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LIST OF ABBREVIATIONS

BRICS: Brazil, Russia, India, China and South Africa

DHET: Department of Higher Education and Training

DPSA: Department of Public Services and Administration

DTPS: Department of Telecommunication and Postal Services

EU: European Union

FTP: File Transfer Protocol

GDED: Gauteng Department of Economic Development

GCRA: Gauteng City Region Academy

GPG: Gauteng Provincial Government

GDID: Gauteng Department of Infrastructure Development

GDP: Gross Domestic product

GIYDS: Gauteng Integrated Youth Development Strategy

GYES: Gauteng Youth Employment Strategy

HOD: Head of Department

HRDCSA: Human Resource Development Council of South Africa

ICT: Information and Communications Technology(s)

MTFS: Medium Term Strategic Framework

NDP: National Development Plan

NEET: Not in education, employment or training

NEMISA: National Electronic Media Institute of South Africa

NCWD: National Collaborative Workforce and Disability

NGO: Non-Governmental Organisation

NPC: National Planning Commission

NYP: National Youth Policy

OECD: Organisation for Economic co-operation and Development

PIAC: Presidential International Advisory council

RQ: Research question

SDG: Sustainable Development Goals(s)

SEBD: Social, Emotional Behavioural Dificulties

SETA: Sector Education and Training Authority

SOPA: State of the province Address

Statistics SA: Statistics South Africa

TVET: Technical and Vocational Education and Training

UK: United Kingdom

UN: United Nations

USA: United States of America

WIL: Work Integrated Learning

CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The problem of youth who are not in education, employment or training (NEET), particularly in developing countries, remains a major issue of the international development debate. Given this situation, it is not surprising that for many decades now, developing countries throughout the world have been implementing interventions designed to address this challenge. Although various stakeholders are involved in the process of providing information services to people who are NEET, there continues to be a gap in terms of palpable evidence of success in terms of employability of the youth. Prior studies in this area indicated that there is an international challenge as the number of people in this category keep increasing globally every year (Maguire 2015a; Wong 2012). According to Chadderton and Colley (2012) and Wong (2012), it is worrying that there are limited studies conducted in developing countries addressing the challenges of people who are NEET.

According to Maguire (2015a), NEET refers to young people who are aged between 16 and 24 years and who are disconnected from education, training and employment. Initially, the word 'NEET' was used to refer to youth under the age of 18, who were no longer part of the unemployment statistics (as previously was the case) in the United Kingdom as a result of the 1988 Social Security Act Furlong (as cited in Maguire 2015b). However, due to the high number of youth detached from education, employment or training, the term NEET is increasingly used to define youth over the age of 18 year (Maguire 2015b). In South Africa, the National Planning Commission (NPC) (2011) report shows the country needs to invest in human capital to transform the economy and ensure that people have equal opportunities to participate in the economic activities. This is so because the country is moving towards a knowledge economy. In addition, the report shows the need to strengthen services that give information to people, especially regarding information that may be of importance to people who are NEET. The country needs to find better ways to enhance the services used to circulate information, particularly to the people who are NEET.

Training and education are critical in building an inclusive South Africa, especially those disadvantaged by previous policies (NPC 2011). The youth need an enabling environment that continuously supports them to gain access to education or training and become active participants in the economy. People who are NEET, especially those from rural areas and townships, are often deprived of opportunities because of lack of information services. Townships can be described as previously underdeveloped living areas in the urban environment (Matli & Jordaan 2016). Rural areas are often categorised as those that are deeply affected by poverty, attained a low educational level and have limited expectations from life Gabriel (as cited in Mthoko & Pade-Khene 2013).

This study uses four chapters from the South African National Development Plan (NDP) 2030 as a guide, namely chapter three (economy and employment), chapter four (economy infrastructure), chapter nine (education, training and innovation), and chapter thirteen (building a capable and developmental state) (NPC 2011). Information services play a supportive role in the realization of the NDP 2030 in a form of serving developmental opportunities to society. Information services ensures that information is cascaded to the ground and that people have access to information and in return, this has a direct impact to the four chapter of the NDP 2030.

Young people are a major human resource for development, often acting as key agents for social change, economic expansion and innovation (The Presidency 2015). Access to services that serve information remains an important caterpillar to ensure young people have equal opportunities to developmental and jobs information opportunities. The purpose of the study is to explore how information services can facilitate in developing the capacity of people who are NEET, with the intention to also develop a framework.

1.2 Conceptual settings

This section introduces key concepts that make up the study; however, in-depth discussions are provided in the next chapter. The discussions in this section are drawn from the following heading: information services and capacity development and people who are NEET.

1.2.1 Information services

The National Integrated ICT policy white paper posits that the government views ICTs as a key player in facilitating the process of transforming the socio-economic status core (DTPS 2016).

ICTs facilitate communication and interaction, and therefore services that serve information are transformed (DTPS 2016). Information services remain important mainly because it is a component of Information systems that serve information and knowledge to people who are NEET in communities. Information services may be described as a services that makes provision to provide information. Information services may be delivered using varying methods such as ICTs services and traditional services. Therefore, it is with noting that ICTs can only be one of the sets of information services tools. Due to the digital world we leave in today, the industrial revolution has transformed the way in which information is disseminated using ICT tools. Services afford information and knowledge to disseminate through various channels.

1.2.2 The stance of capacity development

Leaders throughout the world gathered in New York to share ideas and agree on targeting issues that affect the world. Agenda 2030 emerged with 17 Sustainable Development Goals (SDGs). Among the 17 SDGs were addressing inequalities, employment and fighting poverty (United Nations (UN) 2015).

The impact of unemployment among people who are NEET is a major challenge. This is a concern to the entire world. It is not surprising that employment is included as part of SDG 8 of the 17 SDGs. SDG 8 posits the importance of growing the economy with sustainable jobs that will lead to decent jobs (UN 2015).

Agenda 2063 (African Union (AU) Commission 2015) presents the fact that African state members expressed their contributions in developing a plan for the future of the African continent. Agenda 2063 posits the need to eliminate poverty in the continent (AU Commission 2015). Furthermore, the Agenda 2063 document highlights the

importance of people-centred development, putting African people at the centre to make sure they are part of an inclusive society (AU Commission 2015).

Developing capacities of people who are NEET forms an important component in the NDP 2030 of the South African government towards growth and employment, be it employment for others or self-employment. The number of people who are NEET is on the rise (Centre for Higher Education Transformation 2012) and this calls for interventions to provide information services to support people who are NEET.

The South African official unemployment rate for the first quarter of 2016 was 26,7% (Statistics South Africa 2016a). Gauteng, one of the nine provinces of South Africa, recorded the second highest unemployment rate of 30,1% in the first quarter of 2016 (Statistics SA 2016a).

Table 1.1: National and provincial unemployment rates (Statistics SA 2016a)

Unemployment rate	1st quarter of 2015	1st quarter of 2016	1st quarter of 2017
National level	26,4%	26,7%	27,7%
Gauteng province	28,4%	30,2 %	29,2 %
Limpopo province	20,1%	18,2%	
Mpumalanga province	28,4%	29,8%	
North West province	28,4%	28,1%	
Free State province	30,4%	33,95	
Northern Cape province	34,1%	27,8%	
Western Cape province	21,0%	20,9%	
Eastern Cape province	29,6%	28,6%	
KwaZulu-Natal province	23,6%	23,2%	

NDP 2030 agenda for people who are NEET seeks to reduce the high rate of inequality and eradicate poverty (NPC 2011). For this to happen, the information services to people who are currently categorised as NEET must be addressed. Information services can play an important role in ensuring continuous provision of support to

people who are NEET in preparing them for employment and other economic activities. For the South African government to reduce the high number of people who are NEET, there must be mechanisms in place that will serve to disseminate information to the target population. Information dissemination is still a problem for many people in marginalised communities in South Africa (Matli & Jordaan 2016). People who are NEET and seeking opportunities experience the information divide; while some push for information, others have no means to access the required information. Access to knowledge and information is critical in the attainment of developing the capacity of people who are NEET. In order to achieve developmental goals, information and knowledge are important Heek (as cited in Mthoko & Pade-Khene 2013).

Reflecting closely on the analysis of the 17 SDGs, the AU agenda 2063 and the South African NDP 2030 plan, it can be seen that all these documents share numerous prominent features that have an impact on people who are NEET. These include but are not limited to fighting unemployment and the worryingly high rate of youths that are inactive in economic activities. Nonetheless, without information services framework support towards developing the capacity of people who are NEET, the ability to fight unemployment and create inclusive growth where inactive participants become active participants in economic activities will remain a pipedream.

This section provided a clear picture indicating that various organisations are concerned with the large number of people who are NEET. Literature further indicates that these concerns are extensive; the levels include international bodies, continental organisations and respective states. Next, background to the study research problem is discussed and gaps identified.

1.2.3 Definition of key terms making up the research title

The section that follows provides a description of keywords to help the reader understand the study undertaken. In-depth discussions of key terms making up this study are undertaken below.

1.2.3.1 NEET people

There are confusing definitions with regard to the term NEET, which is driven by the absence of a universal definition of the term. The origin of the NEET concept is discussed in detail in chapter two.

NEET refers to young people who are aged between 16 and 24 years and who are disconnected from education, training and employment (Maguire 2015a). This study makes use of the concept 'people who are NEET' and not specifically 'the NEET', because the concept 'people who are NEET' includes the age range, among others.

Below the study shows how various organisations and scholars define the term NEET.

1.2.3.1.1 Domesticating the definition of 'NEET'

Different scholars and organisations around the world define the term 'NEET' in a different way since there is no standard definition of the term. Through the use of table 1.2, the study shows varying definitions of 'NEET' by different scholars and organisations as follows.

Table 1.2: The definition of NEET cohort

Organisations/ Scholars	Definition	Source
ILO	Young people aged between 15 and 24 years who have not received any education or training in the four weeks preceding the labour force survey.	ILO
EU	Young people aged between 15 and 24 years and who are unemployed or who are not economically active participants.	EU
Maguire	NEET refers to young people who are aged between 16 and 24 years and who are disconnected from education, training and employment.	Maguire 2015a

House of Lords	There are three categories that young people's labour force can be part of. This includes employed, unemployed and economically inactive.	House of Lords 2014

There is no doubt that the term 'NEET' originates from the UK (Maguire & McKay 2016; Maguire 2015; House of Lords 2014; Kraak 2013). Initially, the term 'NEET' was used to describe a youth population between the ages of 16 and 18 years who did not qualify to be categorised as unemployed (Maguire & McKay 2016). The term 'NEET' has gained international popularity and, in most cases, is used to define young people in the age group between 15 and 29 years – with dissimilar age definitions from one country to another (House of Lords 2014).

Maguire and McKay (2016) found that there is a large number of people who are not adequately accommodated in the term 'NEET', but are categorised into the 'NEET' term. In this regard, there were concerns related to the extent that the term 'NEET' refers to socio-economic exclusion in the UK.

The concept of NEET is used to describe a number of problems facing youth once they leave the education system and join the pool of the unemployed (Kraak 2013). This consists of young people who have completed their studies successfully and those who have dropped out of school and find themselves unable to participate in economic activities. These people who are NEET are considered to be disengaged from work, education or training (Department of Higher Education and Training (DHET) 2017).

NEET refers to young people who are aged between 16 and 24 years who are disconnected from education, training and employment (Maguire 2015a). The term NEET amalgamates young people who are not actively participating in economic activities and are out of the education system. People who are NEET face poverty and social withdrawal and as a result, are voiceless (Wong 2012). There is a challenge with use of the term NEET – the rate of unemployment does not adequately capture the concept NEET (Henderson, Hawke, Chaim & National Youth Screening Project

Network 2017). In countries like South Africa and Canada, the age category of people who are NEET is still debatable. Henderson *et al* (2017) state that in Canada, education is obligatory up to the age of 16 or 18 years (this varies from province to province) to ensure young people are educated at least up to high school level. However, in South Africa, a 15-year-old must be studying at high school education level and not working. By law, 15-year-old children must be in secondary/high school, and at the age of 18, they should be exiting the basic education system (Statistics SA 2017a). The correct age for people to start working varies from one country to another – in some countries young people start working at a tender age compared to other countries (House of Lords 2014). In some cases, young people find themselves simultaneously in school and working because of their poverty status.

1.2.3.2 Information services

The words 'information services' and 'information system' are normally used interchangeably, the reason being that 'information services' is a component of the 'information system' (The info service ontology 2010). Information service is described as the process of "resolving information needs of users in response to a particular question, interest or problem…" (Cassell & Hiremath 2013). These processes include establishing what data or information the user wishes to access.

1.2.3.3 Capacity development

Capacity development is described as "a process whereby people, organisations and societies as a whole unleash, strengthen, create, adapt and maintain capacity over time" (Organisation for Economic Co-operation and Development (OECD) 2006). Otoo, Agapitova and Behrens (2009) further state that capacity development is "a locally driven process of learning by leaders, coalitions and other agents of change that brings about changes in socio-political, policy-related, and organizational factors to enhance local ownership for the effectiveness and efficiency of efforts to achieve a development goal".

1.3 Background to the research problem

People who are NEET are faced with a number of challenges that prevent them from participating actively in the economy of South Africa. This is a worrying factor as the majority of them may receive qualifications but they are not marketable. Such

challenges include a lack of information services and a lack of capacity development which are key factors to employability, entrepreneurship and self-help. The digital divide is an international concern as there are people who are benefiting from Information and Communication Technology (ICT) and those who are not Hosman and Fife (as cited in Mthoko & Pade-Khene 2013). People who are NEET differ in skills, educational levels, training and employment experience. Furthermore, people who are NEET include those who are school leavers and graduates who are opportunity seekers. Inequalities and technological skills are contributing factors that create a division between those who can effectively utilise digital platforms to access information and knowledge and those who cannot.

1.3.1 Formulation of the research problem identified

In the literature review, the study identified six knowledge gaps, which are discussed in this section. Research objectives are derived from these knowledge gaps.

1.3.1.1 Knowledge gap 1: Information services

The public services are tremendously pressured to change the ways in which they provide information, knowledge and data to the public at large (Centre for Public Service Innovation (CPSI) 2007). The pressure emanates from the investment and deployed ICT infrastructure and the impact of this investment on the knowledge economy. Digital information services have emerged as a sub-entity of the digital world we live in today. ICT plays an important role as an enabler for government to deliver public services (Department of Public Service and Administration (DPSA) 2012). The evolution of ICT enables the public sector to increase the use and speed of adaptability and to increase innovation in public services. A complete revolutionary shift is required (CPSI 2007).

The digital system that provides information services to people requires users to have knowledge and skills in the use of technology. The dawn of these digital systems has worked to benefit some people while, on the other hand, disadvantage those who are not computer savvy. People who are digitally illiterate face challenges when they have to interact with digital information services. This creates the alarming situation of having people who are NEET and not able to keep up with technology developments.

It is important to explore how information services have adopted innovation and what the impact is on people who are NEET. These services provide the needed information and knowledge to people who are NEET. Therefore, there is a need to investigate if people who are NEET are able to engage with information services in order to obtain the information they require to be economically active. The South African public service needs to address concerns relating to transformation, yet, at the same time, enhance public service delivery (CPSI 2007). Thus,

> Knowledge gap 1: There is a need to understand how people who are NEET access information services.

1.3.1.2 Knowledge gap 2: Capacity development

South Africa is faced with the problem of people who are NEET due to the past apartheid system that disadvantaged black people. The decades of exclusion have created economic exclusion (NPC 2011). It is essential to have a clear understanding of people who are NEET when developing support to develop capacities through information services to empower people to enter the labour market and participate in growing the economy.

The current intermediaries to better skills and provide economic participation opportunities must be strengthened to have an impact on youth NEET (The Presidency 2015). Information and communications services must be accessible to and provide support to the youth NEET to improve their skills.

There are various interventions that seek to address the high number of people who are NEET. The gap identified was that government and the private sector implement interventions that may assist people who are NEET. However, how these developmental initiative opportunities reach the targeted market is not scrutinised. There is a need to bridge the information gaps that exist. Thus,

> Knowledge gap 2: There is a need to understand the legislation that seeks to make provision for capacity development of youth in South Africa.

1.3.1.3 Knowledge gap 3: People who are NEET

Despite the cloud hanging over the large number of unemployed people due to a lack of jobs and developmental intervention programmes, it is important that opportunities

are created to reduce the number of vulnerable youth who are unemployed. The unacceptable growth of unemployment and low-paid jobs also has a negative impact on the unemployable people in society (Chadderton & Colley 2012). The high rates of people who are NEET have short-term or long-term negative impacts on the unemployed people (Spatarelua 2015).

The mental health of people who are engaging in training and educational programmes is far better than those who are NEET and those who only work and do not engage in any education or training programmes (Henderson *et al* 2017). It is important for employees to develop their skills through either formal or informal learning as this is healthy and beneficial to personal development and the development of any nation.

There seems to be a lack of behavioural understanding of young people who find themselves in disconnected and disadvantaged situations (Buchanan & Tuckerman 2016). The world is experiencing an increase in the number of people who are NEET. There is an entire spectrum of analyses of reasons for the situation of people who are NEET – these stretch from socio-economic situations to the political stability. Many government policies focus on growing the economy rather than on the wellbeing of people in communities as the key task of governments (Chadderton & Colley 2012).

The impact of being disconnected from economic activities affects people who are NEET. Herein lies the greatest concern – most people who are NEET experience social exclusion (Wong 2012), and that leads to low self-esteem. People who are NEET often suffer low self-esteem when compared to their peers in the education system, those who are working or those who are self-employed.

The growing number of people who are NEET has become an international focus. People who advocate for capacity development continuously allude to this concern; however, no concrete implementation plan and solutions are put in place. Thus,

> Knowledge gap 3: There is a need to explore some of the interventions in place to support people who are NEET.

1.3.1.4 Knowledge gap 4: Gauteng free Wi-Fi hotspots to support information dissemination

The challenge posed by the dissemination of information in the labour market is that it disadvantages people with the right skills to apply for and be placed in a job capacity they qualify for. The digital era provides an opportunity to amend the way information services interact with people in societies. There is a need to investigate whether government Wi-Fi hotspots are utilised by NEET people to search for development opportunities in an effort to become economically active and transform their lives.

The Gauteng government has invested in an ICT-enabling infrastructure to assist citizens in obtaining easy access to internet connection. Because of the high rate of youth unemployment and inequalities, these Wi-Fi hotspots afford those from townships and other disadvantaged areas in the province access to the internet. The intention of Wi-Fi hotspots is to allow citizens to connect and have access to information on the internet. The Gauteng government is making resources such as access to the internet easily available for citizens, particularly those in disadvantaged areas. However, there is little evidence in literature review on whether people who are NEET are using government's public Wi-Fi hotspots to access developmental opportunities through the internet.

ICTs such as Wi-Fi hotspots offers multiple benefits to the community of people who are NEET. These benefits include but are not limited to, communities who can communicate cut across the entire connected world and enable the transmission of knowledge and information Heek (as cited in Mthoko & Pade-Khene 2013). The advancement of ICTs has managed to transform the lives of people and the way in which people access the knowledge and information.

The availability of technology devices and public Wi-Fi hotspots in this era requires the youth to be advanced in the use of ICTs to fully benefit from it. The evolution of technology transformed the way in which information services provide support to people in societies. Technology plays a significant role in creating employment opportunities for people who are NEET (Anderson, Chen & Schroeder 2013). The increase in the use of the internet has broadened the use of information services to communicate and exchange information. Thus;

Knowledge gap 4: There is a need to explore the contributions of public Wi-Fi hotspots that support information dissemination among people who are NEET in Gauteng.

1.3.1.5 Knowledge gap 5: Training opportunities and digital literacy skills for people who are NEET

The Gauteng province has taken a lead in developing skills and providing training programmes in ICT (Human Resource Development Council of South Africa (HRDCSA) 2015). Some of the pieces of traceable supporting evidence include but are not limited to the issuing of tablets to learners in government basic education level of schooling that include non-fee paying schools and the increase of Wi-Fi hotspots, particularly in disadvantaged communities such as townships. Thus, the fifth gap:

Knowledge gap 5: There is a need to determine information-related training opportunities for people who are NEET, and also to determine the information literacy skills possessed by people who are NEET.

1.3.1.6 Knowledge gap 6: Inadequate theoretical foundation in developing countries

There is a lack of theoretical frameworks in information services use to support building the capacity of people who are NEET. There is little evidence from a review of scholarship and theoretical foundation of studies that propose a framework of how information services may provide support towards building the capacity of people who are NEET in South Africa.

In most parts of the world there is an urgent need to fight poverty and unemployment, and reduce the growing number of people who are NEET. This study will propose a framework with guidelines that may be used to support people who are NEET (Bentolila, García-Pérez & Jansen 2017). The sixth knowledge gap:

Gap 6: There is lack of theoretical frameworks for information services for people who are NEET.

This study reviewed literature on information services towards capacity development of people who are NEET. Six gaps were identified from literature extracted. Therefore,

this study has the intention to contribute new knowledge in an effort to close these existing gaps.

Having discussed the research gaps (see 1.3.1) in information services and capacity development from existing literature in depth and breadth, the next section deliberates on how the South African NDP 2030 is used as a guide for the study.

1.3.2 South African National Development Plan vision 2030: as a guide for the study

This section provides an in-depth review and discussion of how the NDP 2030 relates to the study. The section demonstrates the linkage between the study and the vision of some chapters as alluded to in the NDP 2030.

1.3.2.1 Relation of the South African NDP 2030 to this study

Strategies of developing the capacity of South African citizens cut across almost all the 15 chapters in the NDP 2030. Notwithstanding that, this study focuses only on four chapters from the South African NDP 2030 vision, namely chapter three (economy and employment), chapter four (economy infrastructure), chapter nine (education, training and innovation) and chapter thirteen (building a capable and developmental state) as a guide for the study. Therefore, there are four chapters that this study targets fully addresses from the 15 NDP chapters. The four chapters point out that the government has a vision planned for its citizens to actively participate in the economy.

