

Wholesale & Retail

LEADERSHIP CHAIR



Cape Peninsula
University of Technology



*"Collaboration opens the window
to a world of opportunities."*

Project 2024/ Topic 3:
**Empirical Evaluation of the
impact of W&R SETAs
entrepreneurship
programmes in reducing
Youth unemployment.**

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Empirical Evaluation of the impact of W&R SETAs entrepreneurship programmes in reducing Youth unemployment.

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Chapter 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1. Introduction

According to Dladla (2020) Youth unemployment is a pressing issue in South Africa, with many young people struggling to find job opportunities in a challenging economy. According to the latest statistics, the unemployment rate among young people aged 15-24 is 58.1% (Stats SA, 2021). Furthermore, as a consequence of the high unemployment rate, the W&R SETA's entrepreneurship programmes play a crucial role by offering significant skills development and employment prospects to the youth (W&R SETA, 2024). In this report, an analysis was conducted to examine the impact of entrepreneurship programmes on fostering careers to minimise unemployment, especially among the youth in South Africa. I will commence my analysis by examining the ramifications of youth unemployment within the country. Subsequently, I will provide an overview of the W&R SETA entrepreneurship programmes and their objectives. Subsequently, the advantages of these programmes for youth and employers will be analysed, followed by concluding remarks concerning the significance of such initiatives in addressing South Africa's skills development and employment challenges.

Learning opportunities, as pointed out by Ogunsanya, Mthembu and Anwana (2024), can lead to a more promising future in terms of long-term career advancement. According to the trio, structured training programmes provide participants with valuable skills and knowledge and offer them hands-on experience that employers are highly interested in. Hence, young entrepreneurs improve job prospects and empower individuals to advance in their careers and entrepreneur prospects. In addition, this surge in job and entrepreneurial opportunities plays a major role in overall economic development, as fewer skilled workers hinder productivity and innovation in many fields.

The entrepreneurial Programmes offered by the W&R SETA in South Africa's retail sector provide a valuable opportunity for youth to acquire essential skills and practical experience in the industry. Furthermore, Ogunsanya, Mthembu and Anwana (2024) drawing from Chigunta (2020) indicate

that youth's participation in leadership is effective in boosting their employability. The concept of W&R SETA programmes is designed to equip the youth with the necessary skills to succeed in industry and the marketplace. Through theoretical training and practical experience, youth are placed in industry, where they work alongside experienced professionals who provide them with hands-on experience. While the entrepreneurial programme may not be accessible to all South Africans, particularly those in rural and informal areas, the W&R SETA has taken steps to address this issue (Urban-Econ:NIKELA, 2023). They have implemented various programmes to equip young people with industry-specific skills and provide them with access to job and business opportunities.

1.1 Funding: W&R SETA Entrepreneurial Programmes

Through funding and supporting entrepreneurial programmes that give young people the skills they need for their careers, the W&R SETA plays a critical role in addressing South Africa's youth unemployment issues (Meyer & Van Dyk, 2022). These programmes are essential for closing the skills gap between education and work, especially in the retail industry (Woldemichael, Amusa & Fadiran, 2023). Sector Skills Development Grants are part of the skills development levy levied on the South African industry to fund W&R SETA's entrepreneurial programmes. W&R SETA has the following programmes aimed at providing entrepreneurial skills to the youth in a bid to reduce unemployment.

- Learnership Programmes
- Entrepreneurship development programmes
- Skills training workshops
- Internship programmes
- Business Incubation initiatives
- Career Guidance
- Online learning programmes

To fund the above programmes, W&R SETA frequently works with private businesses that support corporate social responsibility (CSR) programmes (W&R SETA, 2024). These collaborations increase the money available for entrepreneurial programmes, allowing for a wider audience and more extensive youth training options. Certain initiatives for youth development in South Africa, such as those operated by W&R SETA, may receive funding from non-governmental organizations (NGOs), foreign organizations, and donor groups (W&R SETA Annual Report, 2020). This outside

funding can support programme expansion and the introduction of cutting-edge training techniques. The money given to W&R SETA's entrepreneurial initiatives is used in several ways. Development of Curriculum is crucial to creating, updating, and maintaining training materials that reflect the demands and trends of the industry. This guarantees that participants are learning skills that are applicable and pertinent. Facilitation of Training The money is used to hire qualified facilitators and trainers who can give young people real-world instruction and guidance, improving their educational experiences.

W&R SETA entrepreneurial programmes can be funded from various sources, but there are still obstacles to overcome. W&RSETA (2020) states that without steady financial support, maintaining and continuing programmes may be challenging, particularly if financial reliance is based on partnerships and levies that might not consistently provide funds. It frequently takes more resources and creative solutions to distribute money efficiently to reach young people in underprivileged areas such as rural communities. In addition, administrative difficulties sometimes arise when accountability requirements and allocation process complications prevent funds from being disbursed to programmes promptly.

In general, financial support for W&R SETA entrepreneurial initiatives is essential for empowering young people in South Africa and tackling the high unemployment rates in the nation. These programmes offer vital skills and real-world experience that improve employability and entrepreneurial potential through sector levies, partnerships, and government support. For these projects to be successful in the long run, it is still crucial to address the difficulties in allocating funds and guaranteeing sustainability.

1.1.3 Youth Entrepreneurship Skills and Training

Mbuya, Diniso and Mphahlele (2016) assert that although entrepreneurship training programmes have the potential for long-term careers, they are not a sustainable career path for young individuals due to their notably low entrepreneurial inclination. However, the W&R SETA can foster interest and capacity in youth entrepreneurship by gaining the necessary skills and competencies. Malgas,

Khatle and Mason (2018) firmly assert that the programme helps young entrepreneurs hone their abilities and create exciting career opportunities in the retail industry by giving them real-world experience. The retail sector plays a significant role in South Africa's economy, and entrepreneurship initiatives are a great way to empower youth and foster the sector's expansion.

1.1.4 Education and Practical Experience

W&R SETA Sector Skills Plan (2023) Indicates that the W&R SETA's entrepreneurship programmes in South Africa give incumbents a thorough education and hands-on industry experience. Customer service, merchandising, retail operations, stock control, and sales techniques are just a few subjects covered in the programme and are crucial to success in the retail sector. According to Davies and Farquharson (2004) mastering various skills will help entrepreneurs comprehensively understand the industry and the abilities needed to thrive in it. The programme is delivered through theoretical training and practical experience, ensuring learners have a hands-on approach to learning. This combination of training and experience is critical to preparing entrepreneurs for the workforce, as they can apply the knowledge they have gained in real-world situations. According to the International Labour Organization (2020) this experience is invaluable to learners, allowing entrepreneurs to learn from industry professionals, network, and build professional skills. It is important to note that by completing this programme, learners will be well-prepared to enter the retail workforce and pursue a successful career in the industry. However, some critics may argue that the programme is not accessible to all young people in South Africa due to limited funding and resources.

1.1.5 Grant Funding

However, the W&R SETA 2019/20 Annual Report (2020) indicates that the grant funding to entrepreneurs was inaccessible to a broader range of individuals. This funding allows individuals who may not have had the opportunity to pursue a learnership programme to gain the education and skills they need to succeed in the retail industry (National Youth Development Agency, 2022). The entrepreneurship programme is a unique chance for those who want to develop a broad range of skills and gain real-world experience in the retail sector. This programme stands out for its comprehensive examination of many important subjects, skillfully fusing theoretical frameworks with hands-on learning. Additionally, it makes it easier for participants to collaborate with seasoned industry professionals, giving them the tools they need to pursue fulfilling and influential careers in

the retail industry. National skills Development Plan (2020) states that the programme's availability through grant funding also makes it accessible to a broader range of individuals, allowing them to gain the skills they need to succeed in the industry.

1.1.6 Research Aim

The empirical assessment of W&R SETA's entrepreneurship programmes aims to determine the effectiveness of the programmes in equipping learners with the necessary skills and knowledge to excel in business and to increase their employability. The research intends to evaluate the impact of the programmes on learners' employability, career prospects, and the retail sector's overall performance and competitiveness. To achieve this objective, the research collected empirical data on various aspects of the entrepreneurship programmes, including the quality and relevance of the training. Furthermore, the research investigated the level of engagement and satisfaction of the learners and the programme's alignment with the industry's needs and expectations. The research also considers the viewpoints of learners themselves to obtain a comprehensive understanding of the programme's impact. The assessment's findings provide recommendations on improving the quality and relevance of the learnership programmes to enhance the retail sector's competitiveness and provide learners with the best career opportunities and personal growth opportunities.

1.1.7 Research Questions

1. To what extent have the W&R SETA entrepreneurship programmes helped participants develop the necessary skills and knowledge to succeed in the retail industry?
2. To what extent do the W&R SETA entrepreneurship programmes align with the needs and demands of the economy?
3. How do the youth perceive the relevance of the entrepreneurship programmes to their personal and professional development?
4. To what extent have the W&R SETA entrepreneurship programmes contributed to the growth and development of the economy, specifically in the retail sector?

1.1.8 Evaluation Methodology

Drawing from Alasmari (2019), the report utilises mixed methods because (Alasmari, 2019) It enables the study to present a logical correlation between its research aims and questions. The success of the W&R SETA entrepreneurship programmes can be evaluated through a comprehensive methodology that considers both quantitative and qualitative methods. This will give a clear picture of the programme's performance and impact on the participants' enhancement of skills and knowledge. The methodology will involve collecting data from various sources to thoroughly understand the effectiveness of the W&R SETA entrepreneurship programmes. Rahimi (2024,7) argues that a qualitative approach will enable the study to make informed decisions regarding future programme development and implementation. The evaluation process is meticulous, ensuring that the results obtained are reliable and valid. This helps enhance the quality of the findings of the entrepreneurship programmes. While Apuke (2017), argues that quantitative research aims to produce meaningful results by methodically quantifying and analysing variables. This methodological approach illuminates various questions, including who, how much, what, where, when, how many, and how, using numerical data and particular statistical techniques. Dawadi, Shrestha and Giri (2021), clearly state that this paradigm aims to develop a rigorous framework for comprehending complicated problems or phenomena by gathering numerical data. In addition, the literature on quantitative methods clarifies how they can be divided into four different class manifestations: survey, correlational, experimental, and causal-comparative research. Each of these categories offers a distinct perspective that can be used to analyse the complexities of reality and uncover the complex interactions between factors that influence human perception and experience. The study utilises a correlational approach.

1.2 Conclusion of Chapter 1

In conclusion, the entrepreneurship programmes offered by the W&R SETA in South Africa are a valuable opportunity for individuals seeking to establish a successful career in the industry. By covering a wide range of relevant topics and providing hands-on experience in real-world retail settings, the programme equips entrepreneurs with the necessary knowledge and skills to excel in their chosen field. Furthermore, the programme addresses the critical issue of youth unemployment in South Africa by providing a viable pathway for individuals to gain experience, develop their skills, and access exciting opportunities in the retail sector. Therefore, the entrepreneurship programmes are a crucial initiative in empowering retail careers and contributing to the economic growth and development of South Africa.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction to Literature Review

W&R SETA's entrepreneurship programmes are designed to identify the skills gap in this sector and provide scientific-driven interventions to mitigate the identified gaps (W&RSETA, 2023). This programme intends to create robust knowledge resources that will enable entrepreneurs, especially youth, latitude and leverage to fight the competition brought about by the entrance of established wholesalers, retailers and foreign players who have dominated the township economy (W&RSETA, 2022). According to the Bureau of economic research (2016), this sector provides the critical potential for job creation, economic growth and economic emancipation for youths in South Africa. In agreement with the prior assertion, the Department of Small Business Development (2023) states that 90 % of the 11 million jobs will be generated from Small, Medium, and Micro enterprises (SMMEs). The National Financial Inclusion Policy (2023) demonstrates the government's attempt to increase funding in the SMME sector to achieve the National Integrated Small Enterprise Development (NISED) Strategic Framework requirements. The sector's funding is aimed at defragmenting the concentration of monopolies in the townships' economic ecosystems. Houghton (2017) contends that informal and macro enterprises are strategic catalysts in creating employment for youth, reducing crime, creating resilient economic systems, and building systematic, productive capacities. Chiromo and Nani (2019) argue that the government of South Africa needs to increase support for development training and the regulatory framework that governs SMMEs.

2.1.1 Literature Review Mind Map

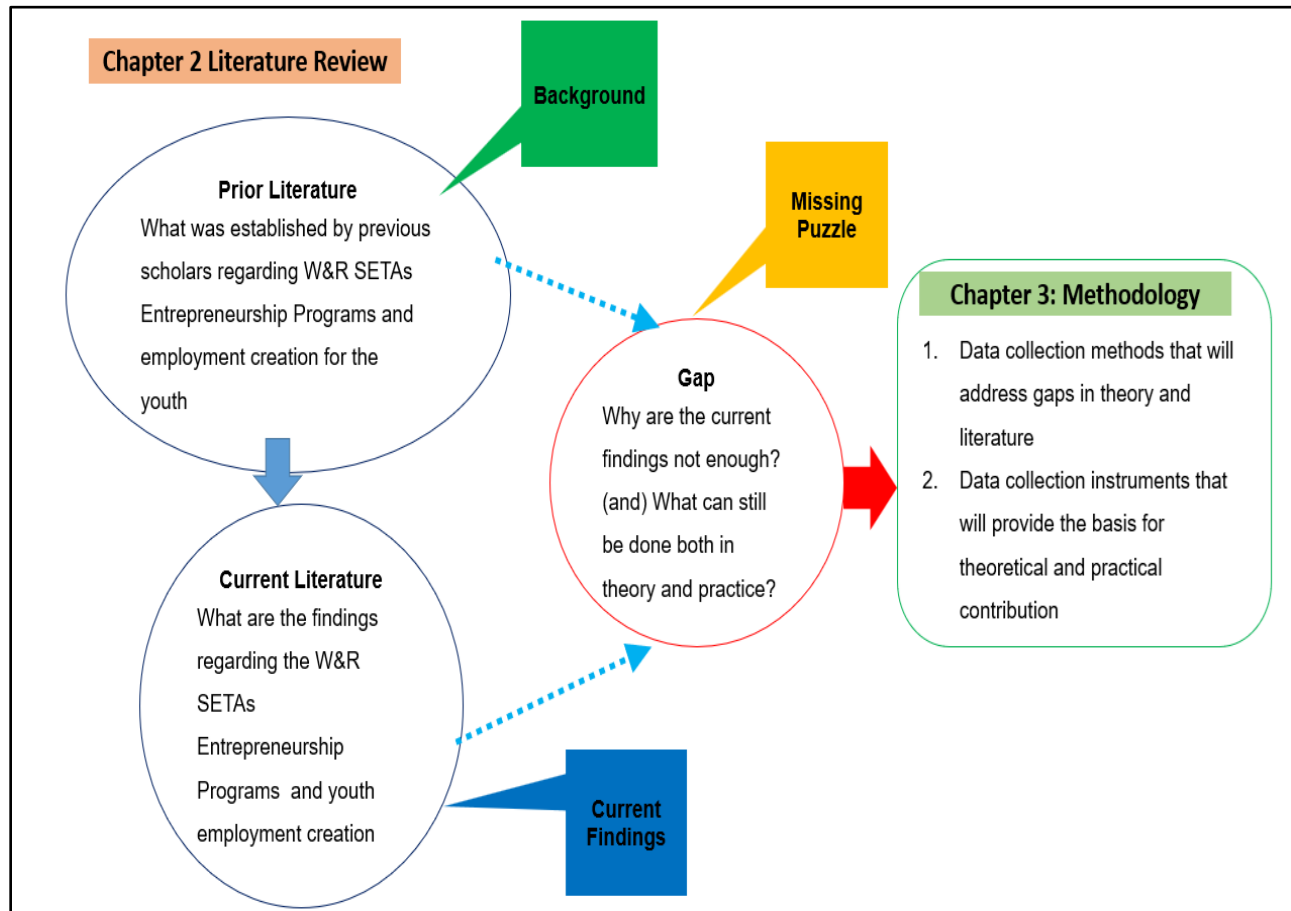


Figure 2. 1: Literature Review Mind Map

According to Ramdhani, Ramdhani and Amin (2014); Kraus *et al.* (2022) Literature reviews are critical and foundational components of any research or academic work, serving as a comprehensive exploration and analysis of existing knowledge on a specific topic. They play a vital role in identifying gaps and areas of contention within the current body of literature, allowing researchers to understand the historical development and evolution of ideas related to their subject of interest. Furthermore, the literature review provides a valuable assessment of the current state of research in a particular field, shedding light on the existing knowledge landscape.

