their social and economic development strategy to create and maintain benefits for the citizens of Saldanha Bay. SU is a social impact partner of SBM. // *Hierdie is 'n opname om die kwalifikasies, werkservaring, vaardighede en talente van Diazville se jeug te bepaal. Senior studente van die US saam met gesellekteerde persone van die gemeenskap neem deel aan die studie as gedeelde leer ervaring. Die*

inligting wat ingesamel word, sal die SBM en die Departement van Maatskaplike Ontwikkeling bestaan in hul maatskaplike en ekonomiese ontwikkelingstrategie om voordele vir die gemeenskap van Saldanhaabaai te skep én in stand te hou. Die US is 'n maatskaplike impakvennoot van SBM.

Permission to participate in the survey // Toestemming om deel te neem aan die opname

All persons living in Diazville, between the ages of 19 and 35 years, are approached to complete this questionnaire. With the permission of the person, a questionnaire will be completed for each qualifying person. Anyone in the mentioned age bracket will qualify regardless the person's gender, physical ability and current employment status. // *Alle persone wat in Diazville woon, tussen die ouderdom van 19 en 35 jaar, word genader om hierdie vraelys te voltooi. Met die toestemming van die persoon, sal 'n vraelys vir elke kwalifiserende persoon voltooi word. Enigeen in die genoemde ouderdomsgroep sal kwalifiseer ongeag die persoon se geslag, fisiese vermoë en huidige werkstatus.*

The following statement must be endorsed and signed by the qualifying person before the interview can be commenced and conducted: // *Die volgende verklaring moet goedgekeur en geteken word deur die kwalifiserende persoon voordat die onderhoud begin en uitgevoer kan word:*

"I am an adult person and willing to participate in this survey, out of my own free will, and I am not forced to do so in any way, by any person or institution. I shall answer all questions honestly and to the best of my ability but I may withdraw at any time during the survey or I may decide not to answer a question if I wish to do so. I understand that I may be contacted again for quality control purposes, and if the SU may wish to follow-up on this survey. However, I understand that my personal details will be handled as confidential information and not be distributed to any third party without my explicit approval." Sign below, please. // "Ek is 'n volwasse persoon en bereid om deel te neem aan hierdie opname, uit my eie vrye wil, en ek is nie verplig om dit te doen op enige manier deur enige persoon of instelling nie. Ek sal alle vrae eerlik en na die beste van my vermoë beantwoord, maar ek kan enige tyd tydens die opname onttrek of ek kan besluit om nie 'n vraag te beantwoord nie as ek dit wil doen. Ek verstaan dat ek weer gekontak kan word vir gehaltebeheerdoeleindes, en as die US moontlik op hierdie opname wil opvolg. Ek verstaan egter dat my persoonlike besonderhede as vertroulike inligting hanteer sal word en nie aan enige derde party versprei word sonder my uitdruklike goedkeuring nie". Teken asseblief hieronder.

ID signature of Interviewee // ID handtekening van Onderhoudvoerder

Name of Interviewee: // Naam van respondent:	
Contact details // Kontakbesonderhe :	
Mobile: // Selfoon:	
Other: // Ander:	
Street (physical) address // Straat (fisiese) adres	

Signature (Interviewee) & Date // <i>Handtekening (respondent) & Datum</i>		YYYY/MM/DD
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SECTION 1/ AFDELING 1
Demographics // Demografie

By way of starting this interview, tell me a bit more about yourself ... // *Om die onderhoud te begin, vertel my 'n bietjie meer van jouself...*

1.1 What is your date of birth? // <i>Wat is jou geboortedatum?</i>	yyyy-mm-dd
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1.2 What gender are you? // <i>Watter geslag is jy?</i>	Male // <i>Manlik</i> (1)	Female // <i>Vroulik</i> (2)
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1.3 With regards to language (i) which of these languages can you speak fluently and (2) please indicated your home language / / <i>Wat tale betref (i) wat van hierdie tale kan jy vlot praat en (2) dui asb jou huistaal aan. .</i>		
	1.3 Language spoken fluently/ <i>Taal wat jy vlot praat</i>	1.4 Home language/ / <i>Huistaal</i>
Afri-kaans	1	1
Eng-lish // <i>Engels</i>	2	2
isi-Ndebele	3	3
isi-Xhosa	4	4
isi-Zulu // <i>isi-Zoeloe</i>	5	5
Se-pedi	6	6
Se-sotho	7	7
Set-swana	8	8
Si-swati	9	9
Tshi-Venda	10	10
Xit-Songa	11	11
Other // <i>Ander</i>		