The South African NDP 2030 vision document highlights a number of challenges that South Africa as a developing country faces. ICTs have a role to play to assist in eliminating some of the challenges noted in the NDP 2030, particularly in a form of providing support. Some of these national challenges include but are not limited to staggeringly high unemployment, access to information services, unskilled citizens, poor quality of education and training – that is furthermore not aligned to what the industries demand – imbalances of economic activity and ineffective human capacity development plan. As a result, these challenges outlined in the NDP 2030 document heavily affect people who are NEET.

1.3.2.2 Discussions on South African NDP 2030 chapters

- *Chapter 3: Economy and employment*

The purpose of chapter three of the South African NDP 2030 largely addresses areas of growing the economy at an acceptable pace for labour markets to absorb job seekers and create an enabling environment for entrepreneurs.

> To eliminate poverty and reduce inequality, South Africa has to raise levels of employment and, through productivity growth, the earnings of working people (NPC 2011:109)

South Africa remains one of the most unequal societies as a consequence of decades of apartheid which resulted in racial exclusion (NPC 2011). This has led the country to being an unequal society with a high rate of poverty (NPC 2011). There is a need for a remedy that will advance the previously disadvantaged community so that the high number of inequality and poverty can be reduced. Furthermore, the NDP 2030 posits that there are also inequalities driven by skills limitation and, as a result, there are high salary gaps between the skilled, semi-skilled and unskilled workers (NPC 2011).

One of the cardinal and anchor plans of government must be to reduce the cost of living for the poor (NPC 2011), particularly NEET people. To a greater extend, there is a direct link between cost of living for the poor and active participation in the economic activities. The NDP 2030 states that to address the issue of inequality, it is important for employment equity to give preference to South African youth from previously disadvantaged communities (NPC 2011). Therefore, government must implement policies that primarily focus on creating an equal and better life for all South Africans.

A large number of new jobs will be created through the expansion of firms and small companies (NPC 2011). This implies that entrepreneurs must be given the appropriate support and nurtured to be able to take advantage of emerging opportunities (NPC 2011). To a greater extent, these new jobs will contribute to transforming the patterns of apartheid business ownership patterns (NPC 2011).

The government agencies such as the National Empowerment Fund and the Industrial Development Corporation (IDC), among others, must be strengthened to support the historically disadvantaged South Africans (NPC 2011). These agencies must be well resourced to perform its mandate fully and penetrate throughout the country (NPC 2011), particularly communities dented by the high rate of poverty.

The NDP 2030 document highlights two issues that remain critical for radical economic transformation; namely (a) the importance of increasing access to services which include telecommunications and internet connection services, and (b) extending economic opportunities to all South Africans (NPC 2011). In an effort to undress inequality, increase employment opportunities and uplift the standard of living for those trapped in poverty, economic transformation remains critical.

The NDP 2030 posits critical silver lining areas that must be looked into as part of creating employment. These areas include but are not limited to (a) creating an enabling environment for sustainability of employment and economic growth, and (b) advocating for employment in critical economic industries.

> To raise the chances of achieving continuous work opportunity… (NPC 2011:114)

A major challenge for the South African government is to provide hope to people who are NEET. Therefore, these chances require citizens to be skilled in various sectors that there are shortages and/or are critical to the economy.

The NDP 2030 posits that addressing skills that are critical in the economy and access to training and education are among the key components in raising the chances for employment or self-help (NPC 2011). These implies that someone who is knowledgeable and skilled has a greater chance of securing employment and/or taking advantage of opportunities when they arise.

Furthermore, the environment must be favourable for South Africans to actively take part in opportunities as they emerge (NPC 2011). An enabling environment is critical for citizens, especially in a country like South Africa, where the margins of inequality

are staggering (NPC 2011). If the environment issue is not addressed properly, the environment could hinder a large number of people with interest in becoming active participants in their economy. Access to information and knowledge requires one to have resources such as internet connection, among others.

The NDP 2030 long-term solution states that for South Africa to grow and be in control of its economy and extend opportunities to those in disadvantaged circumstances there must be policies in place (NPC 2011). These will require thorough improvement in the quality of education and training, and providing support to emerging entrepreneurs.

> The costs of searching for and getting to work are high, and information about work is often unavailable (NPC 2011:133)

People who are NEET must be trained and skilled so that they know how to search for information about work or development opportunities. The knowledge of how to search for employment information may be a barrier for people who are NEET and who are work seekers. The advancement of technology used to serve information to the masses, may also be a barrier for NEET people. For this reason, there is a need for NEET people to have fundamental skills of searching for work opportunities. The rapid advancements in technology have changed how information of work opportunities is disseminated. Therefore, as part of transforming the economy to be inclusive for all South Africans there is a need to consider the influence of technology.

The cost of searching for work opportunities is another challenge for NEET people, mainly those who are poor and from marginalised communities with poor infrastructures. The government must assist rural people living in poverty with enabling resources to search for work opportunities. The lack of resources in marginalised areas contributes to poor dissemination of information about work opportunities. These resources include internet connection, centres such as libraries where NEET people can access services.

> Provide training for school leavers and unemployed youth with a focus on skills development (NPC 2011:143)

As part of addressing the skills gap that exists, the public sector must establish and support entrepreneurship programmes (NPC 2011). Well-established entrepreneurs and experts must contribute to training emerging and aspiring entrepreneurs as a form of giving back to the society. They should also help strengthen the skills development in communities as a control to nurture and groom NEET people to have entrepreneurial enthusiasm. The development of entrepreneurs is important, as businesses have a direct benefit from economic growth. South Africa must focus on developing the capacity of its citizens; a skilled nation will produce entrepreneurs who will contribute to growing the economy. To a greater extent, training remains important because starting a business requires one to have some sort of training, whether formal or informal.

This chapter (chapter three) will not materialise if issues such as a plan of action and policies are not in place to address economy and employment. Seemingly, these will directly affect the high number of NEET people who are opportunity seekers. Commitment of all stakeholders is important to realise the dream of equality in society, sustainable livelihoods and economic opportunities for all South Africans (NPC 2011). However, for South Africa to attain this dream, there must be understanding of each other and trust between state and other stakeholders such as business.
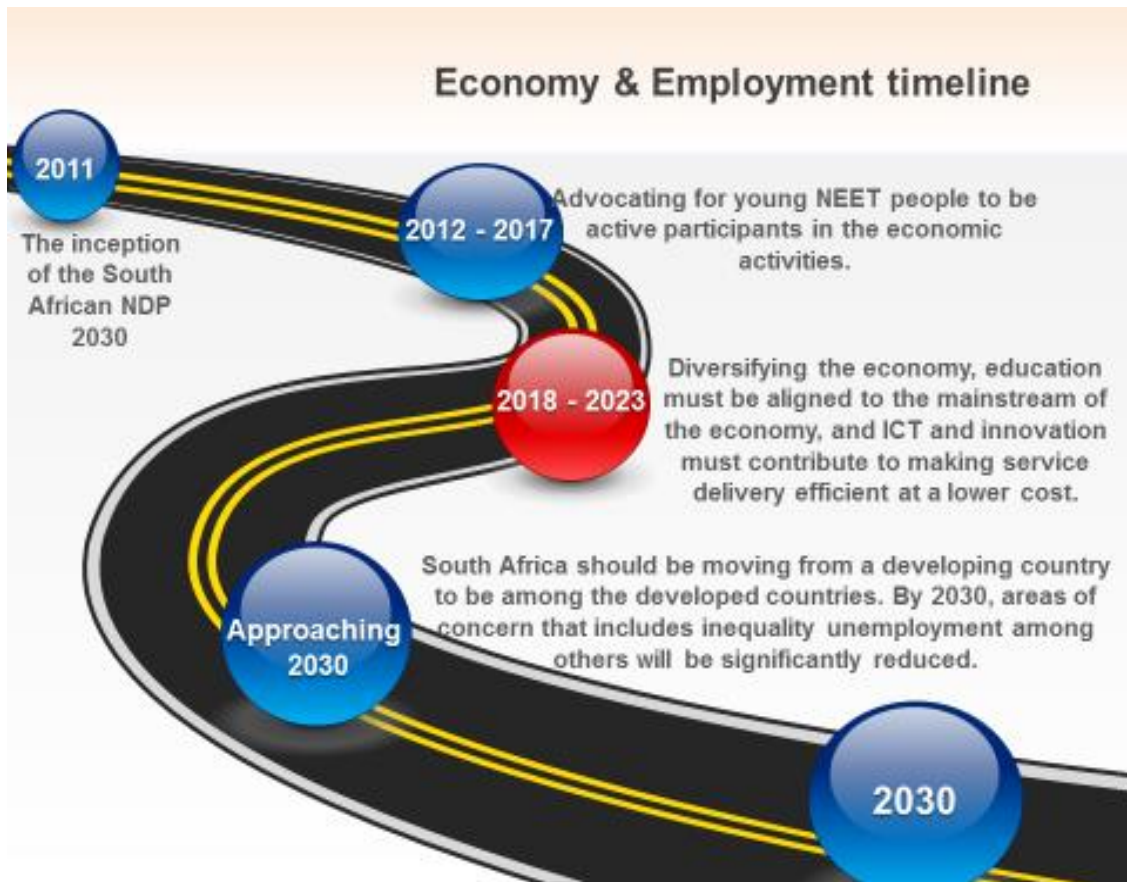
Figure 1.1: NDP timeline for economy and employment (NPC 2011)

In a nutshell, chapter three of the South African NDP 2030 suggests that poverty and unemployment have overstayed and, seemingly, they are now part of some communities. Furthermore, in order to expand employment and entrepreneurship opportunities with inclusive economy it remains critical to have controls in place that will encourage investment and production, especially in important sectors. By 2030, the South African economy must be favourable to provide opportunities that are sufficient to assist opportunity seekers to succeed.

- ***Chapter 4: Economy infrastructure – The foundation of social economic development***

    ICT is a critical enabler of economic activity in an increasingly networked world (NPC 2011:189)

As part of the economic development, South Africa must widen the telecommunications infrastructure, among other things (NPC 2011). Telecommunications will enable people to actively communicate, engage and

exchange information related to development and work placement opportunities, and perform many other activities. ICT enhances communication and the efficiency in the flow of information, and also enhances efficient social and economic activities (NPC 2011). For that reason, ICT connectivity is one of the areas that must be given preference in terms of infrastructure programmes (NPC 2011). These is mainly because ICT connectivity plays a critical role in service delivery by providing support to both internal and external users. The telecommunication infrastructure must be broadened to reach those in under-serviced and poor communities to experience the same quality of broadband as those in inner cities.

> By 2030, ICT will underpin the development of a dynamic connected
> information society and a vibrant knowledge economy… (NPC 2011:190)

Should South Africa not address the ICT infrastructure challenges properly, the goal of ensuring that the information infrastructure is fully accessible to the South African society in 2030 will remain a pipedream (NPC 2011). By 2030, government will completely utilise ICT to communicate and engage with citizens (NPC 2011). There is a need to train citizens so that they are able to use ICT services and access information services (NPC 2011). Therefore, it is important to invest exponentially in digital and information literacy skills to enable NEET people the opportunity to actively participate in the digital economy. The connected society will make it easy for NEET people to access information services that disseminate developmental opportunities.

Table 1.3 illustrates the telecommunication NDP 2030 vision for the short-, medium- and long-term goal of creating an environment where ICT is an enabler. Each term has areas that must be addressed. The NDP states stated that there is a need to scrutinise the telecommunication policy to ensure that the ICT structures are in line to meet the needs of the economy and to allow fair participation in the industry (NPC 2011). On 28 September 2016, the DTPS released the national integrated ICT policy white paper document responding to the call stated in the NDP 2030. This gives an indication that government strategy is aligned to the NDP 2030.

Table 1.3: Creating an ICT enabling environment (NPC 2011)

Phasing	Key focus area(s)	Comments on progress
Short term: 2012 – 2015	Develop a policy on ICT that communicates e-strategy, and that will replace the 1995 policy.	The DTPS has managed to produce the national integrated ICT Policy white paper.
Medium term: 2015 – 2020	Broaden the broadband to penetrate the entire South Africa, particularly in under-serviced and poor communities	• Progress is being made in rolling out broadband to marginalised areas, particularly in townships that fall under metropolitans. The metropolitan municipalities have introduced free Wi-Fi internet connection. • There must be controls in place to fuel the process of increasing the internet connection speed from 256 kb (2011) to 2mb (2020). • ICT sector participation – there is more that needs to be done to have black South Africans as active participants in the ICT economy.
Long term: 2020 – 2030	Continuously refine the e-strategy to meet global standards. Evaluate whether South Africa is competitive and recognised among the best.	

- *Chapter 9: Improving education, training and innovation*

    Building national capabilities requires quality early childhood development, basic education, further and higher education (NPC 2011:295)

By 2030, South Africa should produce school graduates that are skilled and knowledgeable to respond to future jobs (NPC 2011). Furthermore, by 2030, education will be a key driver of building an inclusive society, where all South African citizens have equal opportunities (NPC 2011). Education is recognised as an enabler to reducing inequalities. Post-school education must be re-engineered in such a way that they play a significant role in producing candidates that are well equipped to respond to the skills needs of the country and in providing lifetime learning opportunities for all age cohorts of South Africa (NPC 2011). The NDP 2030 suggests that the current post-school education in the country is not well structured to meet the skills development needs (NPC 2011).

> Education should be compulsory up to grade 12 or equivalent levels in TVETs colleges (NPC 2011:296)

No-fee schools play a pivotal role in communities. These schools afford citizens living in poor circumstances the opportunity to access education at no cost (NPC 2011). This intervention of no-fee schools remains critical in a country like South Africa where ratios of inequalities remain high (NPC 2011). Disadvantaged schools are continuously playing catch-up with advantaged schools that are fully resourced. Most of these no-fee schools are located in communities such as rural areas and townships, where there is limited or no access to libraries and sources of information about opportunities (NPC 2011). The government intervention of no-fee schools affords South African people who are poor an opportunity to access basic education.

> The problem of graduate unemployment in the face of skills shortage is an indication that universities produce graduates who do not meet the needs of industry and society (NPC 2011:317)

The NDP 2030 claims that in 2030, one in every six people will be a university graduate (NPC 2011). What is concerning to this study is that some of those one in six university graduates will be NEET people; therefore, there is a need to radically investigate if the post-school education curriculum outcomes provide what the economy requires.

The NDP 2030 posits that the goal on post-school education is to have quality education and that is affordable for old and young people to upgrade their skills and

gain further knowledge (NPC 2011). Furthermore, there should be programmes for those who dropped out of school because of various reasons (NPC 2011). Post-school education should be designed to cater for all South African citizens who wish to further their studies after the basic education or equivalent level.

> Approximately 65% of college students are unable to find work experience, which is a requirement for completing National Technical Diploma (NPC 2011:320)

The relationship between training, education and the kind of skills and knowledge the market demands should be precise and clear (NPC 2011). The syllabus of what is being taught in the classroom should be aligned to the market expectations.
Technical and Vocational Education and Training (TVET) colleges have a poor reputation and it is not easy for the graduates to find employment after completion of their studies (NPC 2011). There is a need for government to develop a strategy that will make TVET colleges appealing to young people as a destination for further studies.

What is a course for concern in post-school education is that universities (traditional universities, compound universities and universities of technology) do not have a standardised model according to which those that have graduated from TVETs can be accepted by universities; for instance, a student who has successfully completed an N6/Diploma from a TVET and wants to start their first year at a university. This suggests that their post-school education is lacking alignment and this negatively affect those that have completed TVET education and want to further their studies at university level.

> Significantly decrease the number of young people who are not employed or in education and training by 2030 (NPC 2011:321)

Education plays a critical role in fighting poverty and creating opportunities to reduce inequalities in society. South Africans need to be steering the education system, especially post-school education, into the direction that will help achieve the NDP 2030 goal. There is a need to grow and nurture South Africans to be responsible for driving the education and training space. The Department of Science and Technology has

programmes that are meant to inspire young people to develop an interest in science and innovation (NPC 2011). Such government programmes could be hosted in townships and rural areas to afford the youth in marginalised communities the exposure.

South Africa established the sectoral education and training authorities known as SETAs in 1997, and, currently there are 21 SETAs (NPC 2011). The NDP posits that there are challenges which the SETAs are faced with; among others, that there is no a proper linkage with the post-school sector as well as poor administration (NPC 2011). SETAs must hit the ground and start working. People who are NEET may be absorbed by SETAs to further their education and/or refine their skills and broaden their knowledge through training programmes.

In essence, chapter nine of the NDP 2030 vision states that universities should increase the number of masters and PhD graduates (NPC 2011) as these qualifications will play a pivotal role in transforming the university and increasing the number of black academics (NPC 2011). The issue of growing the number of postgraduate students remains a challenge for South Africa. It might be necessary to reconsider the post-school education system. There is also a need to transform the education system and create employment for South Africans in higher learning institutions. Hence, universities have few or no black South African academics serving as Deans or Heads of Departments (HODs).

- ***Chapter 13: Building a capable and developmental state***
  South Africa needs to build a state that is capable of playing developmental and transformative role (NPC 2011:407).

Government must have the ability to facilitate the development of NEET people and put policies in place that favour its citizens to contribute in moving South Africa to the status of a developed country.
The South African NDP 2030 points out that there is a need to refine the development of skills, reduce red tape for entrepreneurs, ensure that the labour market facilitates easy access to decent employment for young people, and make cost of living affordable for the poor as critical elements that will help eliminate poverty and build

the developmental state that the country envisages (NPC 2011). In order for South Africa to achieve their development goal and create employment for young people, it is important to promote employment for South Africans.

The state must invest in government employees in order to have an efficient administration that works effortlessly to support the government to achieve the NDP 2030 goal (NPC 2011). The role of government remains important in growing an inclusive economy and reducing the high number of NEET people.

The concern of not enough skilled professional is not only a challenge in the private sector, but it also affects the government sector (NPC 2011). This has led to the government employing skilled people and experts as consultants. The NDP 2030 posits that there is a shortage of skilled employees in government. Whereas, South Africa is experiencing high volumes of people who are NEET and are skilled graduated however most not in critical fields. As part of the measures to address these issues, government must develop training programmes as part of developing the capacity in technical skills (NPC 2011).

> Metropolitan municipalities contain some of the highest levels of wealth in the
> country, but also high levels of poverty… (NPC 2011:434)

Metropolitan municipalities have greater capacity with regard to fiscals, administrative and technical resources than rural municipalities (NPC 2011). Therefore, metropolitan municipalities attract a large number of people who seek economic opportunities. Metropolitan municipalities have a greater ability to create and support economic job creation projects than rural municipalities mainly because metropolitan municipalities are able to generate sufficient revenue to sustain themselves. However, metropolitan municipalities are also faced with the dynamic of worsening crises of unemployment. The Gauteng province of South Africa is the focus areas for these study and is the only province that houses a large number of Metropolitan municipalities. This suggest the province is experiencing high levels of poverty, of which possibly include people who are NEET.

1.3.2.3 Establishing the extent to which the study is aligned to the NDP vision

South Africa needs to improve the dysfunctional public education system, as the state of poverty and unemployment is worsening. This study targeted four chapters of the NDP 2030 vision that are aligned to developing the capacity of people who are NEET.

Below the study depicts the linkage of the cycle of development with social cohesion. Opportunities – a large number of people who are NEET are opportunity seekers, be it employment opportunities, self-help opportunities and developmental opportunities, among others.

- Capacities: There is a need to develop the capacity of NEET people so they have the capabilities to be active participants in the economy.
- Employment: People who are NEET and seeking employment require to be developed so that they can better their chances of being absorbed by the markets.
- Conditions: People who are NEET require favourable conditions that enable them to utilise information services to search for work information and developmental opportunities to enhance themselves.
- Poverty reduction: Poverty will be mitigated when the pool of NEET people is reduced, mainly because a large number of NEET people end up in poverty as they are not generating an income.

1.3.3 Study location and context: A developing country

For this research, the target will be information services to support young people who are NEET in the province of Gauteng. Gauteng is one of the nine provinces in South Africa, and it is the province that houses the highest number of metropolitan municipalities. There are three metropolitan municipalities in Gauteng, namely Ekurhuleni, Tshwane and City of Johannesburg, as shown in Figure 1.2. The province generates the highest gross domestic product (GDP) with 33.9% of the entire SA GDP (Gauteng online 2017), but experiences a high rate of people who are NEET.

Figure 1.2: Gauteng province map (Google map 2017)

Table 1.4 shows that although the Gauteng province is the smallest province from the nine provinces in South Africa, it is more urbanised than the other provinces. Table 1.4 affords the reader an opportunity to obtain a better understanding of where data will be collected for the study.

Table 1.4: Gauteng province status core (Statistics SA 2016b)

Gauteng municipalities	Municipal categories
City of Ekurhuleni	Metropolitan municipality
City of Johannesburg	Metropolitan municipality
City of Tshwane	Metropolitan municipality
Sedibeng	District municipality
West Rand	District municipality

Emfuleni	Local municipality – B1
Mogale city	Local municipality – B1
Midvaal	Local municipality – B2
Randfontein	Local municipality – B2
Westonaria	Local municipality – B2
Merafong city	Local municipality – B2
Lesedi	Local municipality – B3

Table 1.5 shows that a large number of people migrate to metropolitan municipalities. The Gauteng Province has the highest number of metropolitan municipalities of all the provinces in South Africa. The intensity of poverty in the Gauteng province increased from 43.8% in 2011 to 44.7% in 2016 (Statistics SA 2016b). Therefore, this suggests that Gauteng is likely to have a high number of migrants.

Table 1.5: Reasons why people migrate to metropolitan municipalities (Statistics SA 2016b)

The cause of moving to the current place	Metropolitan municipality	Total
Educational	10.7%	11.4%
Employment transfer and/or new employment opportunity	8.5%	9.7%
Seeking for remuneration work	11.5%	11.3%
Other business reasons	0.9%	0.9%
Starting a business	0.5%	0.6%

Table 1.5 illustrates that a small margin of people are migrating to Gauteng with the intention of starting a business, as compared to a large number of people who move to Gauteng because of educational purposes and looking for remuneration and employment opportunities. Therefore, the province must put effective controls in place to address the development of people who are NEET.