In addition, Snyder (2019) states that a well-constructed literature review contextualises and supports the need for current research by demonstrating how it contributes to and builds upon the existing body of knowledge. It also enables researchers to critically evaluate and synthesise information from various sources, facilitating the development of a comprehensive and nuanced understanding of the subject matter. It is important to note that researchers can construct a robust foundation for their research endeavours by integrating diverse perspectives and insights. Furthermore Brendel *et al.* (2020) argues that literature reviews are essential to scholarly work because they lay the foundation for a research effort and place the current subject within the larger academic framework.

2.2 Youth Unemployment and the W&R SETA Entrepreneurship Programme

Youth unemployment is a significant problem worldwide, with millions of young people struggling to find work. According to the International Labour Organization (ILO, 2022), youth unemployment rates are much higher than their adult counterparts (International Labour Organization, 2022). This contrast often suggests deeper structural problems within different economies and labour markets in the world. Furthermore, Stats SA (2024) asserts that the high rates of youth unemployment result from several significant factors. Notably, the Swiss South African Cooperation Initiative (SSACI, 2024) reveals that many young people face difficulty securing entry-level positions due to their limited work experience. This is particularly challenging for them. In addition, Mouton, Louw and Strydom (2013) and Olivier (2021) assert that the current educational models in South Africa often do not adequately prepare students for the job market, leading to a mismatch between qualifications and employment opportunities. Labour Statistics (2022) asserts that young people's sensitivity to economic changes is particularly evident in the impact of economic instability. They may experience heightened competition for fewer jobs during economic hardship, which can lead to higher unemployment rates and underemployment. This is especially true in economically weaker regions where young people often struggle to access resources and support networks that could help them get ahead of the job market more quickly. Consequently, youth unemployment has both immediate and long-lasting effects on the ability of the youth to bring business and employment opportunities. Through entrepreneurship, the W&RSETA assists the government in lowering youth unemployment in South Africa. The W&RSETA has increased its efforts to help young people expand their firms, and the National Skills Development Plan 2030 prioritises entrepreneurship. The W&RSETA provides yearly support to 300 youth through the Entrepreneurship Development Programme, a three-month programme that includes coaching, mentorship, and skills training. After finishing, the

learners receive a fifteen-thousand-rand grant from the W&RSETA to invest in their businesses.

2.3 The Economic Impact of Youth Unemployment

Drawing from Cloete (2015); Nthoana (2024) it can be concluded that the economic consequences of youth unemployment are far-reaching and complex. In addition International Labour Organization, (2013); Labour Statistics (2022) explains that Countries with high youth unemployment rates often suffer from sluggish economic growth due to a diminished workforce. This stagnation impacts the overall economy and leads to a greater dependence on social welfare programmes as young individuals struggle to support themselves. As a result, governments may face increased pressure to allocate financial resources towards social services, which can strain public budgets. The World Bank (2022) underscores the fact that when young people cannot secure jobs, there is a significant decline in the potential for innovation and productivity within the economy. Young individuals typically bring fresh ideas and energy that can drive progress, and their absence from the workforce can hinder advancements in various sectors, ultimately stifling economic development.

Furthermore, Mago (2019) states that youth unemployment often establishes a damaging cycle of poverty. When young people cannot find stable employment, their chances of achieving financial independence are severely limited, affecting their ability to invest in education and skills development. This lack of opportunity extends to future generations, as children raised in economically strained households may also face barriers to education and employment. Consequently, the cycle of poverty becomes self-perpetuating, perpetuating and exacerbating existing social and economic inequalities within society. W&R SETA's entrepreneurship programmes are intended to curb the soaring unemployment rate in South Africa, making it a pressing issue that requires more attention. Figures 1.1 and 1.2 below demonstrate South Africa's global position in terms of unemployment. Statistics South Africa's first quarter shows that actual unemployment rates already surpass the ILO's 2016 projection of 25.5 percent, making South Africa the tenth poorest performer in the world regarding unemployment.

Table 2. 1: Global highest unemployment rates (2016 projections)

Ranking	Country	Unemployment Rate (%)
1	Djibouti	53.0
2	Solomon Islands	34.9
3	Mauritania	31.1
4	Reunion	30.0
5	Gambia	29.9
6	Bosnia and Herzegovina	29.4
7	Macedonia, FYR	28.1
8	Lesotho	28.0
9	Guadeloupe	26.4
10	South Africa	25.5

Source Meyer 2017 (Extracted from ILO, 2016)

Table 1.2 summarises the unemployment rates in South Africa. This time frame was selected because, following many years of apartheid, the first democratic elections took place in 1994. Throughout this time frame, unemployment rates have ranged from 16.9 percent to 27.2 per cent.

Table 2. 2 : South Africa's unemployment rates: 1994 - 2015

Year	Unemployment Rate (%)	Global Ranking	Year	Unemployment Rate (%)	Global Ranking
2016	25.5	10 th	2004	24.7	10 th
2015	25.0	8 th	2003	27.1	8 th
2014	25.1	9 th	2002	27.2	7 th
2013	24.6	9 th	2001	25.4	8 th
2012	25.0	7 th	2000	26.7	5 th
2011	24.7	6 th	1999	25.4	9 th
2010	24.7	6 th	1998	25.0	9 th
2009	23.7	8 th	1997	22.9	10 th
2008	22.7	9 th	1996	21.0	14 th
2007	22.3	10 th	1995	16.9	26 th
2006	22.6	12 th	1994	20.0	18 th
2005	23.8	9 th			

Source Meyer 2017 (Extracted from Business Tech, 2015)

2.4 Introduction of the Entrepreneurship Programmes

According to W&R SETA (2024) Youth unemployment can be addressed in entrepreneurship programmes through hands-on experience and intensive training. In sectors with high demand for skilled professionals, entrepreneurship is dedicated to equipping participants with the necessary skills and knowledge to succeed in the workforce.

More importantly, Khuluvhe *et al.*, (2022) note that various fields, including information technology, health services and entrepreneurship, are included in entrepreneurship programmes. The information technology sector can provide training in software development, cybersecurity, and data analysis. In health services, they could gain hands-on experience in patient care or healthcare administration, and entrepreneurship training could focus on business management and startup strategies.

According to Kurczewska, Doryń and Wawrzyniak (2020) a combination of theoretical knowledge and practical experience, participants are equipped to handle the job market demands. Participation in projects and problem-solving exercises enhances confidence and expertise for individuals, which can significantly improve their chances of securing employment. The goal of the entrepreneurship programmes is to increase the workforce's competitiveness and skill level to benefit society and the economy financially (The Informal Traders Issue, 2021).

2.4 Success Stories and Impact of W&R SETA Entrepreneurship Programmes

W&RSETA (2020) Maintains that many young people who have transitioned from joblessness to successful careers demonstrate the effectiveness of W&R SETA entrepreneurship Programmes. The Informal Traders Issue (2021) has reported that entrepreneurship programme participants have a higher job placement rate than their peers who did not receive comparable training. Entrepreneurship programmes have been instrumental in the achievement of many young people, thanks to the hands-on experience and mentorship provided throughout the programme. Graduates of these programmes often report achieving greater confidence, stronger skills, and better job prospects.

Furthermore, W&RSETA (2022) explain that Individuals participating in entrepreneurship programmes have a significantly higher job placement rate than those who did not receive the same level of training. The programme has achieved remarkable success by offering hands-on experience and a dedicated mentorship programme. Additionally, industry experts have provided valuable guidance throughout the learning process. The Entrepreneurship programmes are structured around practical skills and theoretical learning to equip participants with tools to succeed in diverse job markets (Basheka, 2017).

2.5 What has been done to bridge the gaps in the W&R SETAs Entrepreneurship programmes

The W&R SETA (2023) reveals that W&R SETAs entrepreneurship Programmes have been instrumental in addressing the skills gaps identified in the industry through various initiatives. The SETA has collaborated with industry experts and other stakeholders to develop and implement interventions that cater specifically to the needs of the industry. These interventions include creating appropriate training material and providing leadership that equips entrepreneurs with theoretical knowledge and practical skills. To ensure that the training delivered to learners is of high quality, the SETA has developed a rigorous accreditation process that training providers must follow. This process includes reviewing the training provider's facilities, resources, and faculty and assessing the training programme's effectiveness. The SETA has also extended support to training providers by providing necessary resources and training for developing and delivering training programmes that meet the industry's specific needs. The National skills Development Plan (2020) states that the Skills Education and Training Authority (SETA) has established strategic partnerships with various employers in different industries to provide entrepreneurs with practical workplace experience. This experience has been invaluable to the entrepreneurs, allowing them to apply the theoretical knowledge they have gained in the classroom to real-life situations. Through these partnerships, the SETA has better understood the industry's skill requirements, enabling it to design tailored training programmes that meet them. These training programmes are developed with industry experts to ensure they are relevant and current with industry trends. Malgas and Zondi (2020) assert that SETA (Sector Education and Training Authority) has partnered with various employers to create a win-win situation for entrepreneurs and industry. These partnerships have resulted in employers benefiting from having a pool of skilled and knowledgeable workers, while learners benefit from gaining practical experience and exposure to the industry.

These collaborations have played a crucial role in bridging the gap between the classroom and the workplace, ensuring that entrepreneurs are well-prepared to enter the job market. Furthermore, the Services SETA (2020) indicates that SETA has extensively collaborated with industry associations, trade unions, and other stakeholders to research the industry's skill requirements. This research has helped the SETA to identify the critical areas where skills development is needed and to create training programmes tailored to the industry's needs. The SETA has also regularly evaluated these training programmes to ensure they remain relevant and practical. The Sector Education and Training Authority (SETA) has established partnerships with employers that have proven crucial in developing a highly skilled workforce that has significantly boosted the economy. These partnerships have paved the way for implementing industry-driven training programmes aligned with the needs of specific sectors.

All things considered, the SETA's initiatives to form alliances with employers and carry out in-depth studies on the skills needed by the sector have been crucial in closing the skills gap between education and employment. In addition to ensuring that students have the practical skills necessary to thrive in the labour market, the SETA's emphasis on developing a competent workforce has contributed to economic growth. The skills gap noted in the W&R SETAs entrepreneurship programmes has been substantially closed. The workforce is now more competitive since the SETA has given them the skills they need to satisfy industry expectations. A highly qualified workforce that can satisfy the market's demands has benefited the sector.

2.5.1 What are the specific steps that the W&R SETA has taken to address the accessibility issue of the entrepreneurship programme for young people in rural and informal areas?

Chisoro-Dube and das Nair (2020) contend that the W&R SETA has taken proactive steps to address the accessibility barriers encountered by young individuals in rural and informal areas who are part of the entrepreneurship programme. To achieve this, the SETA has implemented various initiatives to provide targeted support. One notable approach involves the development of comprehensive programmes tailored to equip these individuals with industry-specific skills, thus increasing their chances of securing employment. In addition, the SETA has fostered collaborations with public and private organisations to establish specialised training facilities in rural areas. These centres are designed to offer essential theoretical training to learners. To further assist the learners, the SETA has provided transportation support, ensuring that they can attend training sessions and gain practical experience within retail establishments. Furthermore, the introduction of a mobile training unit has played a pivotal role in delivering training to individuals in remote areas, addressing the challenges they face in accessing traditional training centres. Consequently, these concerted efforts have significantly enhanced the accessibility of the entrepreneurship programme for young people in rural and informal areas (W&RSETA, 2020).

2.5.2 Why are the identified gaps in the W&R SETAs entrepreneurship Programmes not fully addressed?

According to Meyer and Van Dyk (2022) the entrepreneurship programmes offered by the Wholesale and Retail Sector Education and Training Authority (W&R SETAs) exhibit significant shortcomings that have not been adequately rectified. More importantly W&RSETA (2022) deficiencies encompass insufficient training materials, subpar instructions, and limited opportunities for learners to gain practical experience. One of the primary reasons behind these inadequacies is the lack of monitoring and evaluation mechanisms to ensure that learners receive high-quality education and training. Without proper oversight, training providers are minimally motivated to enhance their programmes or address any shortcomings (W&R SETA, 2024).

Moreover, there is a lack of transparency in the allocation of funds within the W&R SETAs, potentially resulting in resource mismanagement and a failure to prioritise learners' needs. Until these issues are remedied through heightened accountability measures and improved governance structures, the identified gaps in W&R SETAs-accredited learnership programmes will persist.

2.6 Other Causes of Youth Unemployment

Mbandlwa and Shezi (2020) drawing from the Western Cape Government (2018: 02) argues that If the employment agreement lacks specific retirement age requirements, employees can choose whether they want to retire or not, leading to reduced employment opportunities for young people. Furthermore, Mbandlwa and Shezi (2020) drawing from trading economics (2020), the paper projects the youth unemployment rate from 2017 to 2020 if the issue of voluntary retirement is not fixed.