1.5 What is your marital status? // Wat is jou huwelikstatus?					
Single, never married // Enkel, nog nooit getroud	Married // Getroud	Living with partner // Woon saam met liefdesmaat	Divorced // Geskei	Separated // Uitmekaar	Widowed // Wedustaat
1	2	3	4	5	6

1.6 Do you have dependents, i.e. persons that are financially dependent on you? // Het jy afhanklikes, m.a.w. persone wat finansieel van u afhanklik is?	No dependents // Geen afhanklikes	0	Number of dependents // Aantal afhanklikes	

1.7 What is your population group? // Wat is jou bevolkingsgroep?	Black African // Swart Afrikaan	Coloured // Kleurling	Indian/Asian // Indiër/Asiër	White // Wit	Other // Ander
	1	2	3	4	5

1.8 How long have you been living at your present address? (number of years) // Hoe lank woon jy al by jou huidige adres? (aantal jare)	

1.9 Are you challenged by a disability? (if No skip to Q 1.10)	YES // JA (1)
	NO // NEE (2)

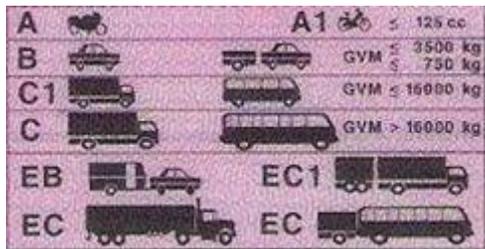
1.9.1 If YES to Q 1.9 please indicate the type of disability // Indien JA by V 1.9, dui asb die soort gestremdheid aan.						
Sight // Sig	Hearing // Gehoor	Communication // Kommunikasie	Physical // Fisies	Intellectual // Intellektueel	Emotional // Emosioneel	Multiple disabilities // Veelvuldige gestremdhede
1	2	3	4	5	6	7

1.9.2 To what extent can you independently perform activities in a work situation? // Tot watter mate kan jy onafhanklik aktiwiteite in 'n werksituasie verrig?

I am relatively independent, and I am able to perform work activities in a work environment // Ek is relatief onafhanklik, en ek kan werksaktiwiteite in 'n werksomgewing uitvoer	1
I am dependent on assistance but only to a small degree // Ek is afhanklik van hulp, maar slegs in 'n klein mate	2
I am heavily dependent on assistance and need someone to take care of me // Ek is baie afhanklik van hulp en het iemand nodig om vir my te sorg	3

1.10 Do you have an identification document (ID)? // Het jy 'n identiteitsdokument (ID)?YES // JA
(1)NO // NEE
(2)**1.11 Do you have a driver's licence – if yes, give code? // Het jy 'n bestuurderslisensie – indien wel, gee kode?**No // Nee
(2)Yes // Ja
(1)**1.11.1 If Yes to Q 1.11 please indicate the code // Indien JA by V 1.11 dui asb die kode aan (Please look at the picture below to make a selection // KYK asb nap rent hieronder om seleksie te maak.**

A1	1	C 1	6
A	2	C	7
B	3	EB	8
C1	4	EC	9
C	5	EC 1	10

**1.12 Do you have a bank account at a registered bank? // Het jy 'n bankrekening by 'n geregistreerde bank? (if NO skip to Section 1 // Indien nee gaan na Afdeling 2)**Yes // Ja
(1)No // Nee
(2)**If yes to Q 1.12****1.12.1 Please indicate the bank // Indien JA by V 1.12 dui asb die bank aan**

Bank name // Banknaam:

1.12.2 When last did you use your bank account

Last month (1)	1 to 3 months (2)	3 – 6 months ago (3)	6 months or longer (4)
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SECTION 2 // AFDELING 2: Training and Qualifications // *Opleiding en Kwalifikasies*

2.1 Name the highest qualification that you obtained while attending school or through ABET. Tell also in what year you obtained the qualification. // *Noem die hoogste kwalifikasie wat jy behaal het tydens skoolbywoning of deur VOO. Sê ook in watter jaar jy die kwalifikasie verwerf het.*