Since the dawn of democracy in 1994, South Africa has experienced an unrestrained influx of foreign nationals (Statistics SA 2016b) who migrate to South Africa, specifically to provinces such as Gauteng, to seek for economic opportunities. This concerning issue comes at a high cost for South Africans who must now compete for employment opportunities not only among themselves, but also with foreign nationals (Statistics SA 2016b; Cloete 2009). This concern also affects the Gauteng government's service delivery in their attempts to improve the standards of living for South Africans (Statistics SA 2016b), because of the unexpected people migrating to provinces such as Gauteng. Reasons that contribute to the existence of people who are NEET in South Africa include: weak growth in the economy, which results in less absorption of people into the economic activities, and the concerning issue of an uncontrolled and increasing number of foreign workers who possess good education and skills (Cloete 2009). These foreign nationals make it more competitive for South Africans who are NEET and seeking for employment opportunities.

1.4 Research argument

The argument that drives this study is that there is a need for a framework with guidelines that will contribute to the available literature and that may be used to provide information services for people who are NEET. This study seeks to develop such a framework. The study will focus on South Africa as a developing country, as most of the literature originates from developed countries. Most previous studies that centre on people who are NEET have been conducted in Europe. This study has the potential to contribute to the limited literature available about people who are NEET.

The study claims that information services have a key role to play in developing the capacity of people who are NEET in Gauteng. Existing literature has barely addressed the use of information services in the developmental process of people who are NEET.

1.5 Problem statement

The number of people who are NEET in South Africa is increasing and interventions to empower these people are inadequate Statistics SA (as cited in Cloete 2009). This situation is escalating despite the interventions by the government, non-governmental organisations (NGOs) and the private sector to empower the NEET to contribute to economic activities. This claim tallies with the NPC (2011), the World Bank (2017) and Statistics SA (2017a) that caution that the high rate of people who are NEET is a crisis.

Similarly, Choudhry, Marelli and Signorelli (2012) report that the current increasing number of people who are NEET is a grave concern. This generates the question of whether this is due to the economic status or a "peculiar negative movement". Thus, in terms of the challenge faced by the NEET people, the Gauteng province recorded the second highest rate of unemployment in South Africa (Statistics SA 2017a).

The challenges faced by the NEET will continue to be a crisis as long as issues of information services and capacity development are not addressed. This is the case because information services provide a platform for supporting people who are NEET by means of providing the much-needed information. Claassen (2016) posits that the government is using information services to enhance interaction with its people through the use of the online and social media space, as a medium for information services to assist people who are NEET. For this reason, there is a need to investigate how information services can support the capacity of people who are NEET.

There continues to be a gap with regard to access to information services by most people who are NEET, especially those in rural regions and townships. Internet connection is an enabler to the provision of information and communication services; however, access to the internet has not penetrated many parts of South Africa. According to the Deputy Minister of Telecommunications and Postal Services, Ms Stella Ndabeni-Abrahams (*The New Age* 2017) on page 5 of the Gauteng edition:

> The government is planning a massive roll out of free internet that targets youth
> in rural areas.

Deputy Minister Ndabeni-Abrahams highlighted that the purpose of the rollout of free internet connectivity is to allow the youth in rural areas to be exposed and have access to the internet (*The new Age* 2017). The statement by Deputy Minister Ndabeni-Abrahams affirms that the South African government has acknowledged the contributions of internet connection and technology in the world we live in today. The availability of the internet has enabled many individuals to acquire the digital skills to interact with organisational online services.

Development in rural areas is critical in the effort to alleviate poverty (Mthoko & Pade-Khene 2013). Rural communities are limited in participating into mainstream economy because of the lack or low critical skills found in the remote locations (Kasim, Zulkharnain, Hashim Ibrahim & Yusof 2013). Lack and poverty are related to social, emotional and behavioural difficulties (SEBD) that many people who are NEET undergo (O'Riordan 2015).

ICT plays an important role in the process of connecting and facilitating the flow of information that connects the rural communities to the global developed societies Huggins and Izushi (as cited in Mthoko & Pade-Khene 2013). ICT enables rural communities to connect and interact with the rest of the connected world.

1.6 Research goal and specific objectives

This section is centred on the goal and objectives of the study. The goal of the study is to explore how information services can facilitate the development of the capacity of people who are NEET, with the intention to develop a framework.

The specific objectives are derived from the knowledge gaps identified earlier (background section).

- To analyse legislation that makes provision for youth capacity development and employment in South Africa.
- To determine if people who are NEET access information services in the Gauteng province and if free public Wi-Fi is used.
- To determine the information literacy skills possessed by people who are NEET.
- To explore interventions in place to develop the capacity of people who are NEET in Gauteng.
- To present a framework that will explain by what means information services can develop the capacity of people who are NEET.

1.7 Importance of the study

This study discusses the need to provide support towards building the capacity of people who are NEET. The study investigates the important role information services in the 21st century can play in developing the capacity of people who are NEET. This

study is important as it will provide a framework of how information services can provide support by developing the capacity of people who are NEET. In addition, the study will provide an overview of whether people who are NEET are capable of interacting and making use of digital information services. This study comes at a time where most countries are experiencing an increase in the number of people who are NEET. Failure to realise the potential opportunities of utilising information services to support people who are NEET for development in the digital era, may compromise the value of information services. It is important that the focus is channelled towards developing the capacity of people who are NEET to be economically active. The study has the potential to contribute towards the objectives of the SDG, the Africa agenda 2063 and the NDP 2030 goals.

1.8 Originality of the study

This study brings a new fresh perspective on developing the capacity of people who are NEET. A large number of studies have been carried out that focused on the NEETs elsewhere in the world, but there is little evidence in literature review of a study that focuses on how people who are NEET utilise government free public Wi-Fi hotspots to access work and developmental information using varying information services channels. Furthermore, studies have been conducted in the Gauteng province of South Africa, where unemployment among young people is high and government is providing free Wi-Fi hotspots as part of having an enabling environment. Therefore, because of the grey area in this domain, this study brings new knowledge about the NEETs and the information services domain. The study looks at the role that information services can play in providing information and knowledge that may support in building the capacity of people who are NEET. Information services innovation has changed how information services provide services to people.

What makes this study surpass others is the fact that it primarily views how capacity development information is served in society. Literature review has indicated that there is a gap in how information is served for people who are NEET and the absence of frameworks and guidelines have furthermore triggered the study to investigate this domain. There is a need for scholars in developing countries and in the African continent to develop frameworks that reflect a developing country context and from the African perspective. As a result, there is an urgent need for this area to be studied,

particularly because the part of how serving information for the NEET where access to internet remains imperative has not received sufficient attention in recent times.

The literature review pointed out that case studies have been used successfully in the domain of NEET. Coles, Godfrey, Keung, Parrott and Bradshaw (2010) made use of the case study research strategy to explore various sub-groups within the overall NEET category. Maguire (2015b) made use of England as a case study in her research that reported on policy and practices aimed at assisting and reintegrating people who are NEET.

There has been little research exploring how information services serve capacity development information among NEET people who are opportunity seekers, particularly within the context of a developing country on the African continent. A large number of information science studies on development have focused on the learning component for development and not for capacity development or even individual growth (Kari & Savolainen 2007). As a result, information framework that relates to the entire development of persons is scarce (Kari & Savolainen 2007). Furthermore, it is rare to find studies focusing on development or personal growth in the information studies domain (Kari & Savolainen 2007). Therefore, this study had the potential to close the gap that Kari and Savolainen (2007) identified because it related information services to the capacity development of NEET people from a developing country's perspective.

1.9   Outline of the study

The study comprises six chapters:

Chapter one: The chapter provides an introduction to the research problem and an introduction to the field of information services and people who are NEET are discussed. The study location, research argument and the originality are argued. The research questions, objectives and problem statement are formulated and the ethical considerations are established.

Chapter two: An in-depth review of existing literature review which includes but is not limited to information services, people who are NEET and developing their capacity is

done. The definition of the term 'NEET' by various organisations and scholars throughout the world is discussed as well as the distinct use of the term in the study. Information services' origin and adoption of innovation are elaborated on.

Chapter three: This chapter outlines and discusses the research methodology and design adopted for this study. It provides an overview of research philosophy, research approach, sampling, data collection and research strategies. This chapter also discusses the processes followed during data preparation –before and after data collection.

Chapter four: This chapter presents profiles of participants as well as data analyses and findings that emerged from data collected.

Chapter five: In this chapter, interpretations and discussions of the findings based on the data presented in chapter four are given by using themes.

Chapter six: Presentation of resulting conclusions are based on the study objectives is given in this chapter and an indication of how research questions and objectives that drove this study were approached. A proposed information services framework that seeks to develop the capacity of people who are NEET is presented as well as recommendations to policy makers, researchers, scholars and organisations with interest in a similar domain of the study.

1.10 Summary of introduction

This chapter introduced the readers to the field of study and discussed keywords of the topic. The role of information services is to serve information and its use by people who are NEET was discussed. In the second section, it delved into the background of the research problem and the formulation of the research problem, preceded by research argument. In the background of the research problem, challenges of developing capacity of people who are NEET were discussed, together with the challenges of information services adoption of innovation for people who are NEET. The background of the research was discussed, upon which research gaps were identified using literature review and it was converted to formation of the problem statement. Also in this section, the problem statement and the context of the study in

South Africa, a developing country, were discussed. The research goal and specific objectives were formalised to drive the study. The research questions were explained thereafter and the importance of the study was discussed next.

This chapter discussed and gave a review of the information services and developing the capacity of people who are NEET. It directed the reader to have an understanding of the purpose and importance of the study and concluded with an outline of the research study dissertation.

In the following chapter, literature review is discussed as guided by the objectives of these study. The thesis considers the survey of scholarships that relate to the domain of information services towards developing the capacity of people who are NEET. The reviews of information services and developing the capacity of people who are NEET through a systematic review are discussed comprehensively.

CHAPTER TWO

LITERATURE REVIEW: THE ROLE OF INFORMATION SERVICES TO FACILITATE IN DEVELOPING THE CAPACITY OF PEOPLE WHO ARE NEET

2.1 Introduction

The preceding chapter introduced the research by providing the introduction, conceptual settings, background to the study problem, and the purpose and objectives that drove the investigation.

The necessity for this study arose from the fact that most of the literature on NEET people have been from the perspective of developed countries in Europe (Thornham & Cruz 2017; Maguire 2015a; House of Lords 2014). The literature review gives an indication that most of these studies have concentrated mostly on policies and have been done from governments' and international bodies' perspective. Therefore, this study explores how information services can assist in developing the capacity of NEET people from the perspective of a developing country and BRICS (Brazil, Russia, India, China and South Africa) member state country.

This chapter seeks to unpack and provide an overview of developing the capacity of people who are NEET, the different interventions by various international bodies, issues affecting people who are NEET and challenges related to capacity development. The role of information services in the development of people who are NEET is addressed.

2.2 Purpose of the literature review

Levy and Ellis (2006) assert that literature review plays an important role in any academic study being conducted and also determines if the proposed study contributes to the existing literature or provides new knowledge to the area. Therefore, literature review provides the opportunity to have an understanding of what has been done (researched) by others previously (Olivier 2009). Furthermore, Olivier (2009) adds that literature review has the ability to assist in determining how other researchers have researched a similar problem previously. Boote and Beile (2005) point out that the purpose of a literature review is to provide the research context,

identify gaps from previous studies, and identify where and what have been covered in previous studies, among others.

2.3 Overview and historic evolution of the NEET concept

This section provides high-level discussions of the key terms to broaden the reader's understanding of the study undertaken. The origin and historical evolutions of NEET are discussed thoroughly.

2.3.1 The origin of the NEET people

It is 21 years (1988 – 2019) from the time when the Social Security Act removed young people under the age of 18 years from the unemployment register and they disappeared. It was in 1988 when the term was formulated as a result of the UK benefits regime that looked at issues of young people who were not in education, employment or training and between the ages of 16 and 17 years (Eurofound 2016). The term NEET was used to accommodate the population that has not yet been incorporated into the youth labour force statistics. This included individuals who dropped out of basic education schooling.

A seminal study was conducted in South Glamorgan Istance *et al* (as cited in Eurofound 2016) which focused on young people between the ages of 16 and 18 years who were not covered in the labour force survey, which used the term 'StatusZer0'. The studies organised by Reiter and Schlimbach (2015) and Eurofound (2016) in the UK, reported that 'StatusZer0' was not a proper name to categorise a group of inactive population. Reiter and Schlimbach (2015) state that the concept of NEET is the successor of what was then called 'Status Zer0' in the UK. Whereas, Istance *et al* (as cited in Eurofound 2016), state that the researchers later felt that it was important to make use of the term 'NEET' as a successor of the term 'StatusZer0' because of the negative impact it may be perceived to have. The change from 'Status Zer0' to 'NEET' was influenced by changes that were made to legislation and delineation of unemployment in the UK during the late 1980s (Reiter & Schlimbach 2015). Maguire (2015a) seconds the view that the concept of NEET started in the UK by stating that the origin of the term 'NEET' materialised from the UK towards the end of the year in 1990. It is therefore not surprising that most literature related to NEET comes from

Europe, compared to other continents. Thornham and Cruz (2017), Maguire and McKay (2016), Maguire (2015a), Fergusson (2013) and Thompson (2011) are some of the scholars from the UK who have contributed to the literature covering the domain of people who are NEET.

2.3.2 The historic evolution of NEET

The term 'NEET' that originates from the United Kingdom, has gained popularity among policy makers and scholars in recent years due to unacceptably high levels of youth unemployment and economic inactivity and the scarring effects this have shown to have on young people's lives. The use of the term 'NEET' has faced a number of international challenges.

The term NEET became familiar in the public domain around the 1990s, emerging from UK policy documents that looked at addressing the integration of youth from the population group aged 16 to 18 years that have dropped out of the education system but have not yet moved into the labour force (Eurofound 2016).

In the European policy documents, the use of the term NEET was later extended from the age group 16 to 17/16 to 18 to include a larger age group of young people aged 15 to 24 and later extended to 15 to 29 (Eurofound 2016; Maguire & McKay 2016). The inception of the term NEET was used in an attempt to deal with issues related to social exclusion and unemployment of youth aged 16 to 17 MacDonald (as cited in Eurofound 2016) and to date, it is unquestionable that the term NEET originates from the UK. Ever since 2010, the use of the concept NEET has dominated policies addressing young people issues in all 28 the states affiliated to the European Union (Eurofound 2016). The term NEET was used to depict those that are not yet captured in the youth labour force statistics; however, they have dropped out of basic schooling.

2.3.3 Understanding people who are NEET

Internationally, significant variation exists between the use and application of the term 'NEET' (not in education, employment or training) to define levels of economic and/or social exclusion among groups of young people. The absence of international standardisation to define the term 'NEET' creates challenges in terms of having a universal definition of characteristics and age cohorts of people who are NEET ILO

(as cited in Maguire & McKay 2016). This leads to vast definitions of NEET in literature reviewed, thus creating international concerns for scholars. For instance, the age range of NEETs may vary from one country to another. Most countries rely heavily on their statistics department's age categories definition. As a result, this creates a challenge to make a correct comparison between various countries in terms of the NEET population and the NEET rates ILO (as cited in Maguire & McKay 2016).

The concept NEET has gained momentum in recent years by scholars and research institutions. The concept has managed to clearly capture and provide a better understanding of the vulnerabilities faced by young people in the labour force and in terms of their social inclusion (Eurofound 2016). In recent years, scholars and policy makers have given attention to the increasing number of people who are NEET (Maguire & McKay 2016).

The extent to which the concept of people who are NEET is being used has raised concerns as to whether it still refers to its initial purpose and scale (Maguire & McKay 2016). This is caused by the unstable age range and the heterogeneity related to the category of people who are NEET. Furthermore, questions have been raised about the pertinence of using the term 'NEET' and if it still serves its scope (Maguire and McKay 2016). Though there are interventions put in place to address the NEET concern, there are possibilities that this initiative may not holistically achieve its purpose unless some attempts are made to understand the subgroups covered by the concept of NEET (Eurofound 2016).

It was in 2010 when the European policy makers decided to use the term 'NEET', which incorporated young people who are not in education, employment or training to address and understand the complex vulnerabilities that young people face in the digital era and changing world (Eurofound 2016). Both the types of people who are NEET, whether economically inactive or economically active, share common attributes. In this regard, both groups are not gaining human capital through participating in the labour force or even through education or training (Eurofound 2016).

2.3.4 The absence of standardisation of the NEET concept

Even though the term 'NEET' is rich in terms of understanding various issues and varying characteristics young people are faced with, the term may be unhelpful to scholars because of the broad scope that is difficult to normalise (House of Lords 2014). Maguire and McKay (2016) state that although the term 'NEET' has been used extensively and prolonged to cater for a large youth category, there have been challenges in building new knowledge of 'people who are NEET and economically active' and 'people who are NEET and economically inactive'. The term has been misused for various reasons which are linked to people who are in NEET settings and not for its fundamental purpose. The term 'NEET' has received criticism from the UK (where it originates) and other scholars throughout the world. The criticism is related to the heterogeneity of the population it represents (Maguire & McKay 2016).

In some cases, there is a disjoint, where young people are either in school or are actively participating in the labour market (House of Lords 2014). However, equally, there are young people who multi-task (overlapping) by being registered at school and participating in the labour market activities at the same time.

The section the follows shows how various organisations and scholars define the term and the extent to which the age cohort of NEET varies.

2.3.4.1 People who are NEET age cohorts

Scholars and organisations around the world define the age range of the NEET in various ways as a result of no standardisation of the NEET age range and the term itself. A few definitions from different scholars and organisations are as follows:

Table 2.1 illustrates that the age range of people categorised as the NEET varies and is not consistent, although a large number of sources make use of the age range of 16 to 24 years. The different age ranges from table 2.1 are in the category of youth and exist because the term is mostly aligned with challenges faced by young people.

Table 2.1: NEET age cohort

Age range	Source
16 – 24	Maguire cited in Beck 2015; Russell 2016; Thornham & Cruz 2017
16 – 25	Pique, Vea & Strecker
18 – 24	Bentley and Gurumurthy cited in Van Parys & Struyven 2013
16 – 17	Eurofound 2016
16 – 18	Eurofound 2016
15 – 24	Eurofound 2016; Maguire & McKay 2016
15 – 29	Eurofound 2016; Maguire & McKay 2016

- The affected group has grown with the raising of the participation age in education and the extension of the NEET category to include not only 16 to 18-year-olds, but also those up to the age of 24 Maguire (as cited in Beck 2015).

- In Spain, the country recorded 17.0% of young people who were NEET and aged between 16 and 25 years (Pique, Vea & Strecker 2016).

- In the UK, the term 'off-register NEET' was used in 1997 to refer to about 500 000 young people between the ages of 18 and 24 years who were not in employment, education or training and did not claim for the jobseeker's allowance or even other benefits related to unemployment Bentley and Gurumurthy (as cited in Van Parys & Struyven 2013).

- In the fourth quarter of 2014, the UK recorded 963 000 young people between the ages of 16 and 24 who were not in education, employment or training (Russell 2016).

- The category of NEET refers to people between the ages of 16 and 24 years who are not in employment, education or training (Thornham & Cruz 2017).

2.3.5 Categories of people who are NEET

Scholars and research institutes have acknowledged the complexity and heterogeneity of the population of people who are NEET. Some of the research institutes have attempted to solve the complexity of classifying people who are NEET

by using categories. Some of the scholars and research institutes proposed that categories are as follows:

2.3.5.1 Eurofound 2016 categories of people who are NEET

In the Eurofound (2016) report, people who are NEET in Europe were placed into seven categories. These include:

- Re-entrance – Individuals who are about to enter into employment, education or training.
- Unemployed for short term – individuals who are available for employment opportunities, have been unemployed and are seeking for employment for less than a year.
- Unemployed for long term – people who are available for employment opportunities and have been unemployed for a year or more.
- Not available because of disability conditions and illness.
- Not available because of tight responsibilities in their families.
- Individuals who have given up seeking for employment opportunities because they are discouraged due to seeking employment but no positive response.
- Economically inactive – Individuals who are not seeking for opportunities because they are privileged and individuals who are unknown and 'hard to reach'.

2.3.5.2 Maguire and McKay – categories of people who are NEET

The term 'NEET' covers those in the age range of 16 to 24 years in the UK and, internationally, the population in the age group 15 to 29 (Maguire & McKay 2016). Maguire and McKay (2016) state that the population of people who are NEET includes those that are:

- available for employment opportunities
- 'inactive' – unavailable for work opportunities because of other reasons.

Therefore, people who are NEET include those who are 'active' opportunity seekers wanting to be integrated back into education or receive training, employment or entrepreneurial support. People who are NEET also include those who are 'inactive'. These individuals are not available for opportunities to detach the people who are in the NEET category. Maguire and McKay (2016) state that the reasons for people who

are NEET and inactive vary – some of the reasons include but are not limited to disabilities that constrain individuals in one or more functional capacity, sickness and family responsibilities.

2.3.5.3 Eurofound 2012 categories of people who are NEET

The population of people who are NEET can form many subgroups – and each of the subgroups is diverse in characteristics and needs. The five main subcategories of people who are NEET are:

- opportunity seekers
- those who are unavailable
- the disconnected
- the conventionally
- and the voluntarily NEETs.

Conventionally, NEET refers to those who lost jobs and found themselves NEET and those that found themselves becoming NEET after leaving school, among others Eurofound (as cited in Eurofound 2016).

2.3.6 Characteristics of people who are NEET

There are a number of elements that characterise people who are NEET and economically inactive. The common characteristics of people who are NEET and economically inactive include but are not limited to those that benefited from entitlement, responsibilities of caring and looking after someone on a full-time basis, and with little education attainment (Maguire & McKay 2016). Furthermore, studies by Thornham and Cruz (2017) and Kraak (2013) add that a large number of people who are NEET lack social participation attributes, and this leads to a disconnection between them and socio-economic activities.