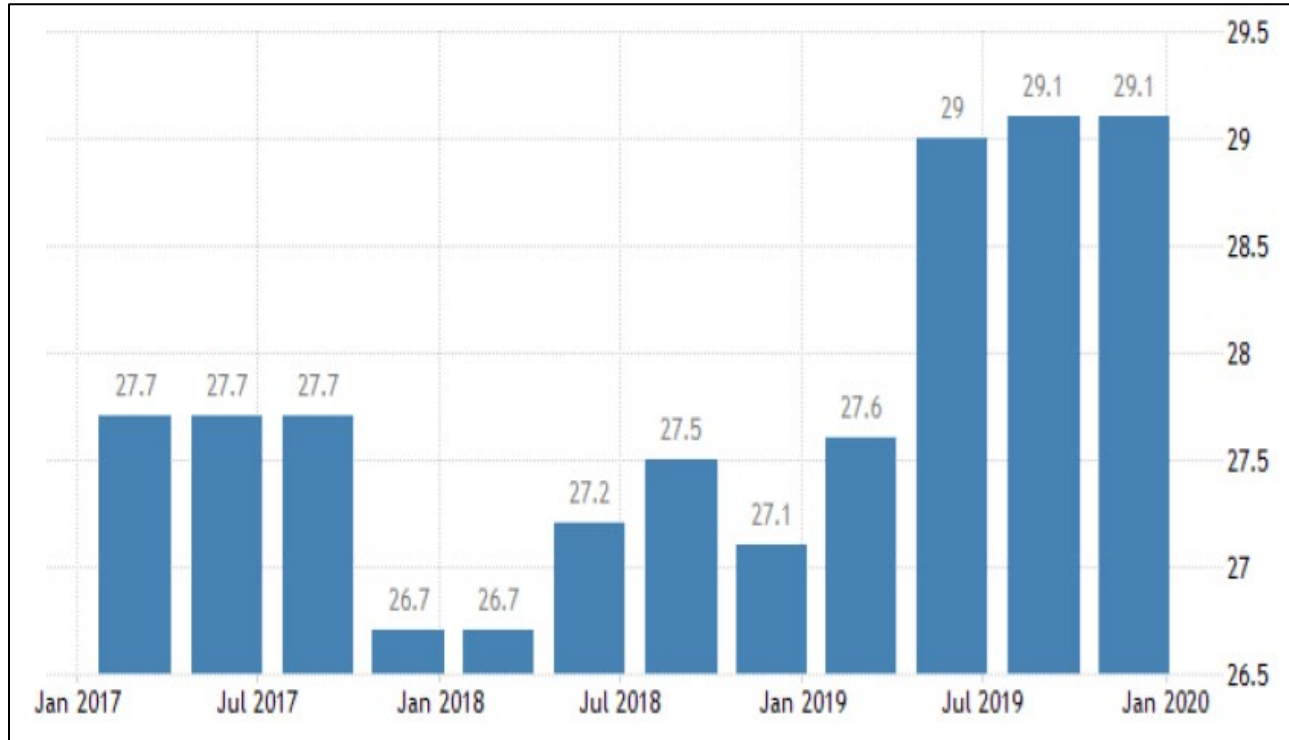


Figure 2. 2 : Trajectory of youth unemployment in South Africa from 2017 to 2020: Source: (Trading Economics 2020)

2.7 Causes of Youth Unemployment in South Africa

(i) Youth Unemployment in South Africa: Causes and Implications

The issue of youth unemployment in South Africa is a significant economic and social challenge. According to statistics compiled by Statics compiled by Stats SA (2021) At the latest estimate, the youth unemployment rate in South Africans aged 15-24 is roughly 63.3%. This shocking number highlights the need to address the multiple factors contributing to the unemployment of young people in the country. The focus of this research report is on the various factors that contribute to youth unemployment in South Africa, such as educational disparities, economic conditions and social influences (Woldemichael, Amusa & Fadiran, 2023)

(ii) Educational Discrepancies

In South Africa, the education system's lack of connection with the job market is one of many reasons why youth unemployment persists. Numerous university graduates depart from institutions without the necessary skills that employers seek. The World Economic Forum (2019) has criticised South Africa's education system for producing graduates who are not equipped for the workforce, with many lacking critical thinking and practical skills. This report highlights this trend. The level of education investment is still not up to par, resulting in unprepared young people competing with available jobs. The high dropout rate also compounds the problem. According to a report from the Department of Basic Education (2020), roughly 54% of high school students are able to finish their education with the necessary qualifications. The youth population's lack of readiness for the job market leads to a surge in unemployment, which further compounds the problem.

(iii) Economic Conditions

The economic situation has a significant impact on youth unemployment. In South Africa, the slow economic growth coupled with high levels of inequality and a declining manufacturing sector are persistent problems. The country's GDP growth has been unsteady, as per the International Monetary Fund (2020), which limits economic opportunities and productivity. The COVID-19 outbreak exacerbated the difficulties faced by individuals, leading to an increase in job losses, particularly in the hospitality and retail sectors that provide employment opportunities for many young people (Statistics South Africa, 2021). Moreover, Shehu and Nilsson (2014) assert that the high rate of informal employment contributes to youth unemployment. Many young people resort to the informal sector out of necessity, which is often characterized by low wages and a lack of job security. This reality highlights the struggle to secure stable employment in the formal sector, creating a cycle of vulnerability for many.

(iv) Social Factors

There are substantial differences in job opportunities among different regions, races, and genders. According to the Human Sciences Research Council (2020), young black South Africans are confronted with a higher-than-expected unemployment rate in comparison to white people. These disparities point to systemic problems embedded in the socio-economic fabric of the country, and furthermore, sociological factors such as poverty and inadequate access to networks hamper the job opportunities available to young people. Young people in numerous communities may be unaware of job opportunities or the necessary professional connections to secure employment. They may end up trapped in a cycle of poverty and unemployment, facing difficulties in getting any economic footing.

2.8 Chapter Summary

A multifaceted approach is necessary to address youth unemployment in South Africa, which involves addressing educational deficits, fostering economic progress, and mitigating social inequality. Entrepreneurship programmes are an essential component of this initiative, aimed at providing young people with the necessary skills and hands-on experience to meet labour market demands. Through partnerships with academic institutions and the business sector, authorities can guarantee that these initiatives foster entrepreneurship and offer beneficial vocational education. With this coordinated effort, South Africa can greatly lower youth unemployment and give its youth a better future.

CHAPTER 3. RESEARCH METHODS & DATA COLLECTION

3.1 Introduction: research methods and data collection

According to Dawadi, Shrestha and Giri (2021) primary objective of mixed research is to resolve the challenges stemming from the incongruity of different study types. In mixed research, diverse study methodologies are integrated into a single research project, with the approaches being adapted based on the specific circumstances and context. For instance, mixed research may involve merging quantitative and qualitative methods, quantitative and critical theory, qualitative and processes theory, or qualitative and stakeholder approaches. It may encompass qualitative, quantitative, or both types of research. By integrating quantitative and qualitative research, mixed research aims to validate and address the limitations of each approach, ultimately enriching our comprehension of the subject matter. Furthermore, Alasmari (2020) assert that mixed research emerged from the fields of education and sociology to cater to the needs of individuals who require both large-sample studies and comprehensive understanding, which are not typically achievable through solely quantitative approaches. Mixed research is aligned to thoroughly examine phenomena in context, explore theory from multiple perspectives, and amplify the voices of research participants.

3.1.1 Definition and Importance

According to Sharma *et al.*, (2023) Mixed-method research has the potential to unite researchers from diverse perspectives, offering an alternative when issues are related to social, economic and political perspectives. It is often chosen when descriptive and explanatory data must be integrated. This approach is increasingly utilized in educational studies to identify the causes of problems and seek solutions. While there are similarities in mixed-method research studies, different results are obtained for other purposes and field problems at each stage of the research (Morgan, 2017).

Nagpal, Kornerup and Gibson (2021) further states that mixed-methods research is a comprehensive approach that combines qualitative and quantitative research strengths. Originating in the 1950s, this approach prioritizes designing research to prevent misconduct and to achieve the best research methods. It is particularly important as it enables the inclusion of various perspectives and dimensions in the same research process or a change of perspective within the same design steps. Additionally, using both qualitative and quantitative methods is considered more important than each method individually, depending on the research conditions.

3.2 Research Paradigm

Ugwu, Ekere and Onoh (2021) points out that one of the primary purposes of research paradigms is to establish a framework for methodology and inquiry. In the pragmatic paradigm, mixed research methods are frequently employed to prioritize practical solutions and use multiple approaches to answer research questions effectively. Furthermore, Rehman and Alharthi, (2016) argue that the use of pragmatism permits researchers to utilise both quantitative and qualitative methods, acknowledging that each has its advantages and disadvantages. The flexibility allows for integrating numeric information with rich, contextual insights to better comprehend intricate social processes. Therefore, research using mixed-method techniques allows scholars to approach real-world problems more comprehensively, allowing researchers to draw on diverse perspectives and ultimately improve the validity and usefulness of the results.

3.3 Research Approach

Taherdoost (2022) acknowledges that many fields rely on research as a fundamental element, providing the basis for new knowledge and professional practices. Successfully executing any research requires a well-defined research approach, which ensures that the objectives are met, and the findings are valid and reliable. Despite the availability of research methods, Alasmari (2020b) posit that mixed-method research is a highly effective method that can incorporate both qualitative and quantitative approaches. Using qualitative and quantitative methods, researchers can gather detailed data through interviews or focus groups using this hybrid methodology. Additionally, quantitative techniques such as surveys and statistical analysis are used to measure and analyse numerical data. Mixed-method research merges two paradigms to provide a more comprehensive approach to understanding complex phenomena. This enables an in-depth understanding of the significance and context of these numbers, which leads to more detailed conclusions and informed judgments (Ismail, 2021).

3.4 Research Design: Sequential design

According to Dawadi, Shrestha and Giri (2021) sequential research design involves collecting and analysing data systematically, with each phase building upon the previous study. This design is handy for mixed-methods research, where qualitative and quantitative methods are used back and forth to gain a broader knowledge of addressing the research problem. To illustrate, a researcher may initiate primarily qualitative research on participants' experiences and then move to progressively quantitative analysis to determine the frequency of these experiences among broader

populations (Igiebor and Okonmah, 2022). Furthermore, Vivek, Nanthagopan and Piriyaarshan (2023) assert that combining qualitative and quantitative methods is a form of triangulation, which validates findings and refines research questions, thereby improving the study's depth and context. The research design is demonstrated in Figure 3.1 below.

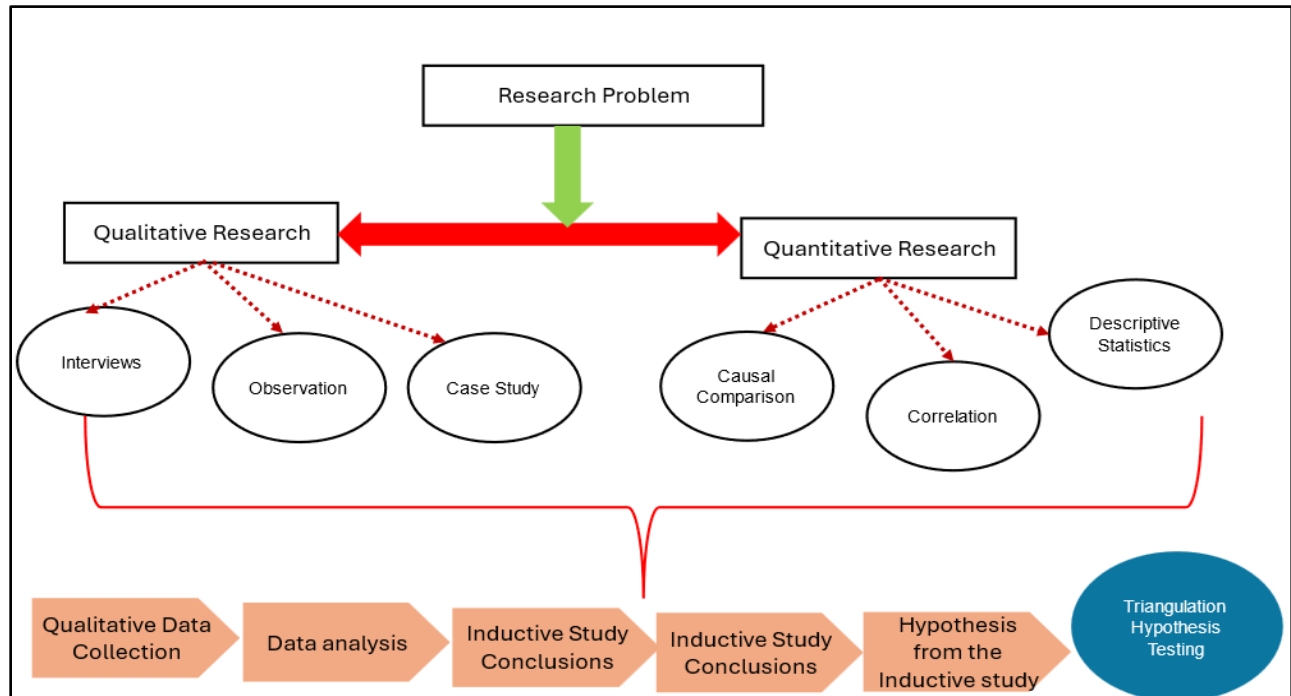


Figure 3.1: Research Problem

3.5 Rationale for Mixed Method Research

Sharma *et al.*, (2023), asserts that mixed-method research is an excellent option when confronted with research problems that a single lens cannot adequately understand. More importantly Nagpal, Kornerup and Gibson (2021), asserts that combining the information from both sources allows a study to obtain a more comprehensive and detailed picture. Furthermore, Alasmari (2020a) states that mixed-method research can help overcome the limitations of using only one approach. While qualitative research may face issues with subjectivity and generalizability, quantitative research can overlook the contextual factors that influence behaviour. Employing both approaches enables scholars to obtain more comprehensive, statistically sound and contextual information.