Grade // <i>Graad</i>		ABET // <i>VOO</i>		In what year? // <i>In watter jaar?</i>
Grade 12 // <i>Graad 12</i>	1			
Grade 11 // <i>Graad 11</i>	2			
Grade 10 // <i>Graad 10</i>	3			
Grade 9 // <i>Graad 9</i>	4	ABET Level 4 // <i>VOO Vlak 4</i>	8	
Grade 7-8 // <i>Graad 7-8</i>	5	ABET Level 3 // <i>VOO Vlak 3</i>	9	
Grade 4-6 // <i>Graad 4-6</i>	6	ABET Level 2 // <i>VOO Vlak 2</i>	10	
Grade 1-3 // <i>Graad 1-3</i>	7	ABET Level 1 // <i>VOO Vlak 1</i>	11	

2.2 Did you obtain any qualification other than a school /ABET qualification or the qualifications mentioned in Question 2.1

If No skip to Section 3 // *Indien Nee gaan na Afdeling 3*

YES // JA (1)

NO // NEE (2)

If yes to Q 2.2 , (i) Name the qualification, (ii) Name the relevant institution where training was received and (iii) Indicated the year you completed the training //

Indien ja by V 2.2 (i) Noem die kwalifikasie, (ii) Noem relevant instansie waar opleiding gedoen is end (iii) dui die jaar aan wat kwalifikasie voltooi is.

2.2.1 Name of qualification(s) // <i>Naam van kwalifikasie(s)</i>	2.2.2 Institution obtained with whom (name of college, university, etc.) // <i>Instelling (naam van kollege, universiteit, ens.)</i>	2.2.3 Year training was completed? // <i>Jaar wat opleiding voltooi is</i>

SECTION 3 // AFDELING 3
Employment and work experience // Werk en werkservaring

3.1 What is your current employment status? Mark one of the following: // Wat is jou huidige werk status? Merk een van die volgende:

1	Employed, part-time // <i>Werk, deelyds</i>	7	Grant receiver not seeking work // <i>Toelae ontvanger en soek nie werk nie</i>
2	Employed, full-time // <i>Werk, voltyds</i>	8	Disabled NOT seeking work // <i>Gestremd soek NIE werk nie</i>
3	Self-employed with formal registered business // <i>In eie diens met 'n formele geregistreerde besigheid</i>	9	Disabled and seeking work // <i>Gestremd en soek werk</i>
4	Self-employed with informal business // <i>In eie diens met 'n informele besigheid</i>	10	Unemployed and seeking work // <i>Werkloos opsoek na werk</i>
5	Student/Scholar // <i>Student/Skolier</i>	11	Unemployed NOT seeking work // <i>Werkloos en soek NIE werk nie</i>
6	Home maker not seeking work // <i>Tuisteskepper soek nie werk nie</i>	12	Other: (specify) // <i>Ander: (spesifiseer)</i>

3.2 With regards to job experience, name the type of job(s) that you are currently doing and/or have done in the past. We don't need a full account of all your employment in the past; only an account of different types of work that you have done. // Wat betref werkservaring, noem die tipe werk(e) wat u tans en/of in die verlede gedoen het. Ons benodig nie 'n volledige rekenskap van al u werk in die verlede nie; slegs 'n beskrywing van verskillende soorte werk wat jy gedoen het.

Q3.2.1 Job No // Werk No	Q3.2.2 Name and Description // <i>Naam en beskrywing</i>
1	
2	
3	
4	
5	
0	I have not been working in any of these capacities in the past or currently. GO TO Q 5 // <i>Ek het nie in enige van hierdie kapasiteite in die verlede of tans gewerk nie. GAAN NA V 5</i>

SECTION 4 // AFDELING 4
Work related training and qualifications // Werksverwante opleiding en kwalifikasies

4.1 Have you received any training and /or qualification (certificate) for the occupations/jobs that you named in Question 3.2.1&2? // Het jy enige opleiding en/of kwalifikasie (sertifikaat) ontvang vir die beroepe/werke wat jy in Vraag 3.2.1 & 2 genoem het?	YES // JA (1)	NO // NEE (2) Skip to Section 5
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If Yes to Q 4.1: (i) Name what kind of training received and (ii) the name of the certificate that you received. // Indien Ja by V 4.1: (i) noem die tipe opleiding wat jy ontvang het en (ii) die naam van die sertifikaat wat jy ontvang het.

	4.1.1 Type of training // Tipe opleiding	4.1.2 Certificate – name (with NQF level if mentioned) // Sertifikaat –naam (met NKR vlak indien genoem)
1		
2		
3		
4		
5		

SECTION 5 // AFDELING 5: Ideals, strengths and talents // *Ideale, sterkpunte en talente*

5.1 Name the line of work that you want to do and that you think will give you great satisfaction in life. // Noem die lyn van werk wat jy wil doen en wat jy dink sal jou groot bevrediging in die lewe gee.