2.3.7 Thesis stance and use of people who are NEET

For the purpose of this study:

The use of 'people who are NEET' is used and not the term 'NEET'. The reason for this rephrasing includes the controversial age cohort and the heterogeneity which has dented the term NEET. This study focuses on people who are NEET and who are opportunity seekers and between the ages of 15 and 24 years.

2.4 Mapping of the study literature

In this section, the literature review map is outlined in order to afford the reader the opportuntity to undersntand the relationship and the role of information services in facilitating capacity development of NEET people. The literature map demonstrates the general idea of what is existing in literature review in the form of flow charts (Creswell 2003). Therefore, the literature map provides an insight into what previous studies have done, found and recommended for future studies. Figure 2.1 below shows the connection and relation between the goal of the study, the research objectives and the emerging headings for literature. The five research objectives (second layer in green colour) were influenced by the goal of the study. The four subject headings (in pink colour) are linked to the four objectives of the study. The four subject headings are linked to a dash line in grey colour that leads to frameworks subject heading.
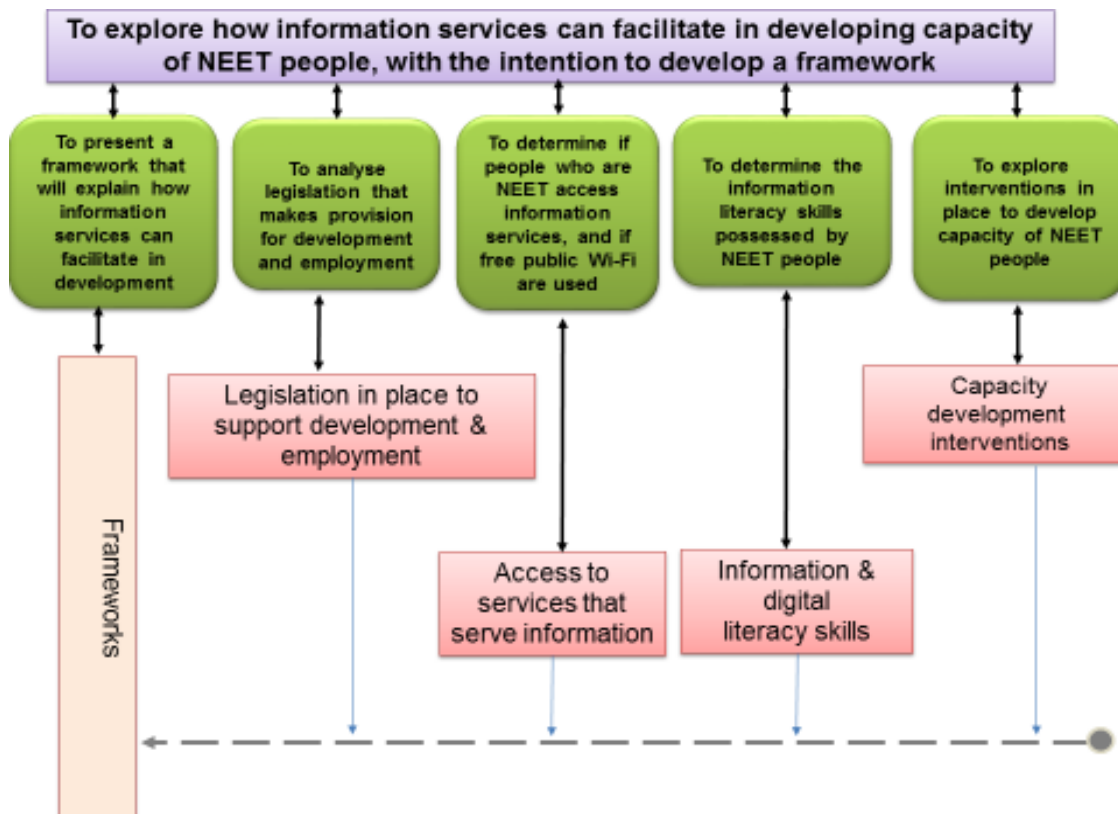
Figure 2.1: Literature review map

2.5 Capacity development interventions

This section discusses capacity development and information services supporting capacity development next.

2.5.1 Interventions supporting capacity development of people who are NEET

In order to effectively gain a deeper understanding of current interventions supporting capacity development of NEET people, it is necessary to discuss interventions in Gauteng province, South Africa, and further afield context.

2.5.1.1 Interventions: Gauteng province

The Gauteng province has taken a lead in developing skills and providing training programmes in Information and Communications Technology (ICT) (HRDCSA 2015). Some of the traceable supporting evidence includes but is not limited to issuing of tablets to learners in government basic education levels of schooling. This includes

non-fee paying schools and access to free Wi-Fi, particularly in disadvantaged communities and townships.

It is thus important for the Gauteng information services to strengthen and enhance its capacity development through providing training, employment preparation and entrepreneurial skills for people to effectively succeed in participating in economic activities.

In 2014, the Gauteng premier, Mr David Makhura, launched the Tshepo 500 000 programme for youth in the province (Gauteng Provincial Government (GPG) 2014). The Tshepo 500 000 programme seeks to provide training, upskilling and job placement of young people in the province over a period of five years (GPG 2014). The Tshepo 500 000 programme has placed young people in apprenticeships in numerous organisations. The Tshepo 500 000 programme has a goal to empower 500 000 youths in the Gauteng province. The five-year programme (2014-2019) seeks to empower 500 000 young people through entrepreneurial development, job placement and skills training over five years. The programme will be linked to other programmes that focus on capacity development from the GPG (GPG 2014).

In May 2017, Gauteng premier, Mr David Makhura, doubled the target of the Tshepo 500 000 programme to the Tshepo One Million programme (SA News 2017). The shift to Tshepo One Million came as a result of the private sector committing to work with the provincial government to assist in creating opportunities for youth in the Gauteng province (SA News 2017). Premier Makhura stated that Tshepo One Million seeks to provide opportunities and upskill young people in the province, particularly those in disadvantaged communities such as townships. Information services plays an important role in ensuring that this opportunities are accessible to NEET people.

2.5.1.2 Interventions: South Africa

In the case of South Africa, the government is working hard towards economic transformation so that more black people can benefit and become active participants. However, the government should invest more in educating and upskilling people who are NEET, especially those who are disadvantaged in rural areas and townships.

Without skilled and educated people, the goal to reduce the high number of people who are NEET will remain as rhetoric.

There is a need for the formation of community development services that will provide programmes aimed at empowering young people in communities (Western Cape Government 2013). These programmes are essential to the development of people who are NEET. The number of people who are NEET in South Africa is a great concern. It is therefore of much importance to find mechanisms and implement interventions which focus on reducing the proportion of people who are NEET in the overall population of young people. Young people are forced to leave school and find a means to generate income to provide for their families. These young people who are heading up households with no living adults are forced to deal with adult responsibilities and issues at a tender age (Western Cape Government 2013).

Vulnerabilities of young people in marginalised communities such as townships and rural areas are a major challenge. Aids and drugs leave child-headed households. However, the South African government has interventions to support the youth for employment and training and keeping children in school. It has launched feeding schemes, supplied sanitary towels and created non-fee paying government schools, among other things, to support young people who are disadvantaged and have an interest in education. On the other hand, some of the young people carry on to succeed with their education, regardless of the difficult circumstances (Western Cape Government 2013). There are young people who are heading households and continue to complete their studies although the environment is unpleasant.

It is important for the government to have active policies that concentrate on building young people's capacity through development before they transit to adulthood. A Western Cape Government (2013) report raises concerns about having a population that are not developed before the age of 25. If a person reaches 25 years and they have not attained basic educational qualifications and/or employment skills and experience, there is a high rate of 80% that the person never will attain this in their lifetime (Western Cape Government 2013). The chances are rare that these persons will be able to secure employment in future that will provide them with the opportunity

to develop themselves, enhance their skills and further their education studies (Western Cape Government 2013).

2.5.1.3 Interventions: African continent

TVET colleges can play an important role in supporting people who are NEET to start their own businesses or become employable. TVET colleges have the potential to contribute to the development of people in South Africa, but there is a need to increase funding to make TVET colleges more proactive (AU Commission 2015).

2.5.1.4 Interventions: international

Because of the diverse nature of the world we live in, it is important to have an understanding of people who are NEET in an attempt to start decisive interventions that will have an impact (Wong 2012).

In order to have an effective learning intervention that helps to drive the change process in communities, the design and implementation must be clearly and precisely addressed (Otoo *et al* 2009). What is critical in learning interventions programmes aimed at developing the capacity of people who are NEET is the design and implementation phases. It is important that there should be a clear understanding of who are the potential beneficiaries when developing intervention programmes for developing the capacity of people who are NEET.

In England, the Connexions Youth Support Services was established in 2001 to foster a relationship between the support services personal advisor and people who are NEET (Chadderton & Colley 2012). It is through a strong relationship that trust emerges between the parties. The primary purpose of the support service personal advisor was to assist in the process of integrating people who are NEET into the education system or labour markets (Chadderton & Colley 2012). As with most projects, the Connexion initiative experienced challenges of funding to accelerate and maintain the project. The other challenge for the Connexion initiative was job placement and education or developmental programme placement of people who are NEET. This is because there were a few job opportunities and a large number of people in need of jobs.

The government of Australia has implemented a number of intervention programmes which focus on providing assistance to people who are NEET in finding employment (Walker, Brown, Moskos, Isherwood, Osborne, Patel & King 2016). It was through the intervention programmes that aimed at providing assistance to underprivileged people looking for jobs that the state acknowledged that there were other needs that these people had. This included assistance with health and welfare needs, among other things (Walker *et al* 2016). The services that provide information play a key role in ensuring that intervention programmes reaches the masses on the ground.

In Hong Kong, vocational training was used to provide for people who are NEET with a range of basic programmes in an attempt to assist them to be motivated and have an interest in furthering their education or looking for employment (Wong 2012).
The Young Guarantee programme has played a critical role in Europe in addressing the challenge of youth unemployment (Maguire & McKay 2016). In addition, the programme focuses on making sure that the youth population under the age of 25 years receives multi-assistance (Maguire & McKay 2016). The Youth Guarantee intervention is aimed at providing assistance within four months after this population group becomes unemployed or after leaving the formal school system (Maguire & McKay 2016). To assist with the appointment of decent employment offers, internships and/or apprenticeships aid those who wish to further their education and those in need of training, among other things.

Maguire and McKay (2016) raise a concern from the study by Cacillo, Fernandez, Konings and Minea (as cited in Maguire & McKay) which stated that the OECD regarded the Youth Guarantee programme as one of the most successful interventions to assist disadvantaged communities. The concern is that there was no evidence highlighting that the Youth Guarantee intervention looked at people who are NEET and economically inactive and those who are 'unknown' and difficult to reach out to (Maguire & McKay 2016).

The National Collaborative Workforce and Disability (NCWD)/Youth identified varying services, opportunities and types of support that may lead to higher level skills that young people need (McCain, Gill, Wills & Larson 2004). This includes but is not limited to enablers to link activities to the support services, development opportunities for

young people and information services for conveying information and knowledge (McCain *et al* 2004).

- Enablers to link activities to the support services: information services and other information dissemination channels play an important part to help tie people who are NEET with development and support opportunities.

- Development opportunities for young people: there is a need to expand and enhance training in skills that include community service. This will expose young people to varying economic activities that they can take advantage of.

- Information services for conveying information and knowledge: information service channels that provide much-needed development information and knowledge to people who are NEET and seeking opportunities.

In most parts of India, centres which are internet powered enable communities in remote areas to have better accessibility to services that include the government (iSkills assessment 2007). In the republic of Chile, about 100 million USD has been channelled towards 'Enlaces', an initiative project that enables many schools to connect to the internet (iSkills assessment 2007). Chile's Enlaces is not only focused on providing access to users, but also on providing quality training to enable teachers to integrate ICTs in the school curriculum (iSkills assessment 2007).

In the USA, as part of reducing the high proportion of digital divide that exists, varying industries have invested their services and money in NGOs and schools (iSkills assessment 2007). NGOs that promote the development of capacities of people who are NEET and build a capacitated state have an important role to play in dealing with the digital divide. NGOs with sufficient resources can provide training for communities and reach out to a larger audience.

2.5.2 Information services supporting youth employment and development in South Africa

In order for the government to improve interaction with its people, they have moved information services towards the use of multiple channels such as online and social network space (Claassen 2016). For this reason, the study found it profound to discuss

a few of many information services that provide employment opportunities to the youth in the digital era.

- *South African Graduate Development Programme*

Figure 2.3: SAGDA (SAGDA 2017)

The South African Graduate Development Association (SAGDA) was established in 1997 and was registered as a section 21 company by a group of unemployed graduates (SAGDA 2017). SAGDA is an organisation that provides information related to employment and entrepreneurship opportunities (SAGDA 2017). SAGDA makes use of information services, among other communicating channels, to serve communities with developmental information. The organisation plays a critical role in assisting graduates to establish their own businesses. Entrepreneurship is important in growing the economy and creating employment opportunities. There are graduates that are unemployed; however, the number of graduate unemployed is low compared to the youth that drop out of education system.

- *National Youth Development Agency*

Figure 2.4: NYDA (NYDA 2017)

The National Youth Development Agency (NYDA) was established primarily to champion youth challenges in the country (NYDA 2017). The agency focuses on providing funding for viable business proposals, unleashing the youth potential and

promoting development of young people among others (NYDA 2017). The agency has centres throughout the country to make information access easier for the people. The NYDA provides information about business and employment opportunities. The youth visit the agency site to view current work opportunities.

- *Harambee*

Figure 2.5: Harambee (Harambee 2017)

Harambee is one of many private employment agencies that advocate to develop and assist people to find employment. Harambee is known as a youth employment accelerator and serves as a catalyst between job seekers and employers looking for potential employees (Harambee 2017). Just like most information services, Harambee has a tab for job seekers to register their applications online and one for employers to find potential employees.

- *Born to code*

Figure 2.6: Born to code (WeThinkCode 2017)

WeThinkCode is one of the great youth developments led by the private sector. The organisation makes provision for youths between the ages of 17 and 35 years (WeThinkCode 2017). The Born to code information services require people to register their application online. Born to code provides development and employment

opportunities to youth who have an interest in computer coding. There are no educational requirements and it is offered for free, as it has corporate sponsors.

- Tshepo One Million programme

Figure 2.7: Tshepo One Million (Tshepo 500k 2017)

The Tshepo 500 000 programme seeks to assist young people seeking opportunities and assistance with employment placement, training and business support (GPG 2014). The Gauteng premier intervention programme is critical, as the number of young people who are NEET is staggering. The Tshepo 500 000 programme seeks to reduce the percentage of youth unemployment. The programme conducts assessments and pairs applicants based on their level of education (GPG 2014).

2.5.3 Perspectives of multi-level organisations as a route to capacity development

2.5.3.1 NDP 2030 vision

The need therefore exists to urgently explore the South African context. The NDP 2030 agenda for people who are NEET intends to ease the high rate of inequalities and eradicate poverty (NPC 2011). The information services to people who are currently categorised as NEET must be addressed. This will play an important role in ensuring continuous provision of support to people who are NEET, in preparing them for employment and other economic activities. In order for the South African government to reduce the high numbers of people who are NEET, there must be mechanisms in

place that will serve to disseminate information to the targeted population. This is still a problem for people in rural areas and townships in South Africa (Matli & Jordaan 2016).

Developing capacities of people who are NEET forms an important component in the NDP 2030 of the South African government towards growth and employment, be it employment for others or self-employment. The number of people who are NEET is on the rise (Centre for Higher Education Transformation 2012), and this calls for interventions to provide information services to support people who are NEET. The South African official unemployment rate for the first quarter of 2016 is sitting at 26.7% (Statistics SA 2016a). Gauteng recoded the second highest unemployment rate of 30.1% in the country (Statistics SA 2016a).

Reflecting closely on the analysis on the 17 SDG goals, the AU Africa agenda 2063 and the South African NDP 2030 plan all share numerous prominent features that impact on people who are NEET. These include, but are not limited to, fighting unemployment, inclusive economy and the worryingly high rate of youth inactivity in the economic activities. Nonetheless, without information services, a framework of support towards developing capacities of people who are NEET, the attainment of fighting unemployment and creating inclusive growth where inactive participants become active participants in economic activities will remain a pipedream.

2.5.3.2 Agenda 2063

Agenda 2063 presents the fact that African member states voiced their contributions in developing a plan for the African continent they envisage to live in. Agenda 2063 advances the importance of eliminating poverty in the continent (AU Commission 2015). Furthermore, the Agenda 2063 document highlights the importance of people-centred development, putting African people at the centre to make sure they are part of an inclusive society (AU Commission 2015).

The agenda 2063 have 20 goals and some of this goals that relates to the undertaken study include but not limited to; (1) high standard of living, quality of life and well-being for all citizens, (2) well educated citizens and skills revolution underpinned by science,

technology and innovation, (3) transformed economies, and (4) blue/ocean economy for accelerated economic growth among others (AU Commission 2015).

The African continent must invest more in building the capacities of its people, focusing more on creating jobs, skills and assets (AU Commission 2015). African youth shall be granted full access to economic opportunities, education and training in an attempt to eliminate youth unemployment (AU Commission 2015). Thus, it is important to start igniting attainable conversations about how to grow the economy on the continent and strengthen the education system.

2.5.3.3 Sustainable development goals

Internationally, leaders throughout the world gathered at the UN headquarters in New York in 2015 to share ideas and get objectives for targeting issues that affect the world. Agenda 2030 emerged with 17 SDGs. The 17 SDGs include but are not limited to issues related to inequalities, employment and fighting poverty (UN 2015).

The impact of unemployment on people who are NEET is unbearable. Herein lies the greatest concern to the entire world. It is not surprising that employment is targeted as part of SDG goal 8. This SDG emphasises the importance of growing the economy with sustainable opportunities that will lead to decent jobs (UN 2015).

The following section deliberates on skills, education and training. This is to afford the reader a clear understanding of the South African education and skills setting.

2.6 Information and digital literacy skills, and education and training

This section discusses skills, education and training

2.6.1 Skills

Literature on attributed related to skills such as information and digital skills as well as the divide that exists are discussed as follows:

2.6.1.1 Information and digital literacy skills

The people who are NEET are considered to be disengaged from work, education or training (DHET 2017). Digital literacy skills programmes are crucial in addressing the

development of people. This is because the current difficult economic meltdown forces people to roll up their sleeves and develop themselves regularly to be relevant in the place of work. Digital proficiency is one of the essential development skills people must invest in, particularly so that technology can evolve rapidly. In a nutshell, this research study provides insights into the critical role of digital literacy skills in the development of citizens.

The Inkamva National E-Skills Institute (2016) describes e-skills as "the ability to develop and use ICT to adequately participate in an environment increasingly dominated by access to electronically-enabled information". The term 'e-skills' is further broken down into different components which include but are not limited to e-literacy skills and e-community skills. The researchers felt it was important to elaborate on and provide a clear understanding of the term 'digital literacy skills' to the reader.

For the last decade (2007-2017), digital literacy skills have been identified to be important in the development and building of capacities of citizens in South Africa for rapid economic growth. It was in 2007 during the Presidential International Advisory council (PIAC) 7th meeting that the government recognised digital literacy skills as the wicket to help South Africa emerge and do away with many challenges. The then South African president, Thabo Mbeki, pointed out a critical fact that although the country may have the best ICT infrastructure, it would be pointless and unfortunate if people do not possess the skill and knowledge to use the technology (PIAC 2007). The PIAC therefore produced a road map for addressing digital literacy skills in the country. Continual digital literacy skills training and development are important in order to have a skilled nation that can use and benefit from technology. The PIAC (2007) afforded the government the opportunity to engage with ICT role players from different entities to study how ICT may benefit and, particularly, develop and empower South Africans.

Individuals who are not digitally literate find it difficult to actively participate in economic activities due to a lack of knowledge and understanding of digital literacy skills. Failure to address the implications of digital literacy may affect NEET people to contribute to the country's economic growth. Consequently, there is a necessity to develop

capacities of NEET people in order to fight poverty and the high unemployment rate currently being experienced.

In New Zealand, NGOs played an important role in providing courses in life skills, employment skills, technological skills and literacy skills, among others (Higgins 2013). The lack of digital skills has a negative impact on capacity development intervention projects (Lannon 2016). The attainment of having communities that are ICT literate will continue to be an international challenge for as long as there are inequalities in societies (iSkills assessment 2007). Therefore, reducing the high level of ICT illiterate will continue to be a mantra as long as issues of inequalities are not addressed.

2.6.1.2 South Africa and the digital divide

The digital divide is an international concern as there are people who are benefiting from ICT and those who are not Hosman and Fife (as cited in Mthoko & Pade-Khene 2013). There are inequalities because technological skills create a division between those who have appropriate skills and can afford them and those that cannot. However, McCain *et al* (2004) add that the major challenge of young people who lack employment experience is that they are threatened by becoming less employable as they become adults. Although ICT plays an important part in accessing information and knowledge, the same tools may create inequalities and social exclusion in communities Capurro (as cited in Mthoko & Pade-Khene 2013).

A South African national document, such as the National Integrate ICT Policy White Paper and the NDP 2030 vision, places emphasis on having an e-skilled nation by 2030 (NPC 2011; National Electronic Media Institute of South Africa (NEMISA) 2017). NEMISA is a multi-stakeholder collaborative organisation that includes but is not limited to government departments, higher education institutions, businesses and global development partners. It is tasked with ensuring that by 2030, South Africa is an e-skilled nation (NEMISA 2017).

Most people from rural and townships areas in South Africa continue to be left out from accessing and using ICT. This creates inequalities and deprives other people from rural areas of the opportunity to access ICT and catch up with their peers residing in towns. The study by Schmidt and Stork (2008) discovered that there were only 4.8%

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of households with a working internet connection and 14.8% of households with computers in South Africa. These findings are worrying, more so because ICT can provide support to an individual or organisation. The low rate of internet use and computer access will hinder development in communities. As a result, many South Africans do not have instant access to computer technology and the internet. This contributes to many people not being sufficiently skilled to use ICT. The situation is compounded by the high cost of internet connections, ICT enabling infrastructure and know-how.