3.6 Sampling: Heterogeneous

According to Campbell *et al.* (2020) Purposive sampling is a technique that selects participants with diverse characteristics relevant to varying contexts or phenomena. This is known as heterogeneous purposed sampling. This method uses sampling to capture various perspectives, experiences and information that can improve the quality of the collected data. Employing a heterogeneous group of participants is an effective way for researchers to understand the complexity of social phenomena and explore how different attributes may impact outcomes (Etikan *et al.*, 2016)

3.7 Sample size

In mixed-methods research, it is important to establish a sample size that ensures the validity and generalizability of findings. Taherdoost (2021) suggest that in mixed research, both qualitative and quantitative aspects must be considered separately to ensure a consistent sample size. Typically, qualitative research utilizes smaller samples to achieve greater comprehension in studies (Mason, 2010), which can be tailored to include between 5 and 30 participants depending on the research objectives. However, quantitative components usually need larger samples to maintain statistical power, which is determined by the level of precision and confidence (Apuke, 2017). Conversely. Additionally, both methods can facilitate a more intricate comprehension of the outcomes, as qualitative data can guide quantitative findings. Incorporating different sample sizes highlights the complexity of mixed-methods research and helps strengthen conclusions in studies (Richards *et al.*, 2019). According to the United Nations (2006), the Malaysian Youth Council defines youth as anyone between the ages of 15 and 40. This definition was used in this study. The study employed 40 individuals as the sampling population since 40 candidates who fit the requirements were included in the population.

3.8 Data Collection Instrument: Interview Schedule

According to Elhami (2022) a qualitative data collection tool that involves a series of predetermined questions is known as an interview schedule, which guides discussions during interviews. Through this method, participants can provide researchers with detailed information while ensuring that crucial topics are covered systematically. An appropriately structured interview process not only guarantees consistency during all interviews but also enables participants to express their emotions in a manner consistent with the richness of their experiences (Mashuri *et al.*, 2022). Furthermore, Dunwoodie, Macaulay and Newman (2023) mention that the interviewer can strike a balance between following the timeframe and permitting unplanned discussions, which can enhance the breadth and detail of the data. Interview schedules ensure that researcher results are as reliable and accurate as possible, making them an excellent addition to qualitative research methodologies.

CHAPTER 4. DATA PRESENTATION & ANALYSIS

4.1 Introduction

A comprehensive grasp of complicated issues, as argued by Dawadi, Shrestha and Giri (2021) can be achieved by utilising the benefits of both qualitative and quantitative research approaches when presenting and analysing data using mixed methods. Using different viewpoints, this integrative framework allows researchers to cross-verify data, offering deeper insights and validating findings. Mixed methods offer a comprehensive look at participants' experiences and activities while maintaining the accuracy of quantitative measurements. More importantly Taherdoost (2021) asserts that mixed methods enable a thorough assessment of patterns, themes, and statistical connections in data presentation and analysis. This integrated approach reduces any biases associated with employing a single methodology. It enhances the overall quality of the research, ultimately producing a more thorough and nuanced picture of the study's topic.

4.2 Data set Cycles

Alem (2020) contends that data cycles are crucial to data analysis and presentation because they provide an organized framework for obtaining, assessing, analysing, and sharing information. With this method, data is continuously updated and refined, allowing analysts to identify trends, patterns, and anomalies. By carefully examining each step of the data cycle, organizations may increase the accuracy and relevance of their findings and, ultimately, make better decisions. Furthermore Pop *et al.* (2021) posit that data cycles also encourage accountability and transparency because they allow stakeholders to monitor the development of data insights. The data cycle's guiding principles guarantee that complicated information is presented effectively, making it intelligible and accessible to various audiences. In general, adopting data cycles promotes a continuous improvement culture. The study pursued 3 data sets that had 10 respondents each.

4.2.1 Data Cycle 1

The first data set had six males and four females, giving an aggregate of 10. *Initially, the respondents were quite sceptical regarding the object of the research, but through deliberate persuasion, I managed to clearly explain the reason for the study.*

The first cycle yielded 9 open codes, as indicated by Table 1 below, generated from NVivo 15.

Table 4. 1: Data Cycle 1 Open Codes

Name	Description	Files	References
Changing Market Conditions	Variations in the economic climate that affect supply, demand, and competitiveness in a market are called changing market circumstances. Several changes in consumer preferences, technological breakthroughs, and economic downturns can cause these modifications to how organizations function and plan.	10	45
Economic Factors	Monetary components are the diverse things that sway how an economy works and its total well-being, such as interest percentages, inflation measures, and job figures. These ingredients shape customer conduct, corporate activities, and how much is needed and available in the market.	9	30
High Competition	Job competition refers to the struggle between people striving for work chances. These job aspirants battle it out for accessible roles in the employment arena. It is a tug-of-war scenario. This clash shapes how people get hired and dictates the salary rates. Moreover, it plays a vital role in determining the total need and availability of the workforce.	10	33
Job Market Saturation	When the number of individuals hunting for work surpasses job offers in a particular area or field, we have a situation known as job market saturation. As a result, wage rates may tumble, and securing a job might become increasingly difficult. Furthermore, this saturation sparks off utmost rivalry among those vying for roles.	10	41
Limited Practical Experience	When job skills lack hands-on training and real-world application, it often signifies low practical experience. Limited proficiency in crucial tasks often tags along with this shortfall. Here's the catch: Does this gap in	10	38

Name	Description	Files	References
	hands-on ability affect how well they execute their tasks in a job environment? Certainly! Further effect? This could potentially be a stumbling block to their eligibility for employment.		
Market Demand	Requirements for specific abilities and positions across different sectors essentially impact the number of job possibilities for applicants. Factors such as economic health, technological progress, and shifting customer choices shape this demand. These elements determine what roles are more sought-after while also directing recruitment methods.	7	28
Network Barriers	Obstacles posed by connections, or lack thereof, in the professional sphere, are dubbed network barriers in the job market. This predicament indicates that individuals struggle to tap into job prospects because they don't have an adequate network or professional relationships. These barriers frequently cast a shadow on your potential visibility.	6	22
Regulatory Hurdles	Rules and regulations in the employment and corporate landscape comprise legal and administrative barriers that firms and people must manoeuvre to function or employ staff, including permissions, credentials, and adherence to industry rules. These difficulties can potentially decelerate corporate expansion, impede employment opportunities and slightly tarnish the effectiveness of the general market by placing more financial burdens and complications.	5	20
Resource Constraints	Lack of enough funds, workforce, or time in the employment and trading landscape denotes the boundaries that corporations encounter as they strive to actualize their functioning and progress goals. These restrictions can act like a spanner in recruitment efforts, curb the proliferation of trade, and dwindle total efficiency by compelling firms to juggle priorities and favour particular campaigns over the rest.	9	38

Drawing the analysis of interview scripts in data cycle 1, there is a lot of similarity in the responses given by the research respondents, indicating that the challenges the incumbents face are similar. An analysis of the two interview scripts below shows a closely neat pattern regarding the emerging concepts. The comparison below shows that five out of the nine open codes are common, indicating that the incumbents viewed the research phenomenon from similar lenses. Figure 4.1 projects more concepts derived from comparing 2 interview scripts from data cycle 1.

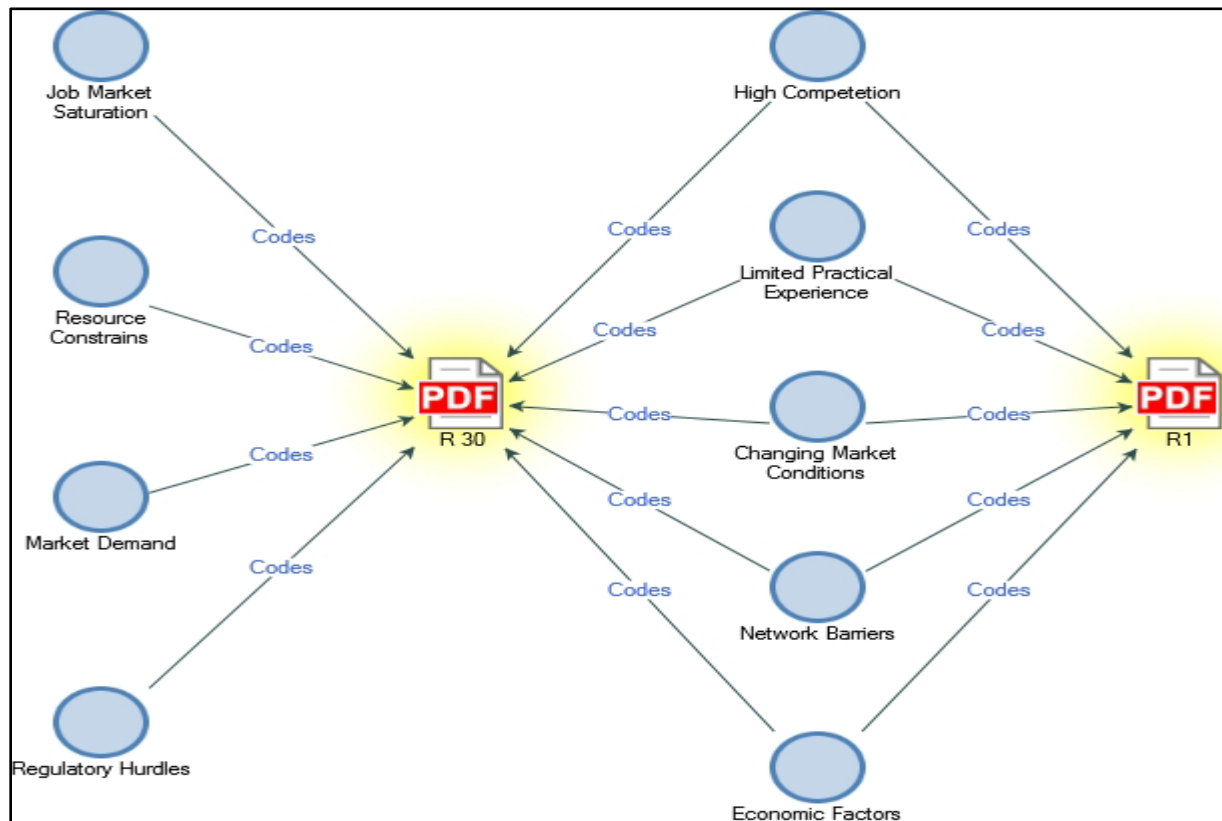


Figure 4.1 : Comparison of R30 and R1 Interview transcripts

4.2.2 Conceptual Summary of Data Cycle 1

Concerning South Africa, changes in the market structure impact businesses and youth unemployment tremendously due to the state of the economy, which affects the employment rate. Economically, the high youth unemployment rate and inflation impact consumers' purchasing attitudes, forcing these organizations to craft their strategies and making it even harder for young people secure jobs. The staggering number of job seekers and the limited job vacancies translate to a hyper-competitive environment, making obtaining a job very difficult for the youth. When job offers are lesser than the applicants, the industry is oversaturated, which increases competition and

reduces the starting pay for employees in the market. Equally, a lack of working experience among unemployed youth makes them less marketable and poses a challenge in obtaining a job. Other significant issues include networks acquired that make accessibility to job openings almost impossible and regulatory obstacles that inhibit business expansion so that more young people can be employed despite their limited operational resources.

4.3. Data Cycle 2

The first data set had 7 males and three females, giving an aggregate of 10. *Drawing from the first data set, I subsumed the 9 open codes into 4 to create a basis for thematic analysis and a more refined abstraction of emerging concepts from the data analysis.*

The second cycle yielded 5 subsumed codes, as indicated by Table 4.2 below, which were generated from Nvivo 15.

Table 4. 2: Data Cycle 2 Subsumed Codes

Name	Description	Files	References
Bridging Knowledge gaps	The South African government has taken significant steps to curb the knowledge gap for unemployed youth. For example, the Expanded Public Works Programme (EPWP) is one of the programmes through which young people are offered practical work experience, skills enhancement, and training opportunities. Through the National Development Plan, the government is also trying to improve the accessibility of education with a focus on education in the technical and vocational fields. Collaboration with private sector partnerships has helped to equip the youth with essential skills needed within the growing e-commerce industry. Furthermore, young individuals are targeted in equity awareness campaigns and mentorship programmes to ease their ability to launch and maintain successful business ventures.	10	34
Digital Skills and E-Commerce	Through initiatives such as the Expanded Public Works Programme (EPWP), the South African government has promoted e-commerce and digital skills to combat youth	8	32

Name	Description	Files	References
	unemployment by encouraging training and real-world work experience. The government hopes to increase young people's employability and entrepreneurial opportunities by establishing partnerships with the private sector and providing them with the necessary skills for the expanding e-commerce industry.		
Entrepreneurial Support	Through various programmes, such as funding resources and mentorship programmes, the South African government offers entrepreneurial support to lower youth unemployment by enabling young people to launch and grow their own businesses. Partnerships with the private sector also help to develop skills, giving young people the resources they need to be successful in their entrepreneurial pursuits.	9	45
Informal Business Support	Since many young people in South Africa lack access to formal employment opportunities and rely on informal entrepreneurship, financial support for informal businesses is essential to lowering youth unemployment. The government and other organizations offer resources, mentorship, and training to assist young entrepreneurs in starting and expanding their unofficial businesses. In addition to encouraging young people to innovate and develop their skills, this support also increases their economic contribution, which eventually helps to address the nation's unemployment problems.	8	46

Data Cycle 2 focused on the problems raised by the first incumbents in the initial data cycle. The responses given by the research participants in the second data cycle revealed that the challenges that emerged in the initial data cycle were glaring, and the government responded to them in various ways. Table 4.3 below concisely explains government intervention.

Table 4. 3: Key tenants of Data Cycle 2

Challenges Raised in Data Cycle 1	Government Intervention
Bridging Knowledge gaps	<ul style="list-style-type: none"> • Expanded Public Works Programme (EPWP) • The National Development Plan • Collaboration with private sector partnerships • E-commerce
Entrepreneurial Support	<ul style="list-style-type: none"> • Resource allocation through the private sector
Informal Business Support	<ul style="list-style-type: none"> • Funding through programmes targeted at employment creation and business opportunities for youth

4.3.1 Gaps in Government Efforts

More importantly, in Data Cycle 2, several critical insights emerged from the responses given by the participants in response to the following question:

Q. What aspects of the entrepreneurship programme would you suggest improving? Also, would you mention any further comments or insights on the impact of the entrepreneurship programmes on youth unemployment?

R18 responded as follows: *“Incorporating more practical training opportunities, such as internships or project-based learning, would help participants apply their skills in real-world settings. This experience can be invaluable in preparing them for the job market. With the rapid advancement of technology, enhancing the curriculum to include more emphasis on digital skills and e-commerce strategies would better prepare participants for the current job landscape. Facilitating more networking events with industry professionals could provide participants with critical connections that may lead to job placements or partnerships. Implementing a system for ongoing feedback from participants can help identify areas of improvement and adapt the curriculum to better meet the needs of learners and the evolving market.”*

Responding to the same question, R6 responded as follows:

“The entrepreneurship programmes should indeed encompass an understanding of the township economy and its unique social context. Integrating these elements, the programmes can address township environments' specific challenges and opportunities. This focus allows participants to gain valuable insights into community dynamics and economic activities essential for fostering local development. Moreover, providing financial management training tailored for non-financial managers is crucial. This type of education equips participants with fundamental financial skills and knowledge, enabling them to make informed decisions and effectively manage resources within their organizations. By demystifying financial concepts and practices, entrepreneurship programmes can empower non-financial managers to contribute meaningfully to their organization's financial health and operational success. Combining insights into the township economy with essential financial management training can significantly enhance the relevance and impact of the entrepreneurship programmes, thereby fostering personal and community growth.”