5.2 Do you have any particular talent that you want to practise whether for a work or for a pastime or hobby (a talent is something that you are good in and even excel in, and what you like doing and take pride in). // Het jy 'n spesifieke talent wat jy wil beoef of dit vir 'n werk is of vir 'n tydverdryf of stokperdjie ('n talent is iets waaraan jy goed is en selfs presteer in en wat jy graag doen en trots voel oor).

YES // JA (1)	NO // NEE (2)
------------------	------------------

Q 5.2.1 If yes to Q 5.2: Please describe this talent. // Indien JA by V 5.2: Beskryf asb hierdie talent. Beskryf hierdie talent.

Q 5.2.2 Do have any examples of where/ how you used this talent? (examples can be tangible or you may refer to incidences where you have practised it) // Het jy enige voorbeelde waar/hoe jy hierdie talent al gebruik het ? (voorbeelde kan tasbaar wees of jy kan verwys na voorvalle waar jy dit beoefen het)

5.2.3 Have you had any training and regular practise in developing this talent to make you even better in performing this talent? Give examples// Het jy enige opleiding gehad en beoefen jy dit gereeld om hierdie talent te ontwikkel om jou selfs nóg beter te maak daarin? Gee voorbeelde

Q 5.3 If you can choose today, and have the means, would you like to leave your present work/school/training/place of work, to pursue further training and development in your talent and/or preferred line of work. / / As jy vandag kan kies, en die middele het, sou jy jou huidige werk/ skool/ opleiding/ woonplek verlaat om verdere opleiding in jou talent of gekose lyn van werk te ontvang?

YES/ / JA (1) (go to Q 5.3.1)	NO / / NEE (2) (go to Q 5.3.2)	DON'T KNOW / / WEET NIE (3) (skip to Section 6)
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5.3.1 If YES to Q 5.3: Are there any obstacles in your way that make it not possible to change your current situation to further your aspiration? Elaborate please. // Indien ja by V 5.3: Is daar enige struikelblokke wat in jou pad staan en dit onmoontlik maak om jou huidige situasie te verander sodat jy jou aspirasies kan volg? Verduidelik asseblief.

5.3.2 If NO to Q 5.3 why would not want to leave/ move? // Indien NEE by V 5.3, hoekom wil jy nie weggan/skui nie??

SECTION 6 // AFDELING 6
Income and sources of income // *Inkomste en bronne van inkomste*

6.1 Please name all YOUR income sources. List the sources from largest to smallest // Noem asb al JOU *bronne van inkomste*. Lys die *bronne van die grootste na die kleinste*.

Source 1 // Bron 1	
Source 2 // Bron 2	
Source 3 // Bron 3	
Source 4 // Bron 4	

6.2 Please indicate your total PERSONAL income for the last month (April) that you received from all your income sources. // Dui asb jou totale *PERSOONLIKE* inkomste aan vir die laaste maand (April) *wat jy van al jou bronne van inkomste ontvang het?*

Amount for month: // *Bedrag vir die maand: R* _____

SECTION 7 // AFDELING 7
Your personal economic orientation // Jou persoonlike ekonomiese oriëntasie