Different scholars in the focus area of the digital divide have pointed out that the absence of access to technology is regarded as the main cause that leads to the digital divide (Mthoko & Pade-Khene 2013; NEMISA 2017; Janakiram 2014). However, access to technology alone is not sufficient to bridge the digital divide. There is a need to ensure that digital training is provided to those who are digital illiterate (Mthoko & Pade-Khene 2013).

The problem of people who are not digitally literate is worsening because the current economy is ICT driven and expects individuals to have digital literacy skills. The concerns of people who are NEET and are not digitally literate call for interventions to strengthen digital literacy programmes. South Africa has acknowledged the significant role of digital literacy skills in building the capacity of its citizens for growing the economy (PIAC 2007).

One of the major contributors to the digital divide is the large inequalities that exist between those who have access to using ICTs (iSkills assessment 2007). There are inequalities of information access in societies. Disadvantaged individuals often do not have the means to afford the luxury of owning ICT devices, afford an internet connection and the places they live in do not have sufficient ICT infrastructure. iSkills assessment (2007) further states that a lack of information in societies is another factor contributing to the digital divide.

At the present moment, the global policy on the digital divide concentrates on the impact of having no or little access to an internet connection, hardware or software (iSkills assessment 2007). However, there is a need to revise the characteristics of the

digital divide to include the impact of limited reading, numeracy and problem-solving skills. Without these skills, accessibility to all the hardware, software and networks will not enable digitally and technologically illiterate people to become active users. Without revisiting the digital divide characteristics – the vision of reducing and eliminating the high rate of the digital divide will remain a pipedream. Therefore, it is equally important that in the process of fuelling the issues related to accessibility and ICT infrastructure, the issues of basic ICT and internet usability are addressed.

Therefore, the digital divide should be extended from having no access or limited access to hardware, software and networks, to having skills or limited skills to effectively use ICTs (iSkills assessment 2007). Literacy and digital skills are important for people who are NEET to successfully engage with information services to search for developmental opportunities.

Providing disadvantaged individuals with the opportunity to learn and be skilled in the use of ICTs is vital, as being ICT literate will better their chances of becoming active participants in economic activities (iSkills assessment 2007). The barrier of the digital divide that exists in societies must be addressed because it is a result of inequalities experienced (iSkills assessment 2007). People in marginalised communities such as rural areas and townships are likely to experience inequalities as they are under-developed and have little or no social skills (Kasim *et al* 2013).

The availability of ICT resources requires an effective plan of action in order for the ICT project to be implemented and for development to be effective. Therefore, some of the ICT projects implemented for advancing rural development have been successful, whereas others were not (Mthoko & Pade-Khene 2013). Mthoko and Pade-Khene (2013) further add that rural communities are able to develop themselves when they are empowered and supported.

2.6.2 Education

This section provide the reader with an overview of what education contributes to the NEET domain and also the challenges of education system in South Africa.

2.6.2.1 Challenges in the education system in South Africa

South Africa finds itself with a national challenge of developing capacity of previously disadvantaged communities and individuals as a result of the past apartheid system (HRDCSA 2015). The education system in South Africa is one of the sections that is recovering from the scars of the apartheid legacy. The education system has faced numerous challenges such as racial-related problems that have been encountered before democracy (Jaffer, Czerniewic & Ng'ambi 2007). Cloete (2009) points out that inequalities between different races affect people's chances of acquiring a university education. A larger number of black people in South Africa are disadvantaged than whites because of the past apartheid system that continues to affect the current generation of young people (Cloete 2009). This leads to a disadvantaged community and NEET people playing catch-up with their counterparts. Kruger and Ramdass (2011) further state that the South African education sector is facing political pressure to make sure all South Africans receive equal access to post-school education in order to meet the digital economy demands.

What appears to be a major challenge is the increase of graduates added to the unemployment pool. The number of graduates that are unemployed has doubled between 2001 and 2007 and this is evidence that this is a cause for concern (Cloete 2009). Kraak (2013) claims that the high numbers of graduates who are unemployed are those from former historic post-school institutions. Cloete (2009) posits that the number of unemployed graduates and those not studying is increasing annually. For instance, in 2001 there were 6 061 unemployed graduates and the number increased to 15 745 in just six years (2001 – 2007). The escalating number of unemployed graduates raises serious concerns about the quality of education, if people who are NEET include post-school graduates who are unemployed and unemployable.

2.6.2.2 The contributions of education to the NEET community

Section 29 of the constitution of South Africa states that:

> Everyone has the right to a basic education, including adult basic education.

The South African constitution therefore clearly posits that everyone who has the interest to obtain basic education, regardless of age or gender, must be given the opportunity. Adults who are NEET must be provided with the necessary support to

complete their basic education. The government has the responsibility to provide basic education to South Africans that have an interest. Basic education consists of both primary school education and secondary/high school education. In addition, section 29 states that even adults have the right to basic education.

There are people who require assistance to be integrated back into the education system so that they can complete their studies; for example, through intervention programmes such as studying at adult learning centres. Therefore, people who are NEET and did not complete basic education because of various reasons need the opportunity to complete their studies, regardless of age. ABET school centres provide adults with another opportunity to obtain basic education. There is a need for the government to strengthen the integration process of people who are NEET and have the interest in completing their basic schooling.

There are ways to ease the large number of people who are NEET. These include schools providing support to at-risk students in an attempt to deal with the high number of dropouts or employers taking more youth for internships and eventually for work permanently (Henderson *et al* 2017). The rate of people who drop out of the education system must be reduced, particularly at the level of basic education. There are challenges that lead to an individual leaving school before completion of their studies. These challenges relate to socio-economic conditions, political interference, societal norms, peer pressure and loss of interest in the classroom, among others. There is a necessity to find ways to help people who are NEET to prepare jobs for them and boost their confidence (Henderson *et al* 2017). Information services have a significant role to play in providing support through serving information and knowledge that are needed by people who are NEET.

In recent years, there have been changes in how young people in South Africa acquire tertiary education (Cloete 2009). There are increases in enrolment, and more previously disadvantaged persons enrolling for post-school education. Universities (traditional universities, comprehensive universities and universities of technology) have increased their share as compared to colleges that have held a moderately consistent share (Cloete 2009). In South Africa, higher education tends to focus more on universities than other higher education systems (Cloete 2009). In this regard, more

attention is given to universities as compared to other post-school education systems such as TVET colleges, among others, and this contributes to universities becoming a preferred post-school destination. The HRDC states that it is important to reposition and strengthen TVET colleges in order to attract young people to consider TVET in furthering their studies (HRDCSA 2015). As a result of universities being preferred over TVET colleges, in 2007, higher education institutions experienced a larger number or enrolments compared to public colleges and ABET centres in South Africa. Higher learning institutions recorded 761 087 enrolments, which is more than double the enrolments of public colleges (320 679) and ABET (292 734) institutions DoE (as cited in Cloete 2009).

The government must find ways to improve the quality of TVET colleges' academic staff and invest in technology to enhance the teaching and learning processes (Cloete 2009). This has the potential to change how people regard colleges compared to universities and will lead to a pool of students considering TVET colleges as their preferred post-school type to further their studies. South Africa should capacitate TVET colleges and use them as multi-learning centres. TVET colleges can provide short learning programmes for people who are NEET to upskill themselves, particularly in the digital skills arena. There is a need for people who are NEET to increase their opportunities to gain access to post-school education and entrepreneurship development training.

Different scholars and research institutions such as the House of Lords (2014) and HRDCSA (2015) support the growing motion that education must refine and prepare young people and get them prepared for work. It is of great importance for the government to interact with government departments to address the issue of developing the capacity of people who are NEET. This may call for a cluster that, internally, can include departments such as labour, education and economic development and external organisations that focus on capacity development in communities.

According to Cloete (2009), at present, there are challenges with post-school education and the labour force. These challenges suggest that there are no proper

processes in place to ensure that what the education system provides is aligned with what the economy demands. Some of these challenges include:

- A large number of undergraduate students who cannot tap into postgraduate qualifications

- Institutions of higher learning which narrow access to post-school education for young people

- There is little evidence of cohesive and systematic information that relates to young people who are excluded from post-school education

- The transition gap between schools and labour markets

- Repositioning TVET colleges to attract young people and force the transition with universities

2.6.2.2.1 Educational level of people who are NEET

Table 2.4 illustrates that there is a decrease in the number of people who are NEET as the level of education grows. Table 2.4 suggests that the more an individual is qualified, the fewer are the chances of that person joining the pool of people who are NEET (Cloete 2009). Table 2.4 indicates that the higher a person is in terms of qualification, the better are their chances of not joining the pool of people who are NEET either economically active or inactive.

Table 2.4: Educational background and statistics of people who are NEET in SA **(**Statistics SA (as cited in Cloete 2009))

Level of education	Total
Unspecified	27 351
Primary of less	500 662
Secondary, less than grade 10	508 597
Grade 10 and less than Grade 12	990 794
Grade 12 with certificate	47 297
Grade 12 with Diploma	25 294
Bachelor's degree and B-Tech degree	11 132
Postgraduate diploma	2 498
Honours degree	1 695
Masters/PhD	420

Table 2.4 above informs us that there is a need to strengthen intervention programmes to support learners to stay at school, particularly those in grades 10 to 12. Effective interventions are important for this group of learners to reduce their chances of dropping out and contributing to the large number of unemployed and NEET statistics. Further afield, across the UK, a small margin of young people struggles academically at secondary education level (Thomson & Pennacchia 2016). Therefore, more interventions are required to support students in secondary school. Grades 10 to 12 are particularly critical in South Africa. Table 2.4 illustrates that people who are likely to add most to the number of people who are NEET are those who left school with grades 10 and 11 (Cloete 2009). Kraak (2013) boldly highlights that poverty is one of the attributes which causes learners to drop out at grade 10 onwards. Therefore, there is a need to strengthen current available interventions that focus on encouraging learners to stay in school and complete their basic education.

Almost one million students drop out from school with grade 10 as the highest grade completed (Cloete 2009). This is a major challenge, and it requires concrete interventions to afford these students extensive opportunities to be re-integrated back into schools to complete their basic education – what (Cloete 2009) refers to as the second chance. TVET colleges and ABET centres have a strategic role to play in integrating dropouts back to the education system.

Grade 10 is a crucial level for learners as they have to decide what stream of courses to follow. The number of subjects for grade 10 learners varies from one school to another. However, in most of the schools, learners can take two or three languages and three or four subjects in a certain stream (Cloete 2009). Typically, the commerce stream may include business economics, accounting and maths. Learners often decide to take a particular course stream with a vision of the career they want to pursue. Lack of support from family and the school are some of the things that lead to learners having challenges in their studies and becoming frustrated with schooling.

People who completed grade 12 are more likely to secure formal employment than their counterparts who dropped out at a basic education level (Cloete 2009). Higher learning graduates are more likely to obtain formal employment than their peers who

never entered higher education (Cloete 2009). Subsequently, individuals with post-school qualifications are more likely to be employed than those carrying a matric certificate (Cloete 2009). Young people who attained less education find it more difficult to secure employment (McCain *et al* 2004). This suggests that a large number of people who are NEET are those with few attained qualifications. However, the challenge of dropouts is not only an issue in South Africa, but also in other countries. About one-third of all public school students in the US do not successfully complete their studies and graduate Swanson (as cited in McCain *et al* 2004).

Access to various higher education institutions depends on whether the individual student meets the entry requirements and has the funding for the studies (Cloete 2009). In most instances, traditional universities will have high entrance requirements, followed by comprehensive universities and then universities of technology. Entrance requirements and tuition fees of colleges are normally lower than those of the three types of universities. Therefore, socio-economic factors also contribute to the type of post-school institution an individual can afford (Cloete 2009).

Although the government continues to pump more funds into the National Student Financial Aid Scheme (NSFAS), it is not sufficient to cater for all disadvantaged people who meet the university's requirements and have intentions to acquire university education. Therefore, those who come from disadvantaged family backgrounds are likely to be NEET they have no means to further their studies or find employment.

2.6.2.2.2 Proportion of people attending and those not attending school
Table 2.5 indicates that the population of people who are not in the education system has increased over the past 20 years (1996-2016). The data in the table below include people from the ages of five years and older who are also not registered in basic education or post-school education. It must be worth noting that the fact that a person is not currently registered in an educational institution does not mean this person has not already completed his/her formal education, and could be in employment, and is therefore not a NEET person. The fact that there are so many people not attending school in 2016 compared to 1996 could also be an indication that the population has increased over the period of twenty years.

Table 2.5: 1996 – 2016 National and Gauteng school attendance (Statistics SA 2016b)

	National numbers	National percentage	Gauteng numbers	Gauteng percentage
1996				
Attending school	12 841 471	38%	2 002 213	30%
Not attending school	21 314 975	62%	4 623 768	70%
Total	**34 156 447**		**6 625 981**	
2016				
Attending school	17 274 011	35%	3 377 795	28%
Not attending school	32 322 881	65%	8 747 171	72%
Total	**49 596 892**		**12 124 966**	

Table 2.5 shows that South Africa is experiencing a high rate of people (five years and older) who are not in education, compared to those attending school. In the Gauteng province, the percentage of people not in education was higher than the national percentage of people not in schools for both 1996 and 2016. It is worth noting that some people may be counted as not attending school whereas they just completed or in the process of enrolling to study at the time the study was undertaken by Stats SA.

2.6.3 Training

The mismatch between what formal education provides and what the labour market requires also contributes to the large number of people who are NEET (Fergusson 2013; Strathdee 2013; Choudhry *et al* 2012). There are people who obtain knowledge and skills through formal education; however, the skills are not scarce skills and this makes it difficult for them to secure employment. The problem about the skills mismatch does not only lead to the high youth unemployment rate, but also to unstable jobs and below threshold salaries (Choudhry *et al 2012*).

The demand for skilled people in the workplace is one of the reasons why many people who are NEET are not considered for employment (Mann & Huddleston 2017). Most of the people who are NEET do not have either the experience or the skills required by employers. Most of the people who are NEET do not have basic work experience

and/or extensive work experience that is required for most jobs advertised (Choudhry *et al* 2012).

There are varying tools that can be used for the change process to occur and transform societies; this includes external training and investment projects (Otoo *et al* 2009). Technology is an important tool used to promote communication and strengthen the sharing of information (Lesame, Ratshinanga & Seti 2014). The establishment of e-centres in communities is therefore important in providing training focused on ICT skills with the aim of empowering people. Lesame *et al* (2014) further state that the ICT skills provided by e-centres must help citizens to fight poverty and illiteracy challenges.

2.7 Legislation in place that makes provision for youth development and employment

For the purpose of policy making, it is of great importance to address the heterogeneity of the population of people who are NEET (Eurofound 2016). As they develop policies, the government, business, NGOs and other stakeholders must take into consideration the complexity and heterogeneity of people who are NEET. Therefore, there is a need to avoid a one-size-fits-all approach to developing the capacity of citizens (Kasim *et al* 2013).

2.7.1 South Africa: Legislation that makes provision for developing the capacity of people who are NEET

The HRDC seeks to address the challenge of having an enabling environment for entrepreneurs in South Africa (HRDCSA 2015). In this regard, it is paramount to create a national council for entrepreneurship and small business that will focus primarily on the establishment of best practices for entrepreneurship and self-employment training (HRDCSA 2015). The education system must put emphasis on entrepreneurial development and training of young people as part of their curricula. There is furthermore a need to increase and support start-up businesses so that they can grow and create employment for others. People beyond the youth age category also need intervention programmes that integrate or re-integrate them back into employment, training opportunities, empowerment opportunities and entrepreneurial support.

Below are some of the legislative Acts and Accords which give provision to the development of young people in South Africa:

• The Youth Employment Accord (2013) and the Skills Accord (2011)

This Act encourages labour markets to provide and place the youth in jobs in an effort to increase the number of youth in the workplace.

• The NYDA Act (2008)

This Act entrusts the NYDA with providing directives for integrating young people into economic activities, and with advancing the South African integrated youth development strategy.

• Exposing youth to labour markets

There is notable work done by, among others, the NYDA and the Department of Labour in supporting the youth to acquire experience. Most often, the youth lack the required working experience (Presidency 2015). It is therefore important for young people to gather sufficient experience, as qualifications on their own do not guarantee employment.

2.7.1.1 South Africa: Employment services Act

With regard to a South African perspective on employment services, the Employment Services Act, No. 4 of 2014, discusses employment services for both public (government) and private employment agencies. The Act plays a critical role, as it serves as a directive to employment services. The Minister of Labour is responsible for the implementation and monitoring of the Employment Services Act.

Chapter two of the Employment Services Act deliberates on the importance of providing opportunities to youth work seekers and creating job opportunities.

Chapter one, No. 2.
(b) Improve access to the labour market for work seekers;
(c) Provide opportunities for new entrants to the labour market to gain work experience;

It is important to create new opportunities for the youth to gain experiential training through learnerships and internships. Organisations should think of succession plans by providing training to the youth via internships or work integrated learning (WIL) programmes. Information services must be user-friendly for the youth to access relevant information.

Chapter 2, No. 5.

(1)   The Department must provide the following public employment services free of charge to members of the public in a manner that is open and accessible:

(c)   Registering job vacancies and other work opportunities;

(h)   Facilitating the exchange of information among labour market participants, including employers, workers and work seekers, private employment agencies, Sector Education and Training Authorities and training providers;

Chapter 2, No. 6.

6. (1)   The Minister may, after consulting the Board, establish work schemes for the purpose of enabling youth and other vulnerable work seekers to enter employment, remain in employment or be placed in opportunities for self-employment.

The high number of youth unemployment has triggered the government to give preference to youth that meet the requirements when making work placements. Young people are a major human resource for development, often acting as key agents for social change, economic expansion and innovation (Presidency 2015).

Chapter 2, No. 11.

The Department may develop and operate an employment information system for monitoring, evaluating, researching and analysing trends, which may include, but are not limited to the following information: (c) Training opportunities that are available.

In the United States of America (USA), the labour force information service entity is complex and comprises over a thousand organisations with missions and funding sources that vary (McCain *et al* 2004). As in South Africa, there is no centralised information service system where people who are NEET can be directed to access development opportunities offered either by the private or public sector. This implies that people who are NEET have to search through various organisations' sites to see what opportunities are available. However, in Gauteng there is an information service that was recently developed called 'Tshepo One Million Project. This project is spearheaded by the current Premier, Mr David Makhura. However, the question of whether the next government administration will continue to use the project remains unknown. Because of political issues, such projects may collapse when the new government administration changes after its office term of five years.

2.8   Access to services that serve developmental information

In this section, literature on the access to information services is discussed.

2.8.1 Enablers to information services access in virtual space

A high-level overview of information services enablers is discussed to broaden the reader's understanding of the study undertaken. The concept of Wi-Fi is also defined.

2.8.1.1 ICT infrastructures and structures as enabler for information services

In recent years, ICT is recognised as a dominant tool for enabling the development of communities (iSkills assessment 2007). Part of the characteristics of ICT is that it improves the dissemination and exchange of information (iSkills assessment 2007) and supports varying communication channels. This is true to such an extent that the Minister of Telecommunications and Postal services, Dr Siyabonga Cwele, stated that more focus should be on internet connectivity rollout and supporting skills development for the digital economy and ICT infrastructure (NEMISA 2017). The internet connection and innovative tools contribute massively in ensuring that there are effective flows of information and knowledge (Mthoko & Pade-Khene 2013).

The concept of e-development has gained popularity in terms of using ICTs for development Heeks (as cited in Mthoko & Pade-Khene 2013). ICT can contribute as

a supportive tool to allow information services to operate in digital platforms and to reach a wider audience.

2.8.1.2 Computing devices as support for information services access

The dawn and continuously changing nature of ICTs have drastically altered how people interact with the world we live in (iSkills assessment 2007). Varying aspects of people's lives have been affected by ICTs. Development of ICT cannot take place in isolation from changes related to the broader socio-economic and political changes (Mkhoko & Pade-Khene 2013).

Table 2.3 below shows the distribution and comparison of household goods by ownership in 2011 and 2016. There was a significant increase in cellphone ownership between 2011 and 2016 (Statistics SA 2016b).

Table 2.3: Household with ICT and telecommunication devices (Statistics SA 2016b)

Household goods	Owning	Not owning	Total
2011			
Computer	3 092 543 (21.4%)	11 357 618 (78.6%)	14 450 161
Tablet / Phablet	-	-	-
Cellphone	12 850 874 (88.9%)	1 599 288 (11.1%)	14 450 162
Landline	2 088 147 (14.5%)	12 362 015 (85.5%)	14 450 162
2016			
Computer	3 884 348 (24.5%)	11 973 379 (75.5%)	15 857 727
Tablet / Phablet	3 363 207 (21.6%)	12 226 405 (78.4%)	15 589 612
Cellphone	15 584 615 (93.8%)	1 026 427 (6.2%)	16 611 042

Landline	1 866 384 (11.5%)	14 382 949 (88.5%)	16 611 042

Table 2.3 above shows that the number of households with landline phones had declined drastically from 14.5% in 2011 to 11.5% in 2016 (Statistics SA 2016b). The increase in cellphone ownership and decline in landline phones suggest that there are people who have moved from landline phones to cellphones. This may be because of the convenience of cellphones. Table 2.3 shows that a significantly large number (93.8%) of people own cellphones (Statistics SA 2016b).

Cellphones, also known as mobile phones, can be categorised into two categories, namely smart mobile phone and low-end technology mobile phones. The use of cellphones is one of the most exciting innovations of the 21st century (Matli 2016). Keegan (2004) further states that, cellphone innovation is rapidly growing. The advancement of cellphones allows people to have internet access in a convenient way. The increase in the ownership of cellphones from 88.9% in 2011 to 93.6% in 2016 suggests that more people have basic digital skills to navigate and are familiar with cellphone functionalities. Cellphone technology can play a significant role in the process of developing people who are NEET. Information is easily disseminated on smart mobile phones.