While both respondents exhibited profound knowledge of the challenges and actions taken by the government to reduce youth unemployment, respondent R6 stands out as a critical advocate of the township economy. Scheba and Turok (2020), cited in Nthoana (2024), I argue that while the township economy has significant potential, this area is frequently overlooked in broader economic discussions and initiatives. Numerous societal and historical factors contribute to youth unemployment. Respondent R6 offered the following insights when posed with the question below.

Q: What societal factors do you believe contribute to youth unemployment in your community, and how do you believe the entrepreneurship programmes can address these factors

Answer: *“Unemployment in South Africa is shaped by various societal factors, many of which have roots in historical and structural challenges. Here are some important societal elements contributing to the country's unemployment rate: The ramifications of apartheid have created profound social and economic inequalities. Many people from historically disadvantaged communities continue to encounter obstacles related to education, employment, and skill development, hindering their ability to secure jobs. Although access to education has improved since apartheid ended, the quality remains inconsistent. Numerous schools, particularly in rural and marginalized areas, lack essential resources, qualified educators, and proper facilities, resulting in a workforce that may not align with*

employer standards. South Africa has a large population of young individuals, yet many experience high unemployment due to a lack of work experience, mismatched skills, and economic challenges. The shortage of opportunities for internships and apprenticeships worsens this predicament. Economic Inequalities: The economic environment in South Africa is characterized by significant inequities. While specific sectors flourish, others struggle, leading to a lack of jobs in underdeveloped regions. These economic disparities often align with geographic and racial divides, further entrenching the issue of unemployment.”

Although the government has made considerable strides in tackling the issue of youth unemployment through various programmes and initiatives, the country still grapples with deeply rooted societal challenges as argued by Tshishonga (2019). Marginalisation continues to affect many communities, leading to inequalities in access to education, employment opportunities, and social services. Additionally, the legacy of apartheid still casts a long shadow over societal structures, perpetuating divisions and hindering social cohesion. These ongoing issues highlight the need for a comprehensive approach that not only addresses unemployment but also promotes inclusivity and equality for all citizens.

Respondent R18's response to the same question clearly indicates the foundational problem for youth unemployment: the state of the economy.

Answer: *“The overall state of the economy plays a crucial role in determining job availability. During economic downturns, hiring typically declines and layoffs become more common. Additionally, a frequent challenge arises from the mismatch between the skills that job seekers possess and those that employers need, complicating the search for suitable employment. Many young individuals find themselves without access to quality education and vocational training, which further limits their job prospects and employability. As the youth population grows, competition for available jobs in a constrained labour market intensifies. Moreover, social inequality and poverty restrict access to essential resources and opportunities, thereby perpetuating cycles of unemployment in marginalized communities.”*

The above response, as supported by Liu, Sun and Zhang (2022) make it clear that the state of the economy is critical to reducing youth unemployment.

Drawing from the current economic landscape and the wealth of entrepreneurial opportunities, R 15 eagerly addressed the following question:

Q: Have you secured employment/ a business after completing the entrepreneurship programme?

Answer: *“After completing the entrepreneurship programme, I struggled to secure a job for several reasons. Firstly, the job market was highly competitive, and my field had limited openings despite my training. Many employers also prioritised candidates with hands-on experience, which I lacked, even though I had gained theoretical knowledge. Additionally, the programme did not cover specific industry-related skills, such as current trends and technical expertise in the clothing industry, which many employers were seeking. Networking proved to be another challenge, as I found it difficult to leverage the connections I had built during the programme to access job leads. Furthermore, the fast-paced consumer preferences and technology changes required ongoing adaptation, an area where my training didn't fully prepare me. Lastly, I encountered underemployment, as some positions I considered were below my qualification level, which didn't align with my career aspirations. These experiences motivated me to continue developing my skills and seek further opportunities for growth. After completing the entrepreneurship programme, I struggled to secure a job for several reasons. Firstly, the job market was highly competitive, and my field had limited openings despite my training. Many employers also prioritized candidates with hands-on experience, which I lacked, even though I had gained theoretical knowledge. Additionally, the programme did not cover specific industry-related skills, such as current trends and technical expertise in the clothing industry, which many employers were seeking. Networking proved to be another challenge, as I found it difficult to leverage the connections, I had built during the programme to access job leads. Furthermore, the fast-paced changes in consumer preferences and technology required ongoing adaptation, an area where my training didn't fully prepare me. Lastly, I encountered underemployment, as some positions I considered were below my qualification level, which didn't align with my career aspirations. These experiences motivated me to continue developing my skills and seek further opportunities for growth.”*

The examination of interview transcripts from respondents R18 and R6 indicates that, while there are slight variations in their answers, both faced comparable challenges during their experiences.

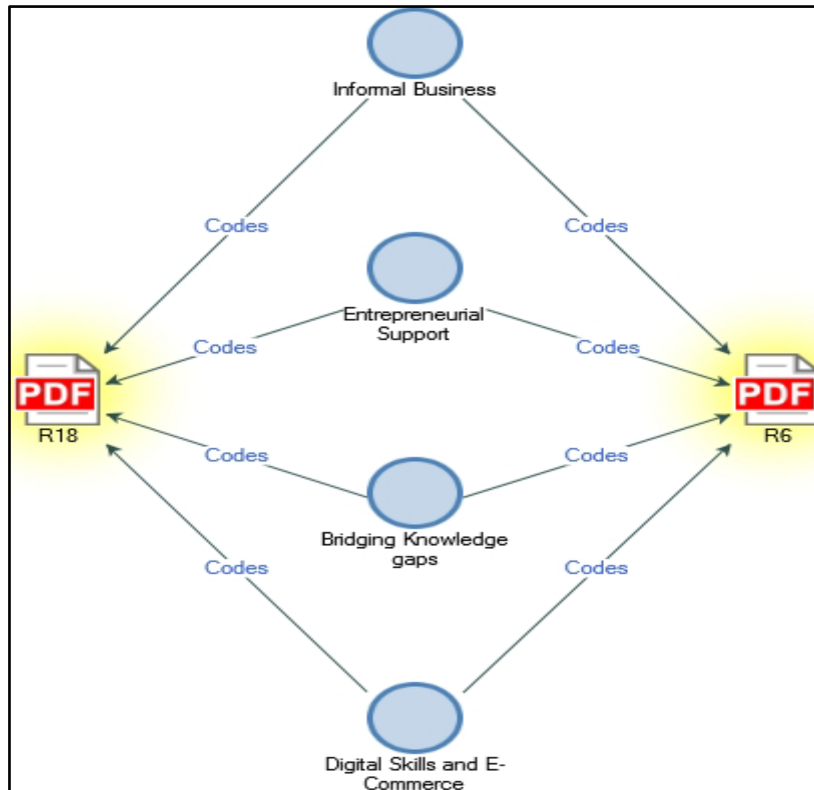


Figure 4.2: Comparison of interview transcript R18 and R6

4.3.2 Conceptual summary of data Cycle 2

The South African government has put into action a multitude of approaches targeting the decrease of joblessness and promoting growth for the youth, with a concentrated focus on the business sector that's less formal. By offering support to budding businesses via programmes such as the Youth Employment Service (YES), as well as various grants, the government motivates young adults to kickstart their enterprises and foster innovative ideas. Efforts are also being poured into filling knowledge voids through specialized training and guidance schemes which equip the young workforce with critical skills pertinent to this dynamic job market. A significant emphasis is laid on nurturing digital skills too, which aids these young minds to leverage technology effectively for jobs and professional growth. Extra initiatives to catapult e-commerce have paved additional pathways for these youthful entrepreneurial spirits, letting them connect to a broader consumer base and boost their financial viability.

4.4 Data Cycle 3

The third data set had five males and five females, giving an aggregate of 10. *Drawing from the second data set, I subsumed the 4 open codes into 3 to create a basis for thematic analysis and a more refined abstraction of emerging concepts from the data analysis.* The third cycle yielded 2 subsumed codes, as indicated by Table 3 below, which were generated from NVivo 15.

Table 4. 4Figure: Data Cycle 3 Subsumed Codes

Name	Description
Historical Imbalance	In South Africa, the ghosts of apartheid still haunt the present, etching racial divide and financially biased lines onto its history. This regrettable past has kept many South Africans from quality education and viable job openings. The government has rolled out various strategies, hoping to provide relief through skill enhancement and promoting entrepreneurial spirit.
State of the Economy	South Africa's economy continues to grapple with numerous difficulties, chief among them being soaring unemployment rates, an issue that is particularly prevalent among the youth demographics. Structural complications and an apparent shortage in job creation further intensify this problem. A sizeable portion of South Africa's young population encounters significant hurdles when attempting to penetrate the job market, not least of which includes scarce access to first-rate learning and training platforms. Therefore, there seems to be an escalating demand for specific government assistance and programmes focused on honing skills and fostering entrepreneurship. Such nudges could indeed serve as fruitful remedies for youth unemployment and act as catalysts to boosting economic progress. The hyperbole of soaring unemployment rates here demonstrates the grave seriousness of this predicament.
Need for Government Support	The South African government has implemented various initiatives to combat youth unemployment, recognizing that young people are disproportionately affected by joblessness. Programmes aimed at skill development, apprenticeships, and entrepreneurship support have been introduced to empower the youth and enhance their employability. Furthermore, partnerships with private sectors and non-profits have been fostered to expand job opportunities and create a more inclusive workforce.

The examination of interview transcripts from respondents R21 and R8 indicates that, while there are slight variations in their answers, both faced comparable challenges during their experiences.

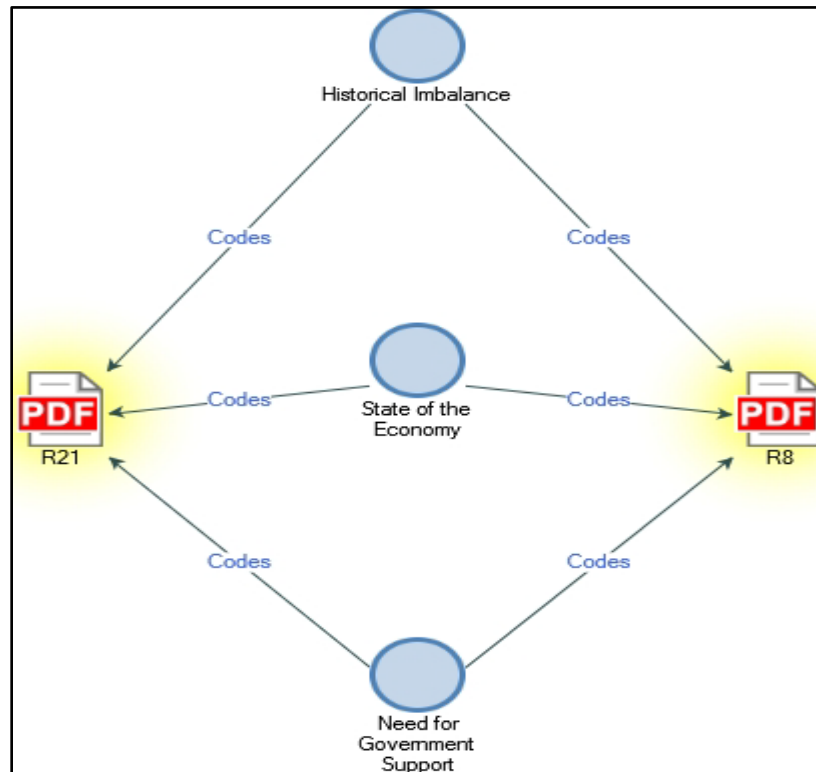


Figure 4.3: Comparison of interview transcript R21 and R8

The last data cycle indicates that three components underpin the government's drive to reduce youth unemployment. The diagram below conceptually demonstrates how these three constructs interlink.

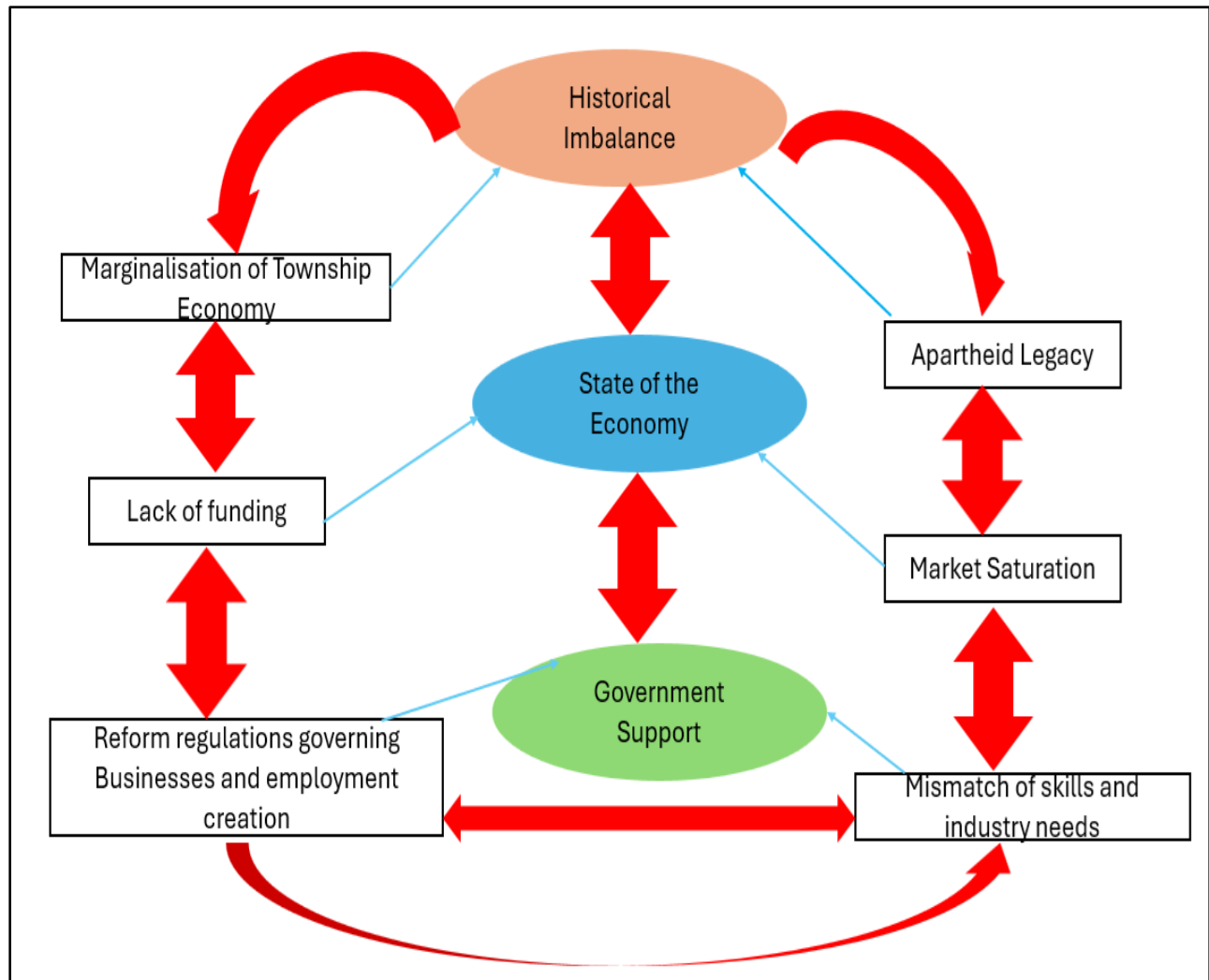


Figure 4.4: Conceptual map of Data Cycle 3

4.4.1 Conclusion of Qualitative Analysis

The South African government applied numerous strategies that endorsed enterprise and targeted deep-seated inequality springing from apartheid. They acknowledge the inheritance of educational and financial gaps, putting their bets on strengthening the youth with the aptitudes imperative to flourish in a challenging occupational field. The nation's financial climate, notable for rocketing unemployment measures chiefly encompassing the youth, has driven the government to amplify its efforts to curb youth unemployment. The government's holistic approach aims not simply at mitigating youth joblessness but also inducing encompassing fiscal progression and inclusivity in the long term.