<p>Read each of the statements carefully and answer honestly how you would describe yourself in response to the statements. // <i>Lees elkeen van die stellings noukeurig deur en beantwoord eerlik hoe jy jousef sal beskryf in reaksie op die stellings.</i></p> <p>Make a cross in ONE of the five blocks next to each statement. // <i>Maak 'n kruisie in EEN van die vyf blokkies langs elke stelling.</i></p> <p>The blocks mean the following from left to right: // <i>Die blokke beteken die volgende van links na regs:</i></p> <p>That's always me / That's me most of the time / I am uncertain / That's not me most of the time / That's never me // <i>Dit is altyd ek / Dit is ek meeste van die tyd / Ek is onseker / Meeste van die tyd is dit nie ek nie / Dit is nooit ek nie</i></p>		That is always me // <i>Dit is altyd ek</i>	That is me most of the time // <i>Dit is ek meeste van die tyd</i>	I am uncertain // <i>Ek is onseker</i>	That is not me most of the time // <i>Meeste van die tyd is dit nie ek nie</i>	That is never me // <i>Dit is nooit ek nie</i>
7.1	I want to work in an environment where things are predictable and secure and where there is a fixed routine. // <i>Ek wil in 'n omgewing werk waar dinge voorspelbaar en veilig is en waar daar 'n vaste roetine is.</i>	1	2	3	4	5
7.2	I like to set up a business that will make a profit. // <i>Ek sal daarvan hou om 'n besigheid te begin wat 'n wins sal maak.</i>	5	4	3	2	1
7.3	I am not afraid to take risks towards making a profit from a business venture. // <i>Ek is nie bang om risikos te neem om wins te maak van 'n besigheidsonderneming nie.</i>	5	4	3	2	1
7.4	I like to make decisions on what, how, and how much of a good or service should be produced. // <i>Ek hou daarvan om besluite te neem oor wat, hoe en hoeveel van 'n goedere of diens geproduseer moet word.</i>	5	4	3	2	1
7.5	I love to monitor and control business activities. // <i>Ek hou daarvan om besigheidsaktiwiteite te monitor en te beheer.</i>	5	4	3	2	1
7.6	I see profit-making as the standard for measuring achievement or success in a business. // <i>Ek sien winsmaak as die standaard om prestasie of sukses in 'n onderneming te meet.</i>	5	4	3	2	1
7.7	I am an optimist, seeing an opportunity where others would steer clear of a difficult situation. // <i>Ek is 'n optimis, ek sien 'n geleentheid waar ander 'n moeilike situasie sal vermy.</i>	5	4	3	2	1

7.8	While I like to take risks I also calculate the possibility of failure. // <i>Terwyl ek risikos neem, bereken ek ook die moontlikheid van mislukking.</i>	5	4	3	2	1
7.9	I prefer to have the security of a regular salary rather than the uncertainty that goes with a self-owned business. // <i>Ek verkies die sekuriteit van 'n gereelde salaris eerder as die onsekerheid wat met een se eie onderneming gepaard gaan.</i>	1	2	3	4	5
7.10	I am a self-reliant person, always able to do things from my own strengths. // <i>Ek is 'n selfstandige persoon, altyd in staat om dinge uit my eie vermoë te doen.</i>	5	4	3	2	1
7.11	I like a work environment where the rules and expectations are clear and not changing every day. // <i>Ek hou van 'n werksomgewing waar die reëls en verwagtinge duidelik is en nie elke dag verander nie.</i>	1	2	3	4	5
7.12	I take steps towards achieving my objectives and goals every day. // <i>Ek neem daaglikse stappe om my mikpunte en doelwitte te bereik.</i>	5	4	3	2	1
7.13	I believe I can do a job better than another person. // <i>Ek glo ek kan 'n werk beter as 'n ander persoon doen.</i>	5	4	3	2	1
7.14	I want to receive instructions on what to do instead of to figure out the work process for myself. // <i>Ek wil instruksies ontvang oor wat om te doen in plaas daarvan om die werksproses self uit te reken.</i>	1	2	3	4	5
7.15	I can see connections between seemingly unrelated events or situations. // <i>Ek kan verbindings sien tussen oënskynlike onverwante gebeure of situasies.</i>	5	4	3	2	1
7.16	If I fail in something, I see this as a lesson to learn from and as an opportunity for future success. // <i>As ek in iets misluk, sien ek dit as 'n les om uit te leer en as 'n geleentheid vir toekomstige sukses.</i>	5	4	3	2	1
7.17	I am able to motivate people towards following the same dream. // <i>Ek is in staat om mense te motiveer om dieselfde droom te volg.</i>	5	4	3	2	1
7.18	I am strong in selling ideas and to persuade people. // <i>Ek is goed daarin om idees te verkoop en om mense te oorreed.</i>	5	4	3	2	1

**SECTION 8 // AFDELING 8:
Additional information // *Addisionele informasie***

8.1 We are finished with our questions but if there is anything else you want to tell us or share with us, please do so now. // *Ons is klaar met ons vrae, maar as daar enigeiets anders is wat jy ons wil vertel of met ons wil deel, doen dit asseblief nou.*

Thank you for your cooperation // *Dankie vir jou samewerking*

QUALITATIVE INTERVIEW SCHEDULE

Interview Schedule: Qualitative individual interviews:

1. Follow up questions:
 - 1.2 How long have you been living here? (where relevant, where did you move from?)
 - 1.3 Are you currently employed? (were you employed at the time of the survey in May of 2019?)
2. Do you have a talent?
 - 2.1 Has anyone ever asked you about your talents before? (other than a fieldworker)
 - 2.2 Is there anything that you are good at that you love to do or that people tell you that you are good at?
 - 2.3 have you had training to help you develop (get better at) your talent?
3. Pretend that you have all the money in the world, and you could go anywhere you wanted. Would you leave Saldanha to go and get your dream job or move so you could get training for your talent?
 - 3.1 if not why?
 - 3.2 if yes is there anything (besides money) that is holding you back?
4. Is there anywhere in Saldanha or the community that you can go where they will help you get better at your talent?
5. What is your dream job?
6. Is there a place in Saldanha, Vredenburg or Langebaan where you could work in your dream job?
7. (if unemployed) what kind of work are you looking for?
8. (if actively seeking work) how do you go about looking for work?
 - 8.1 what sort of ways do you know about where you can look for work?

VERBAL CONSENT SCRIPT



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VERBAL INFORMATION & CONSENT TO PARTICIPATE IN RESEARCH

TITLE OF RESEARCH PROJECT:	A study of youth occupational skills and asset-based community development: Diazville, Saldanha Bay
REFERENCE NUMBER:	
RESEARCHER:	Ingrid C Wertheim Aymes
ADDRESS:	Department of Sociology and Social Anthropology
CONTACT NUMBER:	
EMAIL:	

Dear prospective participant

Kindly note that I am an M (Sociology) student at the Department of Sociology and Social Anthropology at Stellenbosch University, and I would like to invite you to participate in a research project entitled '*A study of youth occupational skills and asset-based community development: Diazville, Saldanha Bay*'.

I would like to take a few minutes to explain the details of this project – whilst doing so, please feel free to ask any questions you might have pertaining to the study, or your proposed participation in the study. This study has been approved by the Research Ethics Committee (REC) at Stellenbosch University and will be conducted according to accepted and applicable national and international ethical guidelines and principles.

- **INTRODUCTION:** The goal of this study as you may already be aware is to develop a profile of skills which young people such as yourselves have. You have all taken answered a survey questionnaire which was collected earlier this year in May.
- **PURPOSE:** The purpose of these interviews will be to develop an understanding of the strengths and gifts of community such as yourselves. I will be doing this so that I can figure out how to develop strategies that will help community members to grow economic and social well being using the existing infrastructure in Diazville.
- **PROCEDURES:** You will be invited to participate in an individual interview, they will all be your age or a few years older or younger. In the interview I will be asking questions related to the survey which was conducted in May of 2019. These questions will be used to better

understand the answers that were given in the survey and perhaps rephrased so that you can understand the question better.

Once I have completed the interviews I will store the information securely and I will use it to write up a report for my Masters thesis.

- **TIME:** Each interview should take between half an hour to one hour each.
- **RISKS:** You might, at some point during the interviews, feel uncomfortable answering some or all of the questions. If this happens, you don't have to answer. You will not be reprimanded or punished for choosing not to answer and you may leave at any time during the interview if you feel too uncomfortable or don't want to participate anymore.
- **BENEFITS:** I cannot promise any specific benefits by participating, but you might benefit by learning about programmes in your community that might help you improve your talents and skills. Or learn of ways that you can help your community members to grow.
- **CONFIDENTIALITY:** When I write up my thesis using the information from these interviews, I will not use any of your real names. I will use code names so that you remain anonymous. You may ask to have your real name put into the report if you want. Only me and my supervisor will have access to the voice recordings and the transcriptions of these interviews. They will be stored on a password protected laptop for protection.
- **RECORDINGS:** I would like to record this interview with a voice recorder. I would like to ask your permission to do this before I begin.
- **DATA STORAGE:** All the data I collect from these focus group interviews will be stored securely on a password protected computer in a password protected folder. Only myself and my supervisor will have access to this data. All hard copy data will be stored in a cabinet which will be locked and only myself and my supervisor will have access to this cabinet.

I will explain to the participants that:

- taking part in this study is entirely **voluntary**;
- he/she may choose to leave the study at any time and will not be penalised or prejudiced in any way;
- he/she may be asked to leave the study before it has finished, if the researcher feels it is in their best interests, or if the prospective participant does not follow the study plan as agreed to;
- If you have any questions or concerns about the study, they should feel free to contact me on 074 163 3943 or 19016700@sun.ac.za.

RIGHTS OF RESEARCH PARTICIPANTS: You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché (mfouche@sun.ac.za / 021 808 4622) at the Division for Research Development. You have the right to receive a copy of this Consent form.