Close to a quarter (24.5%) of people indicated that they owned a computer in their household in 2016, as compared to 21.4% in 2011 (Statistics SA 2016b). Over the past decades, it could not be predicted that the need for electronic communication would be so significant to the current era (Parakash 2008). These days, computing devices are no longer intellectualised as specialised devices used by scientists (Singh 2008). Computing devices are everywhere and are used to connect the world. The influence of the digital era has changed the way people interact with information services. As a result, most information services used for supporting employment and development have moved to digital platforms.

2.8.1.3 Wi-Fi connectivity contributions towards access information services

The ICT and internet connection continues to play an important role in communities' every day life in general (iSkills assessment 2007), and it becomes crucial that people are provided with access to internet. The evolution of ICTs and the internet has led to the shift from traditional information services to digitalised information services. Therefore, internet connection plays an important role in supporting the public to access these information services.

Most cities show preferences for providing free Wi-Fi internet connections to their communities, but they follow different implementation strategies (Alfreds 2016). Wi-Fi is described as descriptive technology that allows computing devices such as tablets, smart phones, laptops and other devices to connect wirelessly to the internet within a certain range (Geerdts, Gillwald, Calandro, Chair, Moyo & Rademan 2016). There are over 2 000 public Wi-Fi hotspots in the province of Gauteng. Wi-Fi hotspots contribute to a larger extend for people who are NEET to have access to information services.

There is little available information regarding the precise number of government free public Wi-Fi hotspots in Gauteng. The deployment of public Wi-Fi hotspots is an ongoing process with municipalities adopting different implementation strategies (Alfreds 2016). The bulk of free government public Wi-Fi hotspots are provided by respective municipalities in the province, most of which are in marginalised areas such as townships. There are three metropolitan municipalities in the province of Gauteng, as discussed earlier in chapter one (see 1.3.3): the Ekurhuleni Municipality has deployed 223 free Wi-Fi hotspots (Ekurhuleni 2018), the City of Joburg Municipality over 1 000 free Wi-Fi hotspots (Geerdts *et al* 2016) and the City of Tshwane Municipality over 780 Wi-Fi hotspots (IOL News 2017). In short, there are about 2 003 free Wi-Fi hotspots in the Gauteng province for citizens to access the internet. These Wi-Fi hotspots play a significant role in giving NEET people access to online information. Wi-Fi hotspots further support in the process of equipping people who are NEET to transform their lives.

2.8.2 Challenges related with information services access

Today's young people are faced with many challenges, but topping the agenda is capacity development and a labour force of young people that is not faring well

(McCain *et al* 2004). In order to achieve developmental goals, information and knowledge are important Heek (as cited in Mthoko & Pade-Khene 2013). Access to services that provide knowledge and information is critical in the attainment of developing the capacity of people who are NEET. In developing countries, the process of growing capacity is driven by the socio-economic and political landscape status Eade (as cited in Lannon 2016).

The issue of young people who are NEET has major implications for the country's economy (McCain *et al* 2004). The lack of internet access and digital literacy skills is an international focus. The World Economic Forum (WEF) initiative called 'Internet for all' concentrated on over 4 billion people who are not connected to the internet (NEMISA 2017). In view of this, the Deputy Minister of Telecommunications and Postal Services, Ms Stella Ndabeni-Abrahams, was in one of the well-known townships in Gauteng (Soweto) during Youth Month (June 2017), where they held the event with the theme 'Internet for all – connecting the unconnected'. This was to make people aware of the contribution that internet connections have on people's lives.

Information service providers have an important role to play in detaching young people from NEET (Higgins 2013). McCain *et al* (2004) state that it is important to provide support to the information service practitioners that supply labour force opportunities to young people. Information service practitioners must possess a subset of skills and knowledge that are important for information service program developers and those performing administration to the information services (McCain *et al* 2004).

2.8.3 Access to information services

There are numerous organisations that deliver development information that is relevant to people who are NEET. There are many information services that provide development opportunities. These opportunities include but are not limited to training, employment placement and recruitment (McCain *et al* 2004). Information services must play an important role in connecting people who are NEET to labour force preparation opportunities and providing their necessary support (McCain *et al* 2004). Information services assist in the dissemination of relevant information that may afford people who are NEET with developmental opportunities.

Having access to information services may lead young people to some of the developmental information (Western Cape Government 2013).

Information service providers must keep pace with the changes that take place in the labour market (McCain *et al* 2004). It is important for information service practitioners to keep up to date with what is transpiring. As part of socio-economic restructuring, where the economy moves towards new and emerging ICTs, there is a need to develop the capacity of people who are NEET. However, there is a need to revisit some of the information services' broadcasting capacity development programmes using various channels. The Western Cape Government (2013) stated that it is important to understand that there are intervention programmes which address capacity development, while others are merely interventions which reduce the risk of young people joining the pool of people who are NEET.

For a province like Gauteng to build and be able to maintain a centralised capacity development information service, it is key to establish qualified experts or information services developers to develop the capacity of people who are NEET. McCain *et al* (2004) state that it is equally important to also establish professional information services which provide relevant information to people who are NEET and possibly future active participants in growing the economy.

2.9 Chapter summary

The literature review identified a number of knowledge gaps. Firstly, the use of information services to facilitate in developing the capacity of NEET people and also limited studies on people who are NEET from developing countries. Secondly, the impact of information and digital skills on people who are NEET is one of the factors that has not been extensively researched in the context of a developing country. Chapter two reviewed various definitions of NEET people and posits the thesis definition of NEET people. This chapter also provided a literature review of legislation that makes provision for building the capacity of NEET people. Information services have evolved and that led to changes in how citizens communicate and interact with information and knowledge. Therefore, the government and other stakeholders utilising information services to assist in developing the capacity of people who are NEET must prepare and anticipate changes because ICTs are continuously evolving.

The next chapter discusses the research methodology and design employed for the study undertaken.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The preceding chapter reviewed at length the relevant literature regarding the topic being studied. It also considered the revolution and heterogeneity of the keyword 'NEET' and described the perspective of the term for this study. This was important as it provided the reader with a clear understanding of why the terms are used and what they are used for in this study. Figure 2.1 mapped the literature reviewed for this study. This enabled the reader to understand how information services can facilitate the development of NEET people. The review furthermore afforded the reader an opportunity to identify the gaps in the literature. In short, the previous chapter highlighted the fact that information services play a critical role in facilitating the free flow of information to society at large. The ICT resources and enabling infrastructure are largely the contributors to resolving the digital divide Capurro (as cited in Mthoko & Pade-Khene 2013; NEMISA 2017). For that reason, people who are NEET do not only require the enabling infrastructure to access information services, but there is an additional need for training to afford the digitally illiterate the opportunity to use digital platforms to seek for opportunities. The chapter concluded with a summary of what the literature review revealed.

This chapter discusses the research methodology, research philosophy, research paradigm, research approach, qualitative research approach, research strategies, unit of analysis, population, sample, data collection, study location and context, data analysis, ethical considerations and justification of the study methods and designs.

Figure 3.1 depicts the three principle layers of research design classification. It shows that this was an empirical study, with text data retrieved from both primary data and secondary data.
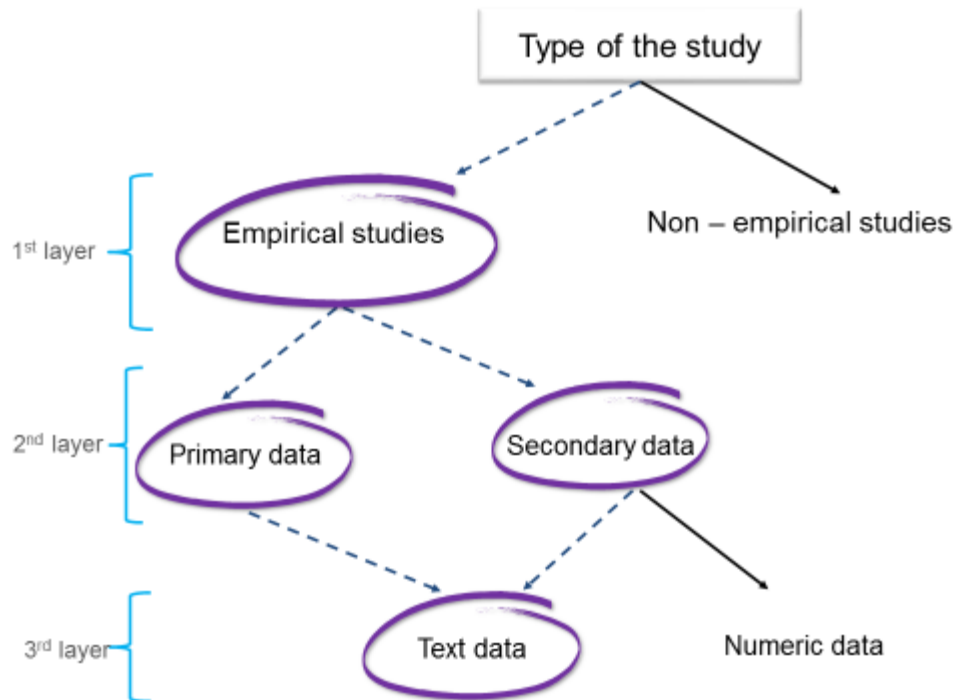
Figure 3.1: A classification of research design (Babbie & Mouton 2001)

- First layer – empirical and non-empirical studies. This study aligned itself with an empirical study.

- Second layer – primary and secondary data. This study utilised both primary (interviews and observations) and secondary data (documents). These included but were not limited to surveys, case studies, experiments and ethnographic studies. Secondary data included an analysis of existing documents such as policies, the Act and strategic plans.

- Third layer – textual data or numeric data. This study adopted a textual data stance.

Position of the study: Primary data were collected through surveys. The study made use of interviews and observations to collect primary data and relevant documents were used to collect secondary data. The case study was NEET people in Gauteng.

Figure 3.2 summarises the research process by indicating the core research components in the far left column, and the proposed research activity from the middle towards the far right.
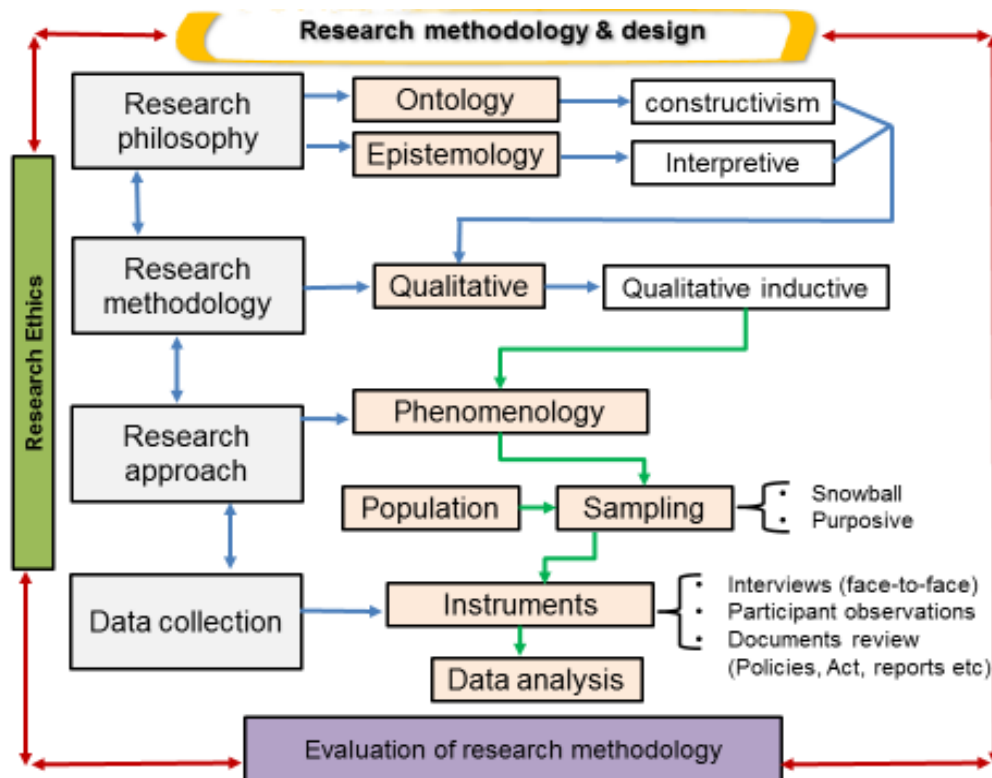
Figure 3.2: Research design and methodology roadmap

Figure 3.2 shows arrows used to illustrate the flow of processes throughout the figure. The figure also indicates that the study deployed both ontology and epistemology research philosophy channelled through interpretive methods. The qualitative methodology was employed as research approach, and a qualitative inductive method was profound for the study. The study research method adopted phenomenology. Snowball sampling was employed to sample from the identified population of people who are NEET in Gauteng. The study used interviews, document reviews and observations as part of the collection data for the study that led to data analysis. Evaluation of the research methodology, together with the justification of the research methodology, is discussed in an attempt to provide support and backup for why the study adopted the specific research components.

The next section discusses research philosophy, research methodology, research approach and data collection in detailed.

3.1.1 Research philosophy

Research philosophy plays a critical role, as it helps the reader obtain an understanding of the study context. Creswell (2009) states that research philosophy focuses on three dimensions, namely ontology, epistemology and methodology. Epistemology relates to the way in which people acquire knowledge of reality, whereas ontology relates to how reality is seen (Fonseca 2007). This study places the ontology and epistemology of this study in the information services domain.

3.1.1.1 Ontology

Saunders, Lewis and Thornhill (2009) describe ontology as interpreting the nature of reality. The purpose of interpretation of the nature of reality is to have an understanding of various standpoints on how the universe operates (Bhattacherjee 2012) and is concerned with what exists (Neuman 2014). Ontology is described as things which resonate with the nature of being (Bhattacharya 2017).

Ontology focuses on what the study is looking at, such as the existing evidence of events in the social world context (Thomas 2013). Therefore, ontology deliberates on things that people assume exist on earth and how people must study these things (Thomas 2013).

Constructivism points out in what way people contribute to the construction of a certain fact about reality (Knol 2011). Therefore, persons, either as an individual or as a group, are of great importance with regard to how facts are constructed. Goldkuhl (2012) posits that interpretivism is increasingly bracketed with constructivism. This may suggest that to a greater extent, constructivism and interpretivism complement each other.

This study's ontological stance was that, in reality information services at present exist, and people and various organisations have different viewpoints as to the use of information services and the process of developing capacities of people who are NEET. Therefore, this study took the standpoint of constructivism assumption of ontology.

3.1.1.2 Epistemology

Epistemology is the knowledge that people have of the world (Thomas 2013). It focuses on ways in which people acquire knowledge in the world (Bhattacherjee 2012) and the way people know and understand their own world (Bhattacharya 2017). Thomas (2013) further posits that epistemology looks at (a) understanding what is knowledge and how it is seen by people, (b) what are the various types of knowledge out there, and (c) decent and moral processes of determining knowledge.

Epistemology in qualitative research assumes that human beings create their own meaning based on their experiences in and relationship with the real world we live in, which is known as constructivism (Bhattacharya 2017). Constructivism is thus the dominant epistemology which informs a large number of qualitative studies (Bhattacharya 2017).

The study's epistemology stance was to acquire knowledge by understanding how information services could play a role towards developing capacities of people who are NEET. Max Weber is among the scholars that have been recognised for pioneering interpretivism, as he focused on having understanding rather than explanation in his studies (Bhattacharya 2017). It was in the 1990s that interpretive field research became common for empirical studies (Klein & Myers 1999; Walsham 2006). This largely depended on accessibility of potential participants in the field (Klein & Myers 1999). Interpretivism was coined when there was a necessity to find a way of understanding the social world with no limits (Bhattacharya 2017).

An interpretivist approach is often used when the study intends to understand concepts through interpretations, and it also contributes to the process of developing a model (Saunders *et al* (as cited in Kumar, Sachan & Mukherjee 2017). Interpretivism envisages the understanding of participants' perceptions regarding the study undertaken (Cavaye 1996).

A case study may take the interpretivist stance, as it attempts to make meaning from social settings (Cavaye 1996). Scapens (2004) further expands on interpretive case studies and states that they are used to extend existing theory or to develop a new theory or concept. A large number of interpretivist case studies are used in social

sciences and can also recently be found in other areas such as information systems (Cavaye 1996).

Interviews are recommended as the primary data source for interpretive case studies, particularly because this process affords the researcher an opportunity to access the interpretations directly from participants (Walsham 2006; Walsham (as cited in Atkins & Sampson 2002)). Interviews must be supported by other interpretive field data from publications (Walsham 2006). Furthermore, interpretive researchers must gain access and maintain access for the fieldwork, and this requires them to have good social skills (Walsham 2006).

3.1.2 Research approach

There are two research approaches common to academic research work; these are inductive, which is connected to qualitative research, and deductive, which complements quantitative research (Saunders *et al* 2009).

Brace (2008) describes the inductive research as the intention to develop a theory once the study is completed. Therefore, this qualitative study was aligned with an inductive approach as it planned to development a theoretical framework.

According to Silverman (2014), a study that focuses on the actual situation is best described using qualitative research. Flick (2010) states that the aim of qualitative research is to discover and gain an in-depth understanding to develop grounded theories from empirical studies. A qualitative research approach is recommended when the study strives for a clear understanding and is concerned with meaning by making use of theory-based concepts (Silverman 2014). Kaplan and Shaw (2004) support the view of Silverman (2014) by stating that qualitative research provides a thorough understanding of the user's perspective and the behaviour of a system. Qualitative processes depend on textual and image data to a greater extent (Creswell 2009). As a result, qualitative studies make use of words to express findings, whereas with quantitative studies, numbers are used (Creswell 2009). This qualitative study discovered people who were NEET in their behaviour towards information systems that serve the capacity of developmental information.

Literature reviewed highlighted qualitative research as being largely about discovering the perceptions of human beings and trying to make meaning from the research findings. Scholars agree that qualitative research draws meaning from collected data to provide interpretations that are meaningful to society (Bhattacharya 2017; Tight 2017; Creswell 2009; McMillan & Schumacher 2001; Cavaye 1996). Qualitative studies are carried out with the purpose of extracting the meaning and understanding of the topic being studied (Cavaye 1996). The purpose of undertaking a qualitative research study is therefore to explore and explain (McMillan & Schumacher 2001). It intends to explore or understand the viewpoints of individuals or groups that are related to human problems (Creswell 2009). Bhattacharya (2017) states that qualitative research is often carried out with the aim of gaining and exploring an in-depth understanding of individual's experiences rather than generalising. Qualitative research makes use of people as compared to objects to draw interpretations and meanings (Tight 2017). In general, the focus is on individuals within a community, groups in a particular society, or systems and institutes (McMillan & Schumacher 2001). Qualitative studies must be carried out systematically and thoroughly Masoon (as cited in Tight 2017).

Traditionally, there are two conditions where the qualitative research approach is used; firstly, when the study intends to understand the "why" from human beings' actions or behaviours and, secondly, when the study has an interest in gaining the participant's point of view with the intention to implement a survey (Rosenthal 2016).

Rosenthal (2016:509) thus states that:
> Qualitative research can offer insights into the question of "why" people engage in a particular action or behaviors.

A large number of qualitative studies tend to focus on topics that investigate the 'how' and 'why' part (McMillan & Schumacher 2001). These studies collect descriptive information that is related to "who, where, what and when" in relation to the perspective topic (McMillan & Schumacher 2001:397).

This research focuses on in-depth investigations with a small sample (Bhattacharya 2017), getting the deeper meaning from a relatively small population. Qualitative

studies are mostly about constructing the narratives that participants shared during interviews, so that the interviews generate rich descriptive stories that will help create an in-depth understanding of the topic being investigated (Bhattacharya 2017). Qualitative studies often work with the interpretations of other people's stories and experiences (Bhattacharya 2017). Thus, although qualitative research is more open and fluid than quantitative research, the quality from data collected will depend heavily upon the standard and level of views used in developing the questions (Rosenthal 2016).

Qualitative studies are achieved through face-to-face interactions (Cavaye 1996). They are diverse, with no one-size-fits-all design for conducting a study (Bhattacharya 2017). Therefore, they require a thorough plan for the selection of participants, selection of the sites and for data collection (McMillan & Schumacher 2001).

A large number of scholars have highlighted that qualitative studies require more time and mentally flexible researchers (Marshall, Cardon, Poddar & Fontenot 2015; Cavaye 1996; Scapens 2004). The actions involved in the process of data collection, transcribing interviews from audio recordings to textual format, generating themes, analysing and linking findings to literature are time-consuming activities. The reasons for this are because data are collected in a qualitative study through numerous ways and forms, all of which are demanding (Cavaye 1996). Ethnographic research and action research are among the studies that are time consuming (Walsham 2006).

With regard to qualitative research, groups of individuals are studied that have encountered similar experiences, yet these individuals may not have interacted with each other (McMillan & Schumacher 2001). Qualitative research is the study of a particular group of individuals who have undergone similar life experiences. Therefore, this study focused on individuals who had experienced being NEET, and the sample sub-units were different categories of NEET people, including dropouts, undergraduates, those with work experience, those that have never worked before and those that are unemployable. McMillan and Schumacher (2001) further state that, at times, the focus may be on contracting sub-units from a particular group of individuals. Therefore, in this study, the focus was on NEET people regardless of their

sub-units. However, the analysis was of interest to determine the existing sub-units discovered from the collected data.

A qualitative study commences with few individuals or a case selected on the basis of convenience sampling (Silverman 2014). There is, however, an entire spectrum of interpretations of purposive sampling in qualitative studies, stretching from finding suitable participants, to interviewing, to recruiting a sample. Purposive sampling thus provides a good basis for the researcher to find participants to interview for the study (Silverman 2014). The current study recruited a sample in the three metros using semi-structured in-depth face-to-face interviews. Qualitative research afforded the researcher an opportunity to interact with participants during data collection as it was typically linked with an interpretive paradigm (Saunders *et al* 2009).

3.1.2.3 Characteristics of qualitative research

Table 3.1 below shows the application of qualitative research characteristics to the research study.