4.4.2 Objective Assessment of the Reach and Scope of Entrepreneurship Programmes

While the qualitative analysis above has given the study a subjective appreciation of the challenges underpinning entrepreneurship programmes with a specific view to reducing youth unemployment, it is critical to consider an objective analysis of the same phenomenon. The table below indicates the total number of data sets supplied by W&R SETA and their distribution. According to the United Nations (2006), as will be recalled from Chapter 3, the Malaysian Youth Council defines youth as everyone between the ages of 15 and 40. Based on the adopted definition of youth, the classifications in Table 4.5 below were made.

Table 4.5: Population Distribution

Total Entrepreneurs	Others	Youth	Males (Youth)	Females (Youth)
3111		1245	374	871

According to this data set, it is concerning that only 40% of the youth actively participated in W&R SETA's entrepreneurship drive. A graphical projection of Figure 4.5 is given below.

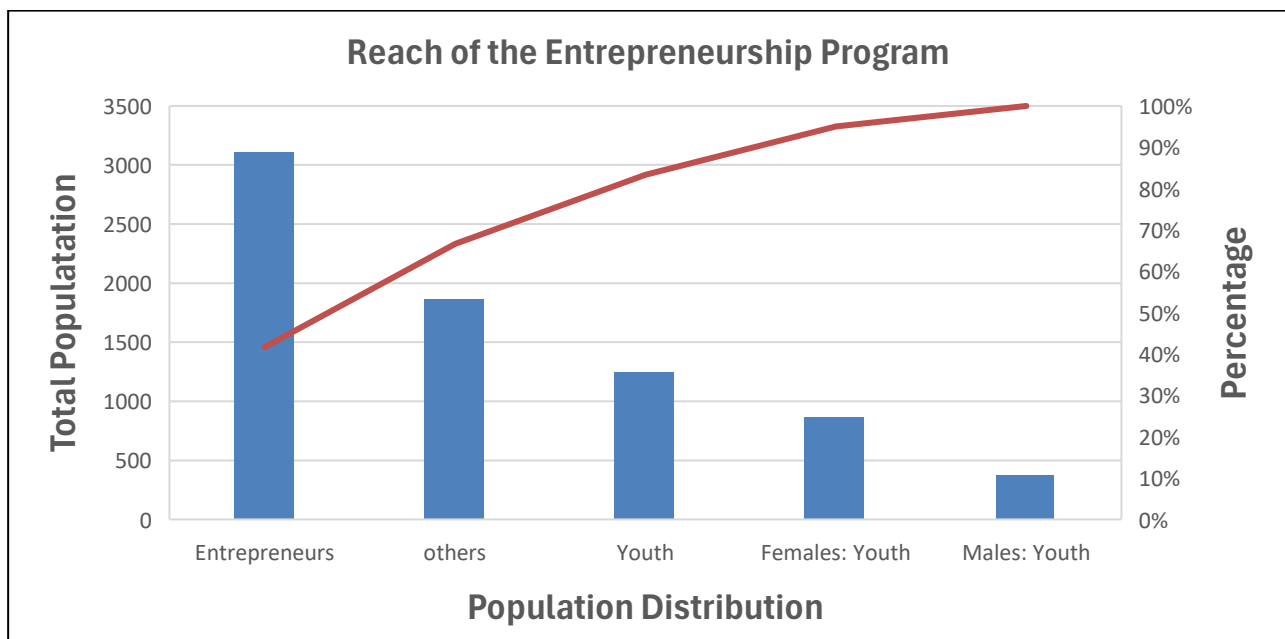


Figure 4.5: Reach of the Entrepreneurship Programme

There is a notable disparity in the demographics of W&R Entrepreneurship programme participants: female teenagers comprise 25% of the cohort, while their male counterparts only make up 8%. This glaring discrepancy shows that young males are afraid to engage in such activities. Since W&R SETA grants non-credit-bearing certifications upon programme completion, there is a common misconception that these entrepreneurial programmes are primarily intended for women. This could affect how likely the male youth are to participate in these initiatives.

Young males, who may naturally want approval and validation for their endeavours, may feel that their efforts are not sufficiently recognised in this context. In a culture that increasingly views entrepreneurial aptitude as a stimulus for economic vitality and innovation, the associated ramifications of this potential disillusionment deserve careful examination. This situation, therefore, calls for a thorough re-evaluation of the marketing paradigms used to support entrepreneurship initiatives. Stakeholders must use tactics that go beyond conventional gender stereotypes and actively involve male kids to foster a more equal and inclusive demographic composition. Such programmes might promote more equitable representation, boosting the conversation about entrepreneurship and the overall effectiveness of these entrepreneurship drives. The difficulty is not just in drawing in a varied group of participants but also in radically rewriting the story of entrepreneurship to highlight its universal appeal and inherent worth for people of all genders.

The figure below, which comes from my research with 40 participants, makes it abundantly evident that young people with more education are more likely to be comfortable in official work and avoid government-sponsored entrepreneurial programmes. Those with master's or doctoral degrees do not participate, whereas most participants merely have matriculation credentials.

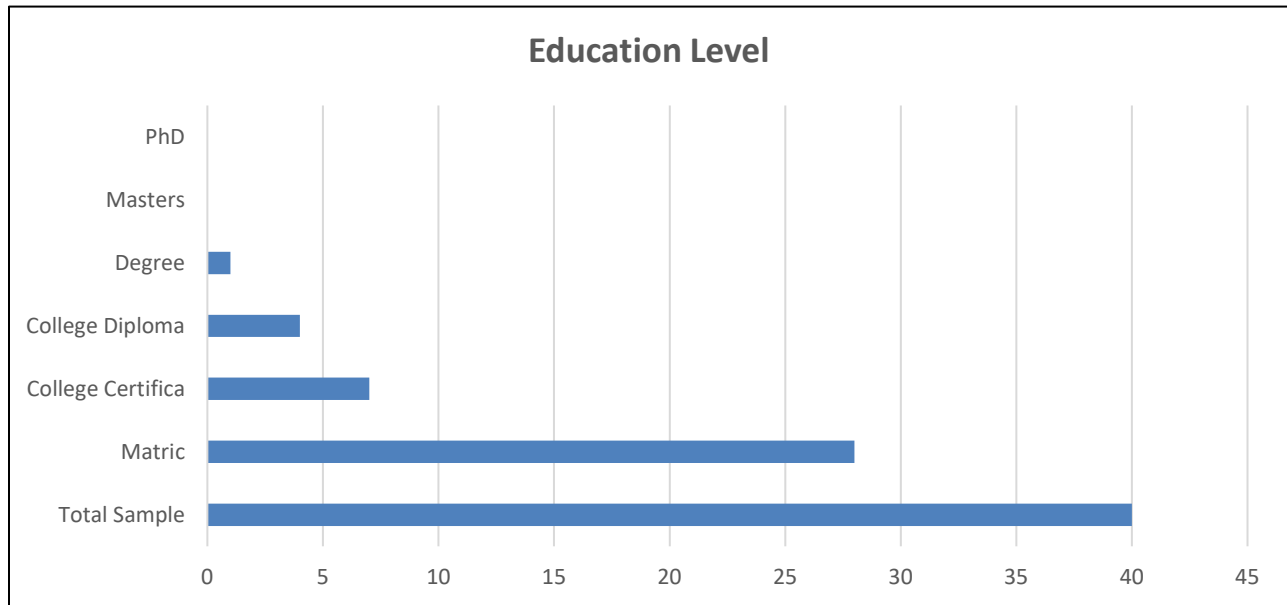


Figure 4.6: Sample distribution of education level

4.4.3 Impact of Employment Outcomes

Out of 40 interviews, the results indicated that 22 were actively involved in operating their businesses. Additionally, while 6 members reported challenges in managing their firms and 2 reported unsuccessful ventures, 10 had found profitable employment. The above data is represented graphically in Figure 4.7 below.

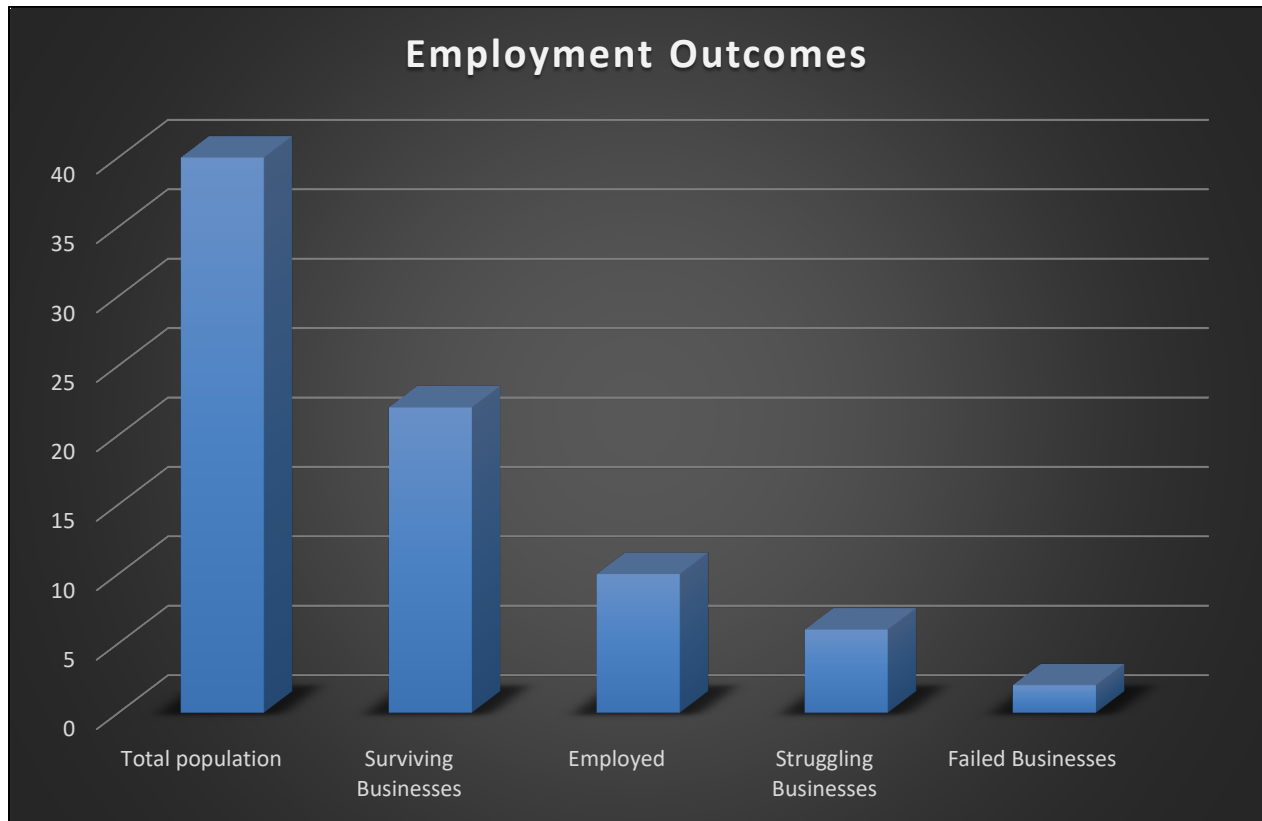


Figure 4.7: Results of the Entrepreneurship Programmes

The sample shows that the business failure rate is 5 %; respondent R23 clearly explains some of the challenges that lead to business failure even after going through the entrepreneurship programme and receiving the necessary funds.

R23 responded as indicated below to the below question:

Question: Have you secured employment/ a business after completing the learnership programme?
 If no, what challenges did you face in finding employment or running a successful business?

My business eventually failed for several reasons, even though I finished the W&R SETA entrepreneurship programme. Initially, I had trouble understanding the intricacies of financial management, which led to cash flow problems that I could not fix. Furthermore, the program exaggerated my product's market need, making drawing in and keeping clients challenging. My market share was also reduced by fierce rivalry that I had not fully foreseen. After the programme, I was left without adequate mentorship, which left me unable to make important decisions. In addition, I discovered that my marketing tactics failed to connect with my target market, resulting in missed sales chances. Lastly, I didn't realize how important flexibility and resilience were in overcoming difficulties in the first year of firm operations.

The responder identified four important factors that influence performance after training. The first issue is the lack of post-programme mentorship, which is essential for providing incumbents with guidance on critical decision-making. The second issue is cash flow, significantly affecting a business's ability to endure. Third, problems exist because the inflated commodity demand may not accurately reflect market needs. Finally, the challenges of increasing market share further complicate issues and emphasise the need for effective strategies to overcome these barriers.

4.4.4 Evaluate Skill Development and Entrepreneurial Competencies

The table below concisely evaluates skills development and entrepreneurial competencies drawn from the interviews.