Table 3.1: Summary of characteristics of qualitative research (Creswell 2009)

Creswell (2009) Characteristic	Explanation	Application in the research study
Natural setting	Data is collected directly from the location, where identified participants go through the problem that is being studied. Qualitative research affords the researcher(s) the opportunity to have a close and personal interview with participants when collecting data, and in the process observe the behaviour of participants.	Data were collected directly from targeted participants (NEET people) from Gauteng province of South Africa. The researcher had the opportunity to interact face-to-face with the participants in their settings.

Researcher is the vital instrument	Qualitative research requires the researcher to collect data themselves, by means of scrutinising documentation (policies, Acts, etc.), observing participant's behaviour or having interviews with potential candidates. Although a qualitative study makes use of varying instruments to collect data, it is the researchers themselves who collect information from the participants.	The researcher collected data by himself, through the interaction with NEET people during the interviews. The interviews also afforded the researcher the opportunity to observe participants. Furthermore, the researcher engaged with relevant documentation.
Data sources	To a greater extent, qualitative studies use more than one form of data collection – these may include interviews, observations and documents. Once data are collected, the researcher assesses it and tries to make logic of the data before organising that data into themes (Creswell 2009).	This qualitative study collected data using interviews, observations and documents. The collected data from face-to-face interviews were sorted and organised before generating emerging themes.
Emergent design	The qualitative research processes are evolving and dynamic. The study may envisage a particular plan when the study begins and later during data collection, the initial plan shifts towards a different viewpoint.	This study experienced minor alterations from what was originally planned.
Interpretive	The researcher(s) must interpret what they see, hear and understand (Creswell 2009). Creswell (2009) states that the	A qualitative study affords the researcher the opportunity to make interpretations from their understanding of what

	interpretations in the study are often affected by the researcher's prior understanding and background. This implies that the interpretation of collected data may be compromised if the researcher does not diligently separate their personal perspectives from what the data collected reflect.	they have observed (see), heard from NEET people (hear) and, to some extent, their new knowledge viewpoint gained during data collection.
Holistic account	Finding a way to report on numerous participants' points of view, and identification of many elements from the situation under study with the intention to develop a picture of what the study depicts (Creswell 2009).	The study reported on NEET peoples' point of view and developed a framework that was guided by data collected for the study. The framework gives a broader picture of information services in developing the capacity of NEET people.

The next section lists a number of research methods and provides a detailed discussion of how phenomenology is situated in this study.

3.1.3 Research method

There are a number of qualitative study types, which include but are not limited to ethnography, critical ethnography, auto-ethnography, case studies, interview studies, narrative inquiry, phenomenological studies, oral history and grounded theory (Bhattacharya 2017). However, Creswell (2009) recommends that qualitative studies could be associated with five social science approaches, including the case study, grounded theory, ethnography, phenomenology and narrative. Therefore, this study aligned itself with qualitative phenomenology.

3.1.3.1 Situating the study in the phenomenology method

Phenomenology means using past experience and creating new ways of making meaning of what we have previously experienced (Bhattacharya 2017). This affords the participants the opportunity to reflect on their past experience to make new meanings. The phenomenologist is centred on gaining participants' understanding of a specific phenomenon. For this study, the focus was on describing people who were NEET, as they experienced a phenomenon (being NEET) in varying ways within their respective settings. It was important through this research to gain a broader and clearer understanding of these lived experiences in order to develop an information services framework. In essence, phenomenology focuses on understanding the lived experiences of participants (Bhattacharya 2017). Interpretivism uses descriptive phenomenology and a phenomenological hermeneutics methodology (Bhattacharya 2017).

3.1.3.2 Justification of qualitative study

Scholars have emphasised the importance of justifying what the researcher opts to align their study with. It is for this reason that the researcher felt it was of great importance to have a sub-section specifically addressing this issue. The sub-section looks at other studies that have used similar methods and design in the field of capacity development of people. However, it is worth noting that the researcher did not come across literature reviewed and/or any framework which studied how information services could facilitate developing the capacity of people who are NEET. This suggests that there is little evidence that there are published studies that addressed a similar topic directly, especially in South Africa. Nevertheless, the researcher could not claim that this was the first study to advance a framework towards developing the capacity of NEET people.

VanScoy and Fontana (2016) argue that scholars need strong, balanced and diversified research methods in the research of information science. Their research findings revealed that there were more articles published between the years 2000 and 2009 from two library and information sciences databases applying quantitative research (67.6%) as compared to the qualitative method (12.15%) and mixed methods (20.25%). The findings suggest that a large number of scholars in the library and information science space limited their studies to quantitative research and used

mostly questionnaires to collect data (VanScoy & Fontana 2016). Therefore, this study remains significant in contributing to the low rate of qualitative publications in the information science arena.

3.1.4 Data collection

The study conducted semi-structured in-depth face-to-face interviews and observations. In addition, documents were used to complement and verify the collected data.

3.1.4.1 Interviews

Interviews are described as a two-way exchange of views involving the researcher and the participant(s), whereby the researcher initiates and drives the interview with a set of questions prepared before the meeting (Schultze & Avital 2011). The interviews are designed in such a way that the interviewee provides information from their personal experience and viewpoint. Therefore, conversations are guided by the participant's deliberations and follow-up questions posed by the interviewer (Andresen & Meiland 2017). Interviews could be formal, informal chats, formal structured or semi-structured open-ended interviews (Bhattacharya 2017). They afford the study an opportunity to engage directly with participants by means of a conversation and gain understanding of how they view their past or present experiences. Interviews must initiate some sort of a discussion, where the interviewer is conscious of the conversation flow Patton (as cited in Rosenthal 2016). The interview depends on the researcher's position to drive the conversation.

The purpose of conducting a qualitative study with the use of interviews is to describe the participant's experiences from life using words (Schultze & Avital 2011). Qualitative interviews are deemed the best method to complement an exploratory study (Mumporeze & Prieler 2017). Qualitative interviews may be in the form of formal semi-structured interviews, in-depth open-ended interviews, informal open-ended interviews or natural conversations (Bhattacharya 2017).

Interactive qualitative research is described as the collection of data by means of face-to-face situations (McMillan & Schumacher 2001). This practice gives the researcher the opportunity to collect data by means of direct interaction with the participants from

the targeted population. McMillan and Schumacher (2001) state that qualitative research is a form of face-to-face interaction. Qualitative studies by nature are interactive as a result of the face-to-face engagement between the researcher and the participant. Scholars in qualitative studies refer to interviews, field and participant observations, and artefact analysis as research strategies (McMillan & Schumacher 2001). Normally, researchers chose one strategy for collecting primary data. This may be by means of interviews or participant observations and use of other strategies to confirm the field work findings (McMillan & Schumacher 2001).

3.1.4.1.1 Interview process

Table 3.5 below illustrates some basic norms an interview must contain (Bhattacharya 2017).

Table 3.5: Interview process (Bhattacharya 2017)

Interview process	Explanation
1. Once participants are selected and consent forms are signed	Get to know your participants by means of informally provoking conversations about the study.
2. Set interview dates, taking into consideration the time for transcribing between interviews.	The transcribing between interviews leads to preliminary data analysis that affords the researcher the opportunity to make his interview questions meaningful for upcoming interviews (Bhattacharya 2017). This gives him the chance to see where to make minor changes and where to place emphasis during the subsequent interviews. Lessons learnt from interviews conducted help to improve upcoming interviews.
3. Interview preparations	Note down questions that will help achieve interview objectives. For semi-structured interviews, at least have four to five questions with sub-questions that might help to probe during interviews.
4. Conduct the interview	On completion of the interview, thank the participant for taking their time to participate in your study. As part

	of the closing remarks, highlight the participant about the processes that the study will undertake with the data obtained.
5. Transcribe the interviews	The researcher must transcribe from audio recording or field notes to textual data, this enables the researcher to get up close and personal to the data collected (Bhattacharya 2017). While in the process of transcribing, one needs to consider emotions and thoughts, and establish connections from the data to the literature or theory perspective (Bhattacharya 2017).
6. Conduct preliminary data analysis	Check similarities and differences from the data collected (Bhattacharya 2017). This may help the researcher to see if saturation is reached or not.

3.1.4.1.2 Concerns with interviews

There are challenges with the use of interviews just like other survey tools. Schultze and Avital (2011) state that the researcher must be careful and cautious, as some participants may want to advance their political views and agendas. The interviewer tends to be more focused on the interviewee during the recording of the interview Patton (as cited in Kumar *et al* 2017) mainly because the interviewer does not have to facilitate the interview and write down the responses from interviewees. There may be unforeseen obstacles that hinder the interviews from going as planned. Mumporeze and Prieler (2017) experienced challenges when they interviewed their participants. Four of the 30 interviews were written down because the problems were encountered with the audio recorder.

The use of interviews to collect data does not automatically ensure that the data are rich and meaningful (Schultze & Avital 2011). In order to have rich and meaningful data, the research objectives, as well as the purpose and information the researcher has gained through literature reviewed, must provide guidance as to how interview questions are constructed (Bhattacharya 2017). Rosenthal (2016) adds that it is

important to gather background information (screening) from participants before addressing the in-depth interviews.

3.1.4.1.3 Semi-structured in-depth interviews

Formal semi-structured interviews require the researcher to identify questions which will help probe further information from the interviewee before the interview takes place (Bhattacharya 2017). The questions are based on an interview guide which provides opportunity for content comparison and reduces interviewer bias Lindlof and Taylor (as cited in Mumporeze & Prieler 2017). Semi-structured interviews provide sufficient space for participants to express their point of view and also for the interviewer to build on the points raised for a follow-up question Berg and Lune (as cited in Mumporeze & Prieler 2017).

In-depth interviews normally concentrate on exploring the participants' experiences more deeply (Bhattacharya 2017). They ask open-ended questions to participants and follow-up questions based on responses. This helps attain an in-depth understanding that is based on the experiences, point of view and knowledge of the participant Patton (as cited in Rosenthal 2016). The in-depth interview questions must be unbiased in the sense that they do not direct the participants to the researcher's specific viewpoint Patton (as cited in Rosenthal 2016). The questions should be designed in a singular format focusing only on one topic at a time and, in addition, they must be clear and precise Patton (as cited in Rosenthal 2016). In-depth interviews require the researcher to have prepared questions before the interview takes place (Bhattacharya 2017).

3.1.4.1.4 Interview protocol and research instrument

The interviews were conducted following preparation of the interview schedule (see Appendix A). This schedule development was guided by the objectives and purpose of the study. The study instrument contained semi-structured interview questions that provided guidance during the field work (see Appendix A). Part of the interview package was comprised of a letter of invitation (see Appendix D) and an informed concern (see Appendix B).

- Pre-test data collection

A pre-test was conducted on a smaller scale to determine whether the respondents found questions contained in the semi-structured interview difficult to understand. This helped the study through revisiting the questions in the semi-structured interview questions before the researcher conducted the actual data collection. The preliminary data collection test helped to enhance the quality of the semi-structured interview design and the questions to be asked during the interview.

A pilot study, also known as a pre-test, is described as the dummy project before the actual project. Atkins and Sampson (2002) refer to the pilot study as a 'dress rehearsal' of the ultimate case study. The study helps with ensuring that the interview questions are 'polished' before the final interviews are carried out. The pilot study affords the opportunity to go back to the drawing board and refine interview questions where necessary (Atkins & Sampson 2002).

The pilot study was written in a form of an article and published in the *African Journal of Science, Technology, Innovation and Development* which is a DHET accredited journal. Information on how to access the paper is provided later in the study (see Appendix E).

- The actual data collection

Data were collected using three data collection methods. Primary data were collected using semi-structured interviews. Documents and observations were used to support and validate the findings from the interviews. Data were collected purposefully from NEET people as they were the targeted population and could also add value to the study. This included people who were NEET and based in the Gauteng province of South Africa during the period of data collection. People who were NEET provided rich data for the study, as they afforded the researcher the opportunity to get first-hand data from participants.

3.1.4.1.5 Data collection timing

Data were collected between the months of May and July 2018 in the Gauteng province of South Africa.

3.1.4.2 Observations

The researcher observes the behaviour patterns of participants during the interview and takes field notes (Creswell 2009). Andresen and Meiland (2017) state that participant observation is used as a part of data collection to gain insight into the social reality of people and also to be able to describe their social actions and practices. Field observation is one of the techniques that researchers make use of to directly gather data by observing and audio recording the interview without direct interaction with the participant (McMillan & Schumacher 2001).

For this current study, observations started from the moment the purpose of the study was explained. At this stage, the reaction and enthusiasm from the participant to take part was noted on the field notes. Throughout the interview the participant was observed if they had interest in the conversation. The interviews with participants did not flow at the same ratio. Some of the NEET people were clued up with the type of interview questions and they were able to keep the conversation flowing. Whereas with some participants it was observed and identified through the conversation that the participant may need the question to be simplified. This is mostly because NEET people had varying educational background with varying knowledge to the subject matter.

3.1.4.3 Document review and analysis

Document analysis comprises of examining and interpreting data with the aim of drawing out meaning, attain understanding and forming knowledge experiences (Bowen 2009). Collecting data through the use of public or private documents may include policies, strategy plans, reports and print media such as newspapers (Creswell 2009). Bhattacharya (2017) asserts that it has become a norm for qualitative studies to collect data using various documents, including archived material which assists the researcher to gain a better understanding of the topic being investigated. The purpose of doing a document review was to obtain a deeper understanding of the nature of information services and capacity development policies, Acts, guidelines and strategies in place.

In the current study, the process of document analysis commenced by identifying and selecting documents that were relevant to the undertaken study. The documents consulted include policy documents, government Acts and journal articles among others that detail NEET people, information services and capacity development. Documents were also used to also supplement and verify the empirical data. Some of these documents include Employment service Act (see 2.7.1.1), NYDA (see 4.4.1.1) and strategic documents and guidelines (see 4.4.1.2). Document analysis was important as it had the capacity to deal with a range of texts from a broader perspective (Ahmed 2010).

3.1.4.4 Justification of data collection

There are a large number of qualitative studies which have used semi-structured interviews to collect data (Kari & Savolainen 2007; Khazaie, Rezaie, Shahdipour & Weaver 2016). Among the qualitative scholars, Khazaie *et al* (2016) carried out a survey using semi-structured interviews about the reasons for dropout among psychotherapy students with 15 participants in Iran. Khazaie *et al* (2016) analysed their collected data manually without using any qualitative data analysis software. Their findings were based essentially on interviews as their data collection instrument, together with observations. This qualitative study also made use of similar data collection instruments, interviews and observations, to gather data, and also used document reviews. Interviews were also the most essential data collection instrument for this study.

Scantlebury, Booth and Hanley (2017) studied the experiences, practices and barriers of accessing health information in their qualitative study. They collected data through interviews within a period of three months and that data were analysed thematically. This current study also collected data for three months and made use of interviews to investigate the experiences of NEET people and how they accessed developmental information using information services. Furthermore, this qualitative study applied the appropriate thematic data analysis.

3.1.5 Research procedure

This section covers the research procedure that was followed. This includes the population and sampling.

3.1.5.1 Population

The study population refers to the targeted group of people that the study intends to draw conclusions about (Babbie & Mouton 2001). It is of great importance that the researcher takes into consideration the accessibility of the participants, documents or organisation(s) when selecting a sample for the study (Tight 2017). The researcher must make sure that there are no barriers that might affect the study to collect data from the proposed population that is being sampled.

Description of the attributes of the targeted population remains critical, as they are likely to have information regarding the proposed study (McMillan & Schumacher 2001). In addition, the interviewees must have common attributes such as similar experience of what is being investigated (McMillan & Schumacher 2001). This is to afford the interviewees a space to share their opinions and experiences to some extent, with a similar background to the topic under investigation.

The selection of participants for a qualitative study remains critical (Kumar *et al* 2017), particularly because data collection in qualitative studies requires rich information from participants Creswell and Plano (as cited in Kumar *et al* 2017).

Normally, there is a willingness by participants to openly have a conversation about themselves, their work, their struggles and their life openly, provided they feel comfortable and think the researcher has a deep interest in the study (Walsham 2006). The willingness of people to agree to take part in the interviews may be understood as showing interest in the study (Kari & Savolainen 2007). The positive response of taking part in this study indicates that these individuals had an interest in understanding the provision of information services towards developing the capacity of people like them (who are NEET).

Kari and Savolainen (2007) searched specifically for individuals to interview who had an interest in developing themselves and made use of the internet network connection.

The concept used by Kari and Savolainen (2007) tallies with this study in the following manner: the respondents who were interviewed were NEET and opportunity seekers. These opportunities included prospects for employment, entrepreneurship, self-help or other developmental qualities.

The study topic was "information services towards developing capacity of NEET people". Developing the capacity of the NEET persons was considered to be the driver to attract possible respondents. This was largely because the NEET consisted of those who are graduates and dropouts and are all roaming the streets of the Gauteng province. Therefore, with the high rate of unemployment in South Africa, it was anticipated that those NEET people would have an interest in how the study promotes their capacity development so that they can also become economically active.

Gauteng is one of the nine provinces in South Africa. In 2016, Gauteng recorded a population of 2 900 000 people who are NEET (DHET 2017). The respondents that were targeted for this study were people who are NEET (affected by the situation) and organisations which provided capacity developmental information using multiple information services channels.

Saldana and Omasta (2018) state that all the studies are unique in a certain way and, as a result, they require various numbers of diverse types of participants that come from assorted populations. People who are NEET were the participants that formed the population of this study. The participants were diverse in terms of educational and socio-economic background, among others, as a result of the heterogeneity attached to the population of NEET people.

3.1.5.1.1 Profiling the participants

It is important that the researcher clearly identify individuals from whom data will be collected (Edmonds & Kennedy 2017). Participants who took part in this study had to fulfil the condition of being NEET and within the age range of 15 to 24 years.

In 2018, the Gauteng Premier, Sir David Makhura, during the State of the Province Address (SOPA) said (Mail & Guardian 2018):

> …there are close to 2 million young people who are neither in employment, in education nor training.

In mid-2017, the population of young people in the Gauteng province between the ages of 15 and 34 years was estimated to just over 5.3 million (Statistics 2017b). From this 5.3 million young people in Gauteng, there are close to 2 million young people who are NEET (Mail & Guardian 2018). Because of the heterogeneity of the NEET population, it is a challenge to capture the precise number of NEET people. There is a portion of this population of young people who are NEET that are actively looking for work and developmental opportunities, whereas, there is another portion consisting of those that have lost hope and are no longer seeking work and developmental opportunities. Therefore, this study targeted people that are NEET and actively searching for work, training and educational (formal or informal) or any other developmental opportunities in an effort to upskill and prepare themselves for work or enterprise opportunities.

This study deemed the views and opinions of NEET people who are opportunity seekers in Gauteng as relevant in contributing to get a better insightful understanding as well as contributing to the development of the conceptual information services framework towards developing the capacity of NEET people. In an effort to define the study's targeted population, the next section provides a detailed study sampling.

3.1.5.2 Sample

Each research study must develop a sampling framework that identifies what specific sites were sampled and how participants were secured for participation in the study (Devers & Frankel 2000). Sampling is described as the procedure for selecting who/what will be observed (Babbie & Mouton 2001). It is often better for the researcher to select the sites to be sampled based on personal knowledge about the population and the nature of the study at hand (Babbie & Mouton 2001). Latham (2007) further states that it is of great importance that the study selects an appropriate sampling method that will reduce the cost and will have access to essential information for the study.

A sample is selected from the targeted population, as it may be a challenge to include all relevant people during field work (Babbie & Mouton 2001). Sampling involves making use of a manageable group of people to represent a larger population (Thomas

2013). It is important to ensure that a study has an acceptable sample so that there is sufficient data to analyse and report (Marshall *et al* 2015). Rosenthal (2016) states that sampling people because they are accessible may lead to data that are not detailed or even specific. It is of great importance therefore that the study sample should target the appropriate population and avoid sampling people who happen to be available.

Table 3.4 Alignment of the four aspects that must be considered for sampling for this study.

Table 3.4: Sampling aspects (Creswell 2009)

Four aspects in to take into consideration Sampling	Align to the study
Setting	The study took place in Gauteng province of South Africa.
Actors	The primary actors were NEET people who were interviewed and observed.
Events	The participants were the subjects.
Process	These were NEET people using public Wi-Fi hotpots to access information services that serve developmental opportunities that included work, enterprise and for self-help among others.

Figure 3.3 illustrates sampling in a broader spectrum and shows what was applicable to this study by means of circles in both first level and second level.
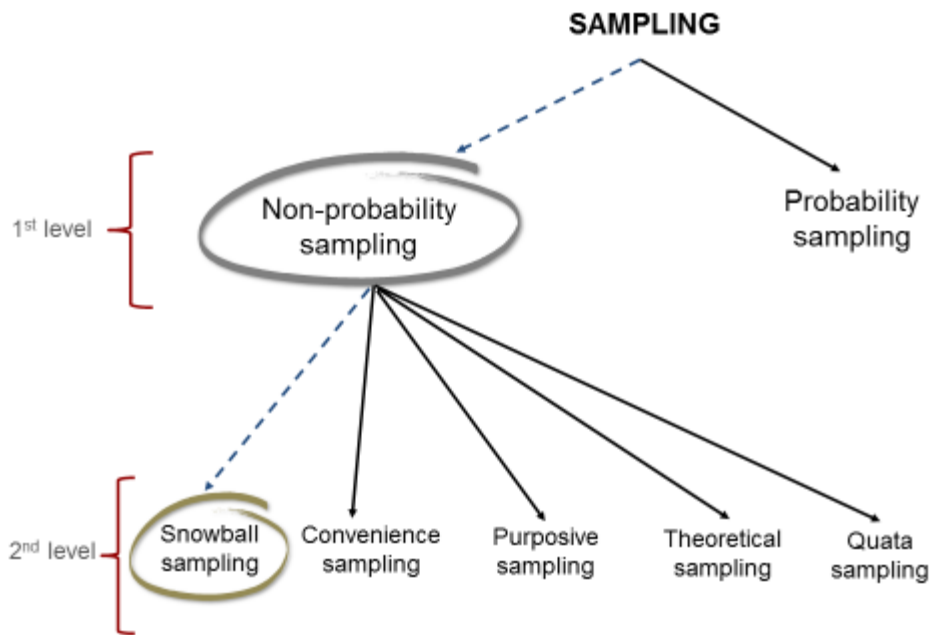
Figure 3.3: Sampling strata for this study

Figure 3.3 illustrates that sampling is divided into probability and non-probability sampling. This study is aligned to non-probability sampling. Latham (2007) lists snowball sampling, convenience sampling, purposive sampling and quota sampling as some of the non-probability sampling techniques (Latham 2007). Under non-probability sampling, this study found it fit to adopt snowball sampling. The next section discusses in detail the sampling that was followed in this study. This include non-probability sampling, purposive sampling and snowball sampling.