Table 4. 6: Assessment of Skills Development

Skills & Entrepreneurial Competencies	Assessment
Financial Literacy	The results showed that participants with previous financial exposure had some basic knowledge in this area, with financial literacy improving by 45%. Furthermore, 80% of the difficulties that research participants encountered with financial and business planning were related to their level of exposure to financial matters.
Marketing Skills	Although most participants showed a strong grasp of conventional marketing principles, 70% had serious difficulties with digital marketing. Lack of access to necessary electronic devices, such as laptops and cell phones, and poor internet connectivity were the main causes of this problem. These obstacles restricted their chances to apply digital marketing techniques in their operations and made it more difficult for them to interact with digital platforms efficiently.
Technical skills	55 % of the interviewed Participants in the W&R SETA entrepreneurship programmes are limited in their capacity to handle critical business operations, such as problem-solving digital marketing and customer service, which are essential for sustained success, due to their lack of technical skills. Furthermore, this lack of technical expertise may make it more difficult for players to effectively compete and adjust to market needs, which could eventually affect the viability of their businesses.
Leadership & Management	According to an assessment of the management and leadership skills of W&R SETA entrepreneurship programme participants, 44% of those surveyed seemed to be lacking a strong foundation in these areas. This deficiency may seriously impair their ability to properly lead and run their companies.

Communication Skills	In the W&R SETA entrepreneurship programme, about one-third of the interviewees showed a deficiency in basic communication skills, which significantly impeded their capacity to network. This communication breakdown can limit access to vital resources and alliances that are necessary for corporate expansion, as well as opportunities for relationship building.
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Significant gaps in critical skills and abilities are found in the evaluation of participants in the W&R SETA entrepreneurship programmes. Although there was considerable evidence that individuals with prior exposure to finance and accounting were among the 45% of interviewees who were financially literate, many still faced difficulties because of their lack of expertise. Despite understanding traditional marketing principles, 70% of marketers found it difficult to implement digital tactics because of limited access to technology and poor internet connectivity. Furthermore, 44% of participants showed poor leadership and management skills, and 55% lacked the technical skills required for crucial business operations. Additionally, about one-third of participants had poor communication skills, making it difficult for them to network and obtain resources essential for expanding their businesses.

4.4.5 The effectiveness of the Entrepreneurial programmes in Rural & Urban Areas

As previously articulated in Chapter 2, the efficacy of the program can be critically evaluated through the prism of socio-economic development within both rural and urban contexts. These initiatives are not merely instrumental; rather, they serve as a foundational framework for instilling paramount entrepreneurial skills. Such competencies are integral to the broader pursuit of economic autonomy and stability, fostering not only individual agency but also contributing to a more equitable socio-economic landscape. In terms of philosophy, this embodies an attitude towards empowerment for individuals, echoing the ideas of self-actualization and agency articulated by Maslow and Freire. Figure 4.8 provides a comprehensive analysis of the comparative success rates between rural and urban entrepreneurs, highlighting underlying key factors that contribute to their respective performances.

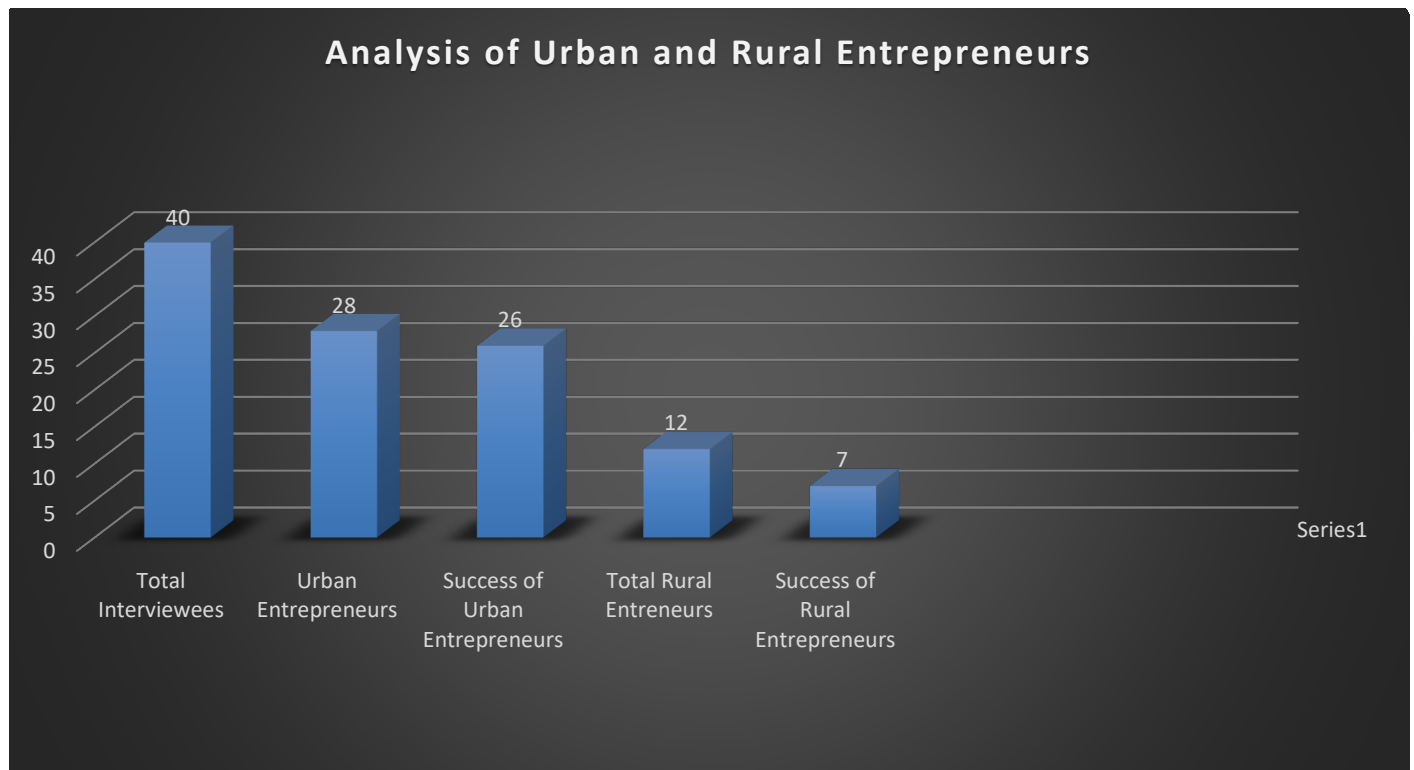


Figure 4.8: Comparison of Rural & Urban

In Figure 4.9, the percentage of entrepreneurial programs with different impacts in rural and urban settings is shown to provide greater insight into their differences. This comparative study intends to draw attention to the distinct forces that shape entrepreneurial success across different regions and social contexts.

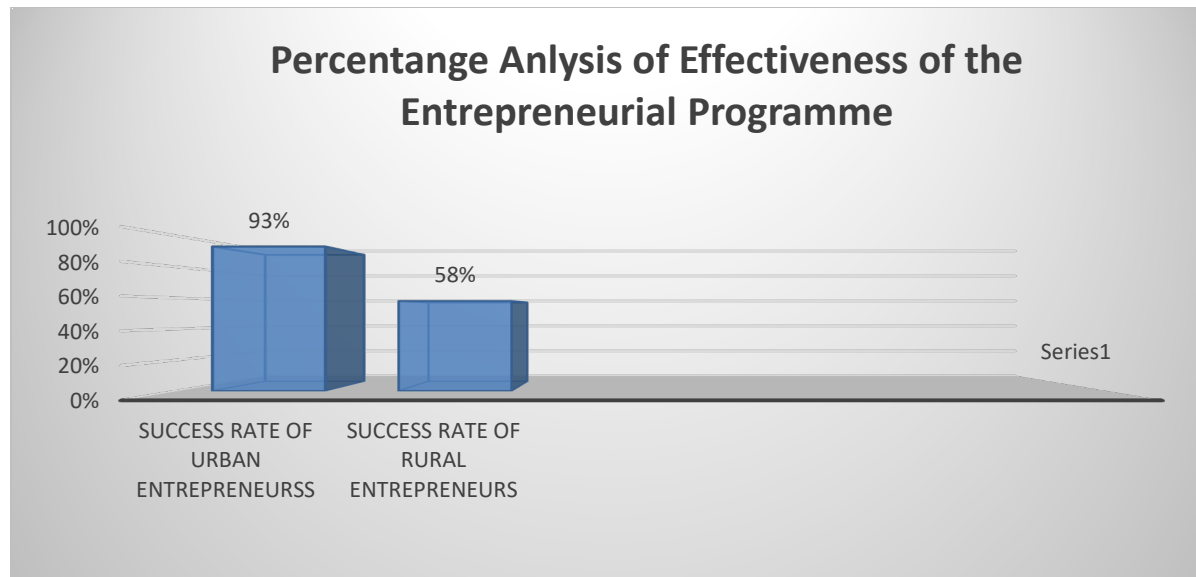


Figure 4.9: Percentage analysis of the effectiveness of the Entrepreneurial Programme

4.4.5.1 Effectiveness of Entrepreneurial Programmes in the Urban Areas

Drawing from the data collected leveraging existing infrastructure accessibility to markets and having a diverse consumer base in urban areas; the W&R SETA programmes are often more effective. The combination of innovation and opportunity creates a favourable environment for entrepreneurs. However, urban areas are also characterised by high levels of competition and oversaturation of markets, necessitating continuous modifications and adaptations to meet the evolving needs of budding entrepreneurs.

4.4.5.2 Effectiveness of Entrepreneurial Programmes in the Rural Areas

Conversely, villages offer a diverse array of opportunities and obstacles. The effectiveness of W&R SETA programmes in these regions may be compromised due to factors such as limited resources, inadequate infrastructure, and lower educational attainment. Nevertheless, entrepreneurship has the potential to stimulate local economies, as successful endeavours can lead to self-sustaining communities and the maintenance of local traditions. Communitarianism is philosophically connected, implying that individuals' well-being is closely linked to those in their communities.

4.4.5.3 Insight Drawn from the Comparative Analysis of the Urban and Rural Context

Given the varying nature of experiences, programme design must take a nuanced approach to ensure curricula are culturally relevant and reflect its context. Training in digital literacy and e-commerce may be essential for urban entrepreneurs, while rural participants may find more practical

support with workshops on resource management and sustainable practices. Moreover, the assessment of these programs should encompass both qualitative and quantitative evaluations to fully comprehend their impact. Both settings have produced success stories that serve as case studies for best practices, highlighting the potential of the W&R SETA to transform the entrepreneurial landscape. Systemic barriers such as inequality and bureaucratic inefficiencies must be addressed with serious concern, as they can harm the effectiveness of programmes. In the end, the philosophical debate surrounding these entrepreneurial ventures reinforces the importance of inclusivity and equity in economic development, urging policymakers to consider the socio-political implications of their interventions. Consequently, the success of W&R SETA Entrepreneurial Programmes cannot be measured by their immediate results but rather by how they have contributed over time to creating a strong entrepreneurial environment that benefits both individuals and communities. A continuous discussion regarding these programmes is essential for the development of a set of policies that prioritize social cohesion and sustainable economic growth in South Africa.

4.4.6 Challenges and Barriers

As was already mentioned in the data cycle 1 analysis and chapter 2, several crucial intervening factors have a big impact on W&R SETA entrepreneurship programme candidates' success. The environment in which these candidates operate can quickly change due to shifting market conditions, which can have an impact on their tactics and results. Furthermore, changes in the economy can have a direct effect on consumer behaviour and purchasing power. Programme graduates face additional challenges due to the fierce competition in the entrepreneurial sector, making it crucial to differentiate their offerings. Additionally, a saturated job market makes it harder to find work, which encourages many people to pursue entrepreneurship as a substitute. Candidates who lack practical experience may find it difficult to apply their theoretical knowledge effectively, making them unprepared for challenges that arise in the real world. Their entrepreneurial endeavours may be further hindered by network barriers that limit their access to crucial contacts and resources. Finally, resource limitations and regulatory barriers may hinder innovation and expansion, ultimately impacting their businesses' long-term viability.

4.4.6.1 Analyse the Contribution to Reducing Youth Unemployment

It's critical to keep in mind from Chapters 1 and 2 that the W&R SETA entrepreneurship programme is essential in tackling South Africa's youth unemployment problems by providing funding and support for entrepreneurial endeavours that give young people the skills they need for their future careers (Meyer & Van Dyk, 2022). Particularly in the retail industry, these programmes are essential for closing the skills gap between education and employment (Woldemichael, Amusa & Fadiran, 2023). The Sector Skills Development Grants, which are funded by the skills development levy levied on South African industries, provide the capital for these programmes. To reduce unemployment, the W&R SETA has created several essential programmes that teach young people how to start their businesses. These consist of:

- Learnership Programmes
- Entrepreneurship Development Programmes
- Skills Training Workshops
- Internship Programmes
- Business Incubation Initiatives
- Career Guidance
- Online Learning Programmes

These interventions are essential in fostering the skills and opportunities for young individuals to thrive in the job market and contribute to economic growth.

4.4.6.2 Analysis of Unemployment Reduction

Although W&R SETA's entrepreneurship programmes have made strides in reducing unemployment, they still face several essential obstacles. One major issue is the lack of funding, which restricts these programmes' overall efficacy and reach. Furthermore, there is frequently a gap between the taught skills and the real needs of the industry, which could leave graduates unprepared for the workforce. Additionally, the lack of mentorship after programme completion deprives participants of the crucial continuing assistance required for successful entrepreneurship. Young business owners also find it difficult to adjust and prosper in the face of the quickly shifting market conditions of the modern economy. Finally, the programmes fail to meet the township economy's

needs, which is essential for encouraging entrepreneurship and addressing regional economic issues. This summary should be considered with the conclusions drawn from Chapters 1 and 2 and the analysis of the data sets accompanying them.

4.7 Summary of Chapter

The chapter highlights deficiencies in vital skills like management, leadership, and communication while discussing the difficulties and obstacles faced by participants in the W&R SETA entrepreneurship programme. Basic communication skills were lacking in about one-third of interviewees, which negatively impacted their networking and access to resources necessary for business expansion. A lack of technical proficiency, poor leadership abilities, and limited financial literacy further hampered the participants' entrepreneurial endeavours. Significant external factors, such as shifting market conditions, economic fluctuations, and intense competition, are identified in the analysis as impacting programme candidates' success. These elements make their tactics and results more complex, and a crowded labour market encourages people to turn to entrepreneurship as a substitute. The chapter highlights how a lack of experience and networking opportunities frequently makes it difficult for participants to translate theoretical knowledge.

Notwithstanding these obstacles, the W&R SETA entrepreneurship programme is essential in tackling youth unemployment in South Africa since it offers the capital and assistance required for business endeavours. The chapter describes several programmes designed to give young people the essential skills they will need for future employment, including learnership programmes, workshops on skills training, and business incubation initiatives. Even though these initiatives help lower unemployment, they face challenges like a lack of funding, a disconnect between industry demands and education, and insufficient mentorship after the programme ends, especially in township economies with limited resources.

CHAPTER 5: HYPOTHESIS FORMULATION & TESTING

5.1 Introduction

According to Rana and Singhal (2015) creating a hypothesis is all about forming a well-researched suggestion about the possible relationship between two categorical variables. After setting up the hypothesis, data is gathered and organised systematically into what is known as a contingency table. This displays how often each possible pairing of categories happens. Furthermore, Mchugh, (2013) states that the chi-square test is used to juxtapose the frequencies observed in the table with those expected if our starting assumption - the null hypothesis - was correct. The chi-square statistical score allows researchers to determine whether the noted differences are statistically valid or significant. If it turns out that the p-value from our chi-square study is less than the established threshold, then the hypothesis will be rejected. This hints at a potential connection between our variables under scrutiny. The study utilises the three categories in Figure 6 as the primary basis for hypothesis formulation. The hypothesis is tested using Chi-Square.

5.1.1 Hypothesis One

The two hypotheses are presented below

Null Hypothesis (H₀): There is no connection between the success of W&R SETA entrepreneurship programmes and demographic factors

Alternate Hypothesis (H₁): The success of the W&R SETA entrepreneurship programme is directly linked to the demographic factors

The level of significance is 0.5

Table 5.1: Hypothesis 1: Observable values

Scope of Entrepreneurship	Age 15-40	Age 40+	Certificates & Matric	Degree to PhD	Total
Highly Successful	6	34	25	5	70
Struggling	30	10	10	8	58
Total	36	44	35	13	128

Table 5.2: Hypothesis 1: Expected values

Scope of Entrepreneurship	Age 15-40	Age 40+	Certificates & Matric	Degree to PhD	Total
Highly Successful	19.69	24	19.14	7.11	69.94
Struggling	16.31	19.94	15.86	5.89	58
Total	36	43.94	35	13	127.94

Table 5.3: Calculation of χ^2 Hypothesis 1

Observed Values (O)	Expected Value (E)	(O-E)	(O-E) ²	$\frac{(O-E)^2}{E}$
6	19.69	13.69	187.42	9.52
34	24	10	100	4.2
25	19.14	5.86	34.34	1.79
5	7.11	2.11	4.45	0.6
30	16.31	13.69	187.42	11.5
10	19.94	9.94	98.8	4.95
10	15.86	5.86	34.34	2.2
8	5.89	2.11	4.45	0.76
Total				$\sum \frac{(O-E)^2}{E}$ $\chi^2 = 35.52$

Degrees of freedom= (columns-1) (Rows-1)

$$(4-1) (2-1) = 3 \times 1 = 3$$

Significance level (α) = 0.05

χ^2 Tabular = 7.815

χ^2 Calculated = 35.52

χ^2 Calculated > χ^2 Tabular (or called as χ^2 Critical)

∴ We reject the null hypothesis and accept the alternate hypothesis

Alternate Hypothesis (H1): *The success of the W&R SETA entrepreneurship programme is directly linked to the demographic factors*

According to the data analysis, people with more experience and maturity have a higher chance of succeeding as entrepreneurs, which supports the alternate hypothesis. This is explained by their combined experiences, which offer insightful knowledge about how businesses operate. Furthermore, people with more education seem to have an easier time finding formal jobs or managing their own companies. The frequency distribution lends credence to the notion that education improves a person's employability by providing them with the necessary knowledge and skills. Thus, this association emphasizes how crucial education and maturity are to developing prosperous business endeavours.

5.1.2 Hypothesis Two

The two hypotheses are presented below

Null Hypothesis (H0): There is no connection between the success of W&R SETA entrepreneurship skills development and entrepreneurial competencies.

Alternate Hypothesis (H1): The success of the W&R SETA entrepreneurship programme is directly linked to entrepreneurial competencies.

The level of significance is 0.5

Table 5.4: Hypothesis 2: Observable values

Skills	High Entrepreneurial Competencies	Low Entrepreneurial Competencies	Total
High Entrepreneurial Skills development	35	3	38
Low Entrepreneurial skills development	2	37	39
Total	38	40	78

Table 5.5: Hypothesis 2: Expected values

skills	High Entrepreneurial Competencies	Low Entrepreneurial Competencies	Total
High Entrepreneurial Skills	18.51	19.49	38
Low Entrepreneurial skills	19	20	39
Total	37.51	39.49	77

Table 5.6: Calculation of χ^2 Hypothesis 2

Observed Values (O)	Expected Value (E)	(O-E)	(O-E)²	$\frac{(O-E)^2}{E}$
35	18.51	16.49	271.92	14.69
3	19.49	-16.49	271.92	13.95
2	19	-17	289	15.21
37	20	17	289	14.45
Total				$\sum \frac{(O-E)^2}{E}$
				$\chi^2 = 58.3$

Degrees of freedom= (columns-1) (Rows-1)

$$(2-1) (2-1) = 1 \times 1 = 1$$

Significance level (α) = 0.05

χ^2 Tabular = 3.841

χ^2 Calculated = 58.3

χ^2 Calculated > χ^2 Tabular (or called as χ^2 Critical)

∴ We reject the null hypothesis and accept the alternate hypothesis

Alternate Hypothesis (H1): The success of the W&R SETA entrepreneurship programme is directly linked to entrepreneurial competencies.

The information demonstrates a significant difference in entrepreneurial skills between participants in the W&R SETA entrepreneurship programmes and those who have not participated in this experiential framework. Individuals who have been exposed to these programmes exhibit significant improvements in their skill set, which demonstrates a greater ability to successfully navigate the intricacies and fluctuations of the business environment. According to the results, 35 participants who finished the programme demonstrated higher levels of entrepreneurial competencies, whereas only three people did not. Additionally, the calculated chi-square value highlights how strongly programme participation and entrepreneurial efficacy are correlated. This strongly suggests that the W&R SETA programmes are fundamental in providing people with the necessary skills that support successful entrepreneurial endeavours, rather than just supplementary. As a result, the results support the idea that participation in these programmes is positively associated with the development of critical entrepreneurial skills that are necessary for negotiating the entrepreneurial landscape.

The above notion was also echoed by R15 who responded as indicated below.

“The W&R SETA entrepreneurship programmes partly addressed the skills gap in the retail industry by providing targeted training in crucial areas such as customer service, inventory management, and sales techniques. However, I believe there is still room for improvement, particularly in incorporating more hands-on experience and practical scenarios that reflect current market challenges. Enhancing the focus on digital skills and e-commerce strategies could further align the training with the evolving demands of the retail sector. Overall, while the programmes made significant strides in bridging some gaps, continuous adaptation to industry trends will be essential for future success.”

5.1.3 Hypothesis Three

The two hypotheses are presented below

Null Hypothesis (H₀): There is no connection between the success of W&R SETA entrepreneurship and youth employment

Alternate Hypothesis (H₁): The success of the W&R SETA entrepreneurship programme is directly linked to youth employment

The level of significance is 0.5

Table 5.7: Hypothesis 3: Observable values

Unemployment	Candidates who completed the W&R SETA programme	Candidates Who did not complete the W&R SETA Programme	Total
High Youth Unemployment	3	37	40
Low Youth Unemployment	35	4	39
Total	38	41	79

Table 5.8: Hypothesis 3: Expected values

Unemployment	Positive Impact of W&R SETA	Negative Impact of W&R SETA	Total
High Youth Unemployment	19.24	20.2	39.44
Low Youth Unemployment	18.76	20.24	39
Total	38	40.44	78.44

Table 5.9: Calculation of χ^2 Hypothesis 3

Observed Values (O)	Expected Value (E)	(O-E)	(O-E) ²	$\frac{(O-E)^2}{E}$
3	19.24	16.24	263.74	13.71
37	20.2	16.8	263.74	13.06
35	18.76	16.24	263.74	14.06
4	20.24	16.24	263.74	13.03
Total				$\sum \frac{(O-E)^2}{E}$ $\chi^2 = 53.86$

Degrees of freedom= (columns-1) (Rows-1)

$$(2-1) (2-1) = 1 \times 1 = 1$$

Significance level (α) = 0.05

χ^2 Tabular = 3.841

χ^2 Calculated = 53.86

χ^2 Calculated > χ^2 Tabular (or called as χ^2 Critical)

\therefore We reject the null hypothesis and accept the alternate hypothesis

Alternate Hypothesis (H1): *The success of the W&R SETA entrepreneurship programme is directly linked to youth employment*

The data supports the alternative hypothesis, which indicates a strong positive correlation between youth employment and W&R SETA entrepreneurship programmes. Existing research, which shows comparable patterns in the efficacy of entrepreneurship initiatives, supports this conclusion even more. The programme has had numerous setbacks, but the data shows it has successfully reduced youth unemployment. According to the findings, individuals who participated in these programmes had a higher chance of finding work than those who did not. Furthermore, the information indicates that the skills and knowledge acquired through W&R SETA enhance employability. All things considered, the results highlight how important the programme is in lowering youth unemployment rates.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The purpose of the study was to evaluate how the W&R SETA entrepreneurship programme affected the rates of youth unemployment. This was done using a qualitative method, and the study used triangulation with the Chi-square test to increase the reliability of the results. Improvements in employment outcomes were found to be significantly correlated with programme participation. The information demonstrates how well entrepreneurship programmes work to increase young people's employability. Notwithstanding its difficulties, the programme has great potential to lower unemployment in this group. This last chapter summarises the main conclusions, makes suggestions for further projects, and emphasizes the significance of continued assistance for initiatives of this kind. Ultimately, the study highlights how vital entrepreneurship is for fostering stability and economic growth in young people.

6.2 Recommendations

Based on the comprehensive analysis and findings derived from the research, this study articulates the recommendations detailed below.

1. To increase its efficacy, the W&R SETA entrepreneurship programme should include more practical training and real-world projects that mirror current market conditions.
2. Emphasizing digital skills and e-commerce tactics will improve participant readiness for the changing retail landscape.
3. Forming alliances with nearby companies may offer trainees internships, giving them the chance to develop their professional networks and obtain real-world experience. These incubation centres should also offer strong post-programme mentoring.
4. The training will stay current and beneficial for participants if the curriculum is updated frequently to incorporate new trends and technologies.

5. Establishing mentorship programmes that pair participants with prosperous business owners can offer direction and inspire future ventures.
6. Frequent feedback surveys from employers and participants will help find areas for improvement and modify the training accordingly.
7. Increasing the outreach to underrepresented youth groups can help the entrepreneurship programme become more diverse and inclusive.
8. Offering post-training assistance, such as job placement services or access to resources for launching businesses, can improve participants' long-term success.
9. If community campaigns raise awareness of the programme, more young people will sign up and utilize the entrepreneurial training available.
10. Bridging the skills gap may be facilitated by working with educational institutions to match academic offerings with the competencies required in the retail industry. Including business management and financial literacy modules, programme participants can gain the knowledge they need to succeed as entrepreneurs. Finally, evaluating the programme's effect on youth unemployment rates on a regular basis will help prove its efficacy and guarantee continued financing and support for its projects.

6.3 Limitations of the study

The study had several issues that could have affected its conclusions' applicability. First, the results could be skewed because the sample size of participants might not fairly represent the larger population of unemployed young people. Furthermore, self-reported data may introduce bias because participants exaggerate their programme-related experiences or results. Additionally, the study only looked at W&R SETA entrepreneurship programme participants, which may have ignored the impact of other outside variables on youth employment rates. Furthermore, because the cross-sectional design ignores changes over time and the long-term effects of programme participation, it restricts the ability to conclude causality. Lastly, the consistency of the results may be impacted by regional differences in programme implementation, making it challenging to draw generally applicable conclusions.

6.4 Future Studies

Future research should try to increase the sample size to include a more representative and diverse group of young people, as this will improve the findings' generalisability. Furthermore, longitudinal research could be carried out by following participants over time to better understand the long-term effects of the W&R SETA entrepreneurship programme on employment outcomes. Future research may also examine how particular programme elements, like mentorship and hands-on training, affect participant success rates. Comparative studies with other entrepreneurship programmes could offer insightful information about successful tactics and best practices. Furthermore, a more thorough understanding of the dynamics of youth employment may be provided by looking at the influence of external factors like regional characteristics and economic conditions. Lastly, future research should evaluate how modifications in

6.5 Conclusion

The insights we've gathered about youth employment outcomes linked to participation in the W&R SETA entrepreneurship programs can be looked at through the lens of the National Development Plan (NDP) and the South African Economic Reconstruction and Recovery Plan. These key documents highlight the need for an inclusive economy that not only tackles the pressing issue of unemployment but also sets the stage for sustainable growth and development in South Africa. The NDP lays the groundwork for a more cohesive approach to policymaking, stressing the significance of education, skills development, and job creation as essential elements of economic empowerment. It paints a picture for 2030, where every South African has access to jobs and meaningful economic involvement. The strong link between the W&R SETA entrepreneurship program and improved youth employability aligns perfectly with the NDP's primary goal of enhancing human capital. By providing young people with entrepreneurial skills, these programs help individuals improve their livelihoods and strengthen the nation's broader socio-economic landscape. Similarly, the South African Economic Reconstruction and Recovery Plan offers a more immediate response to the unemployment challenges worsened by economic disruptions like the COVID-19 pandemic. This plan focuses heavily on supporting sectors that create jobs and boost economic activity. The findings related to the entrepreneurship program highlight a timely response to this need, showing how targeted efforts in entrepreneurship can aid in immediate economic recovery by empowering youth to become job creators instead of just job seekers.

This study sheds light on how entrepreneurship can be a powerful means of self-actualization and empowerment. The National Development Plan (NDP) and the Economic Reconstruction and Recovery Plan aim for economic growth and envision a society where individuals can rise above their socio-economic challenges through entrepreneurial endeavours. This aligns with classical economic theories of entrepreneurship as vital for innovation and financial efficiency. When young people are trained and supported in entrepreneurship, they don't just become part of the labour market; they turn into change-makers who can impact their communities and contribute to national development. Furthermore, the findings call for a thoughtful review of the support and resources available for these entrepreneurial initiatives. They emphasize the need for ongoing evolution and adaptation of programs to keep pace with changing market dynamics and societal needs. This is crucial for ensuring these initiatives remain relevant and effective, resonating with the NDP's vision for a responsive governance framework that learns and adapts. In conclusion, linking youth entrepreneurship programs to national policies like the NDP and the Economic Reconstruction and Recovery Plan highlights the vital connection

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