3.1.5.2.1 Non-probability sampling

Flick (2010) states that sampling could take either the form of probability or non-probability approaches. Non-probability sampling relies on the researcher's subjective decision to select a sample type to help achieve the study research questions, whereas probability sampling is often allied with quantitative research (Flick 2010). These views on non-probability sampling correlate with those of Saunders *et al* (2009) that the research objectives and questions provide a foundation for the researcher to elect the sample that the study adopts. Therefore, for the purpose of this study, purposive non-probability sampling was applied in the Gauteng province, based on the researcher's subjective decision.

Probability sampling ensures that any member of the targeted population will form part of the sampled population, whereas with non-probability sampling, some members of the population have a zero chance of being included in the sampled population (Welman, Kruger & Mitchell 2005).

3.1.5.2.2 Snowball sampling

Snowball sampling is among the four most popular non-probability sampling methods which include convenience, purposive and quota (Latham 2007). With snowball sampling, the researcher must firstly identify some participants to be interviewed (Spickard 2017).

Thomas (2013) depicts snowball sampling to be a chain where the participants recommend to the researcher who the next person may be who meets a specific requirement that may be of interest to the study, and that potential participant will tell the research who the next potential candidate might be. Snowball sampling involves asking the interviewee to help in identifying people with similar experiences that the researcher can interview (Rosenthal 2016).

Often, snowball sampling is known as "network" sampling (Neuman 2014; Frey, Botan, & Kreps 2000). Neuman (2014) posits that what is of great importance with snowball sampling is that each entity is in some way directly or indirectly interrelated with another entity. This view by Neuman suggests that everyone knows someone with similar profiling attributes. To a greater extent, there are high chances that the person interviewed knows another person(s) in their network that they can recommend based on the scope of the study. However, this does not mean every entity interviewed will directly know or have interaction with every other entity in their network (Neuman 2014).

With snowball sampling, the study accumulates more data in the long term when it keeps rolling (Spickard 2017; Neuman 2014). The data were collected using semi-structured interviews over two months during the winter. However, the researcher must be careful that, sometimes, snowball referral may lead to interviewing people with the same views and opinions (Spickard 2017). With snowball sampling, the

interview process stops when there are no more new referential names proposed or the network is massive and overlaps the limited time frame for the study (Neuman 2014). Having provided a thorough discussion on snowball sampling that was found fit for this study, the next section discusses how snowball sampling relates to this study.

As stated earlier, the study was carried out in the Gauteng province and the province is depicted in Figure 3.2 under the section study location (3.3.10). Gauteng is the province in the country with the largest number of metropolitan municipalities. These include Tshwane, Johannesburg and Ekurhuleni. Therefore, data were sampled from these three metropolitan municipalities using snowball sampling. These three municipalities were convenient for the researcher to do data collection.

The researcher established contacts with the few participants that meet the requirement and share common attributes of being NEET and seeking opportunities. This contact was established by means of asking people if they knew of persons who are currently NEET, between the ages of 15 and 24 years, be willing to share their experiences about being NEET, and stay in one of the three metropolitan municipalities in Gauteng.

This study investigated a particular group of people in the community of Gauteng. The study further acknowledges the heterogeneity of NEET people. There are chances that potential participants may highlight that they are within the pool of NEET people during the interviews, yet they are economically active. For instance, one might be unemployed and seeking for employment, but occasionally sells a product informally. Through the interviews, the researcher noted that there are entrepreneurs that have not yet realised they are entrepreneurs. For example, one participants stated that he would like to work professionally and to establish his own business.

This study interviewed 24 participants in an effort to discover and understand core emerging themes and produce enough data for analysis. The study used referrals to get participants to interview, and saturation was reached with 24 interviewed participants. Literature review suggests that there is no standardised number or range of participants to be interviewed when collecting data, but it is good practice to provide

justification. For example, Saldana and Omasta (2018) posit that there must be enough interviews to provide more sufficient data for analysis. Whereas Bernard, Wutich and Ryan (2017) state that you need knowledgeable participants who are sufficient for the study to discover and understand important themes, it is recommended that you interview participants that will afford the researcher the opportunity to get diverse opinions from participants (Spickard 2017).

While in the process of conducting interviews, it is of great importance that the researcher should review the transcript from the last few people interviewed to assess if he received similar views (Spickard 2017). This process afforded the researcher the opportunity to evaluate whether the study has reached saturation. Therefore, this study stopped with the interviews when it reached saturation with 24 participants interviewed.

The researcher needs to identify categories that are of great importance to the study MacNealy (as cited in Latham 2007). The categories that were key to this study were participant detached from work, education and training within the NEET age cohort.

3.1.5.2.3 Sampling justification
Though qualitative methodology, scholars share the same sentiments, that there are no standardised sizes to be sampled; however, the study must provide justification of the sample size (Marshall *et al* 2015).

Kari and Savolainen (2007) in their qualitative study investigated the role of internet searches for the goal of personal development. They interviewed 18 individuals, as their study was limited to one province in Finland. Some respondents indicated that they are post-school education graduates while others indicated that they have not attained post-school qualifications, thus implying that they were not focusing on interviewing participants of certain educational distribution. Similarly, this qualitative study interviewed NEET people, composed of those with post-school education and those without.

In another study with a similar contextual setup, Maluleka (2017) used snowball sampling in five regions of the Limpopo province in South Africa as there was no

sampling framework. By the same token, this study also focused on three metropolitan municipalities of Gauteng. Furthermore, the study by Maluleka (2017) is coherent with this study as they both adopted non-probability and applied snowball and purposive sampling.

3.1.6 Study location and social context

This research investigated how information services can facilitate the development of NEET people in the province of Gauteng (see Figure 3.4).

Figure 3.4: Gauteng province map (Google map 2017)

Gauteng is one of the nine provinces in South Africa and houses the highest number of metropolitan municipalities, the three largest being Ekurhuleni, Tshwane and the City of Johannesburg as shown in Figure 3.4. The province generates the highest gross domestic product (GDP), which is 33.9% of the entire SA GDP (Gauteng online 2017). Although the province contributes the most to the GDP, it also experiences challenges relating to people who are NEET that need to be addressed. Gauteng is well known as a province which people flock to in the hope of a better life. Although

the province is also known as the gateway for the African continent, the challenges of unemployment, poverty, inequality, poor living conditions and the digital divide remain notable.

At the time of this data collection, the South African youth unemployment rate for the first quarter of 2018 was coded at 38.2% and 32.4% for the NEET (Statistics SA 2018). The study took into account the geographical convenience for the researcher to collect data. For that reason, Gauteng was selected for the researcher to collect data for this study.

3.1.6.1 Profiling the Gauteng province internet connection landscape

Document review and analysis suggest that the Gauteng province have more than 2 000 free Wi-Fi hotspots for its citizens to gain access to online services. The GPG announced their intention to provide access to connectivity to 95% of the province's population (Geerdts *et al* 2016). Government free Wi-Fi internet connections are positioned in areas around various bus stations, taxi ranks, public schools, libraries, fire stations, youth centres, councillor's offices, pay points, sports and recreational centres and community halls, among other centres.

Wi-Fi internet access is increasingly becoming available in public places (Spacey, Muir, Cooke, Creaser & Spezi 2017). In South Africa, smart mobile phones are increasingly becoming available, even among the lower income population group (Geerdts *et al* 2016). Gauteng province was one of the two provinces in South Africa that have implemented the assemble initiatives of Wi-Fi in the beginning of 2016 (Geerdts *et al* 2016).

Having discussed study location and social context, the next section discusses data analysis.

3.1.7 Data analysis

Data analysis is described as a rigorous process of attempting to achieve a deeper understanding of the data collected (Creswell 2009).

3.1.7.1 Qualitative data analysis

Qualitative data analysis affords the flexibility of using various analyses and making a comparison of their outcomes (Stake 2006). There is an overlap between qualitative data collection and data analysis (Cassell & Symon 1994). Qualitative data analysis seeks to determine the meaning behind the content of data collected that are relevant to the phenomenon being studied (Flick 2010).

Data analysis is not a simple process in a qualitative study, particularly because analysis methods are not well established (Cavaye 1996). There are various ways in which a study may approach data analysis in a qualitative study; however, the choice of these must be justified (Bhattacharya 2017). It is through data analysis that the collected data are grouped into entities and sometimes even sub-entities. Qualitative data analysis is mostly associated with the inductive process of organising the collected data into varying entities and also the process of identifying the relationships between those entities (McMillan & Schumacher 2001).

In most instances, a qualitative study opts for a subjective or interpretive style (McMillan & Schumacher 2001). In case studies, data analysis is normally inductive, as a result of the study examining raw data to identify patterns and/or themes (Bhattacharya 2017).

Figure3.5 illustrates the flow of data analysis in a qualitative study.
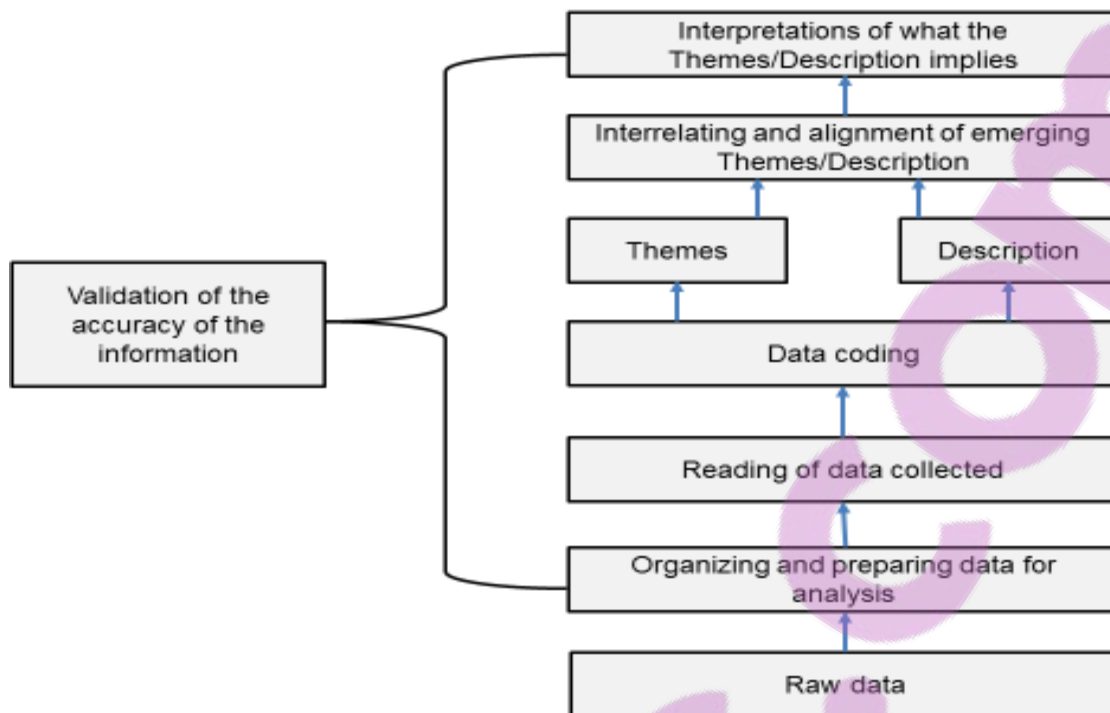
Figure 3.5: Data analysis in qualitative research (Creswell 2009)

Figure 3.5 describes a bottom-up approach and shows how raw data (unprocessed data) collected during the interviews were transformed into accurate information (processed data). The following is a discussion of the varying categories/steps of data analysis used for this study:

- Raw data: This included all data used for the study, including transcripts, field notes and working papers.

- Organising and preparation of the data for analysis: Audio recordings were organised and directed, and field notes were transcribed into text. The collected data were sorted in a meaningful way.

- Reading of all the data collected: The researcher made sense of the data collected, obtained a general feeling for them and attempted to understand the sense of the data.

- Data coding: This was achieved manually or through computing. Coding is "the process of organising the material into chunks or segments of text before bringing meaning to information Rossman and Rallis (as cited in Creswell 2009:186). Coding entailed making use of the text data that were gathered and using term(s) to name or categorise them.

Coding is identifying portions or sections of the empirical evidence that correspond to a particular theme. In this study, the data were coded by grouping them into meaningful themes and further analysis was done. The collected data was transcribed word-for-word, therefore, coded according to categories, and themes, which can be refined as the analysis proceeds (Hsieh & Shannon 2005).

The data coding stage requires the researcher to be a critical thinker and be in a position to analyse all the textual data that has been gathered. The was a necessity for the researcher to apply preliminary views regarding how responses from participants is to be coded, links between broader or finer codes and initial categories, and also links between initial categories and initial themes that emerged (Ritchie & Lewis 2003).

- Themes/Descriptions: This are themes derived from coding the transcribed data.

- Interrelating and alignment of the themes/descriptions: Welman *et al* (2005) describe themes as the umbrella used to categorise data. Themes are normally identified prior to the process of data collection and after data have been collected. This study identified themes derived from the purpose and objectives and also the themes that emerged after the data were collected. The initial themes that derived from the objectives and purpose of the study played a critical role in coding. The study had to continuous refine throughout data analysis process as there were new insights that emerged from the transcribed data. Coding of initial themes afforded the study to make meaning to the participant's responses that were aligned to interview questions and codes.

- Interpreting the meaning of themes/descriptions: The interpretations of themes that emerged are discussed in detail in the following chapter (data analysis).

3.1.7.2 Types of qualitative data analysis

There are various types of qualitative data analysis, which include but are not limited to the following:

- Thematic analysis

Qualitative data may be analysed by means of using a simple thematic code system. This could be achieved by, firstly, creating meaning from the data collected, then finding ways to summarise them and thereafter classifying key themes into groups (Quinlan 2011).

- Content analysis

Content analysis may be descriptive and address questions such as "What are the data and what is meant by them?" (Quinlan 2011). Content analysis is frequently used to analyse written words (Thomas 2013).

- Narrative analysis

Kaplan and Maxwell (1994) describe narrative analysis as:

> Analyzing the relationships between elements in a particular text, situation, or sequence of events.

- Discourse analysis

Discourse analysis emphasises the code aspect of interview analysis or text, giving attention to phrases and words selected and used (Thomas 2013). Discourse analysis in social science is a form of language analysis that is used to describe social relations, mainly power relations among people (Thomas 2013). Discourse analysis is centred on how human beings express themselves using written text and verbally in their daily social life (Quinlan 2011).

- Framework analysis

Framework analysis emerged in the 1980s when it was used by a group of applied qualitative scholars who were carrying out a study for social and community planning (Ritchie & Spancer 1994). Literature reviewed indicated that a large number of framework analyses have been conducted in health sciences and social policy analysis studies (Gerrish, Chau, Sobowale & Birks 2004; Read, Ashman, Scott & Savage 2004). However, the researcher did not come across any traceable evidence of framework analysis used in the field of information services. Balley, Bucher, Petrelli, Ruas, van Kreveld, Sanderson and Sester (2004) used framework analysis in their study that focused on information retrieval from the internet.

3.1.7.3 The application of thematic and content analysis to the qualitative study

The semi-structured interview data were analysed using thematic analysis. The aim of using content analysis may be to explain the lived experiences and life situations of people who are NEET. Data collected using semi-structured interviews were transcribed from recordings to text. To start with, the recordings of interviews were labelled and typed electronically using a laptop. The initial stage of analysing data collected is to represent those data in written words (Saunders *et al* 2009). The transcribing of interview recordings into text afforded the researcher the opportunity to familiarise himself with the information from the interviewees' responses. A repository was created, where all the interview recordings and written notes were stored. The file containing all the interviews was saved on a laptop and as a backup measure, the same file was stored on Google drive (cloud computing). The backup was performed in case unforeseen events should occur, for example, if the laptop was stolen.

The next section deliberates on the ethical consideration for the study, particularly looking at drilling in data quality, ethical approval for the study and interpretations of the ethical issues.

3.2 Ethical considerations

Ethical issues are important when data are collected from people. Participants were assured that they were protected and their identifying information would not be used. Ethical issues are discussed in this section of the study.

3.2.1 Ethical consideration introduction

Ethics communicates how the research study was steered throughout and the acceptable behaviour of stakeholders involved (Blumberg, Cooper & Schindler 2005). The view by Blumberg *et al* (2005) led the researcher to the view that ethics would govern the conduct of all related stakeholders. In this study, the researcher ensured that participants taking part were protected and their identifiable data were treated with the utmost discretion.

3.2.2 Data quality

In order to ensure the study remained credible, the participants were reminded that the interview data were anonymous and therefore they should provide their most honest point of view (Jennings, Shore, Strohminger & Allison 2015). It is important for the qualitative study to strive to generate diverse rich data (Neuman 2014). Neuman (2014) further states that an interpretive qualitative study requires the researcher to have subjective experiences regarding the social context in order to produce quality data.

3.2.3 Ethical approval

The study was ethically cleared by the University of South Africa as a measure of ensuring anonymity, and received ethical clearance approved by the university (Unisa 2013). Consent forms were given to participants to agree to participate in the study. They were informed that participation was voluntarily and there were no rewards.

3.2.4 Interpretation of ethical issues and considerations

▪ Autonomy

It is important for the researcher to collect data in an enabling environment that allows the participants to freely share their thoughts without any influence. Field workers have advocated that the participants' identifiable information must not be included in print (McMillan & Schumacher 2001).

Participants were therefore treated as independent and had the freedom to make contributions about their opinions (LoBiondo-Wood & Haber 2010). The researcher gave the participants a copy of an informed consent form before carrying out data collection. To make sure they understood the purpose of the study, the consent form was read to the participants. The researcher also stressed the possible contribution of the study to the knowledge of how information services can provide support towards developing capacities of people who are NEET in the province.

▪ Beneficence

The researcher agreed to act in the best interests of the participants. They were informed that their contributions during data collection for this study would only be used specifically for this study and could not be used against them.

- Non-maleficence

Data collected during the interviews were treated with utmost confidentiality. The study reported on the findings during the interviews as they were, with no major alterations.

- Anonymity and confidentiality

In an attempt to protect the participants, identifying information was not used in the study in an attempt to protect the participants.

- Respect

Respect was crucial throughout the interviews, it was important for the researcher to respect the participants, should they opt not to participate in the study.

- Truthfulness and Honesty

It was important that the researcher was friendly during data collection so that participants could contribute their thoughts honestly. Although the researcher worked with what the participants contributed, there was no proof that they were honest. However, because the topic of the study could have an impact on the participants' lives, the researcher assumed that the participants would contribute what truly came from their hearts.

- Ethical dilemmas in fieldwork

Qualitative studies must take ethical considerations into account, mainly because they rely on face-to-face interactions with the participants during data collection (McMillan & Schumacher 2001). Therefore, it remained critical in the present study that the researcher remained sensitive and had control of the interview with the participants who may have showed signs of vulnerability.

- Research ethics in fieldwork

Informed consent – in order to obtain permission to collect data in a specific field, the researcher often needs to give guarantees that the data would be treated with

confidentiality. Therefore, no identifying information, which could have caused harm to the participants, was used in this research.

The next section discusses the justification of research methods and design. This section provides an in-depth discussion of why the study followed specific methods and design.

3.3   Evaluation of research methodology

The study attempted to access the database of unemployed youth with the Department of Labour, but could not due to bureaucracy and privacy law. As a result, the researcher resorted to the snowball technique as the population was unknown. According to section 14 of the South African Constitution of 1996

　　　　…everyone has the right to privacy.

The Protection of Personal Information Act recognised that the right to privacy is centred on protecting citizens against unlawful information collection, dissemination of information and using personal information (Protection of Personal Information Act, No. 4 of 2013). Then, the information regulator task team was appointed on 1 December 2016, following the signing into law of the Protection of Personal Information Act of 2013 on 19 November 2013 (South Africa Institute for Chartered Accountants 2017). The intention of the information regulator is to spearhead compliance and enforce compliance among others. It is for this reason that the study could not make use of the Department of Labour's database of young people who are unemployed, or other services such as the Tshepo One Million Project database or the NYDA, among others.

The process of the researchers themselves evaluating the deployed research study procedures is critical, particularly because there is no perfect methodology Ngulube (as cited in Ngulube 2015). This implies that a study must reflect rigorously on the research procedures that were involved during the study. Evaluation of research methodological procedures leads the researcher to question why the study opted for what it opted for against other available options (Ngulube 2015). Researchers must be able to provide reasons and their motives for opting to make use of a certain research methodology procedure over other research methodological procedures.

Evaluation of research methodology entails communicating the deficiencies, advantages and disadvantages. The researcher must demonstrate to be knowledgeable on the contentious research methodology applied.

The evaluation of research methodology affords the researcher to also communicate what were the advantages and disadvantages of adopting particular research procedures over other research methodology procedures (Ngulube 2015). Therefore, it was important for this study to use more than one data collection method. In this context, it is worth noting that there were pros and cons associated with most research methodology procedures. This study used semi-structured interviews, document analyses and observations to collected data. Typically, some of the disadvantages during the semi-structured interviews were complemented by observations during the interviews such as body language and facial expression, among others.

There were numerous challenges experienced during the interviews process. For the most part, the researcher depended on the referrals from the participants that were interviewed. Most of the referrals come at the cost to the study, meaning the referrals were not staying in the same area. In some instances, the referrals refused to participate in the study.

The researcher allowed participants to use their vernacular language, with the view to allowing participants to feel free to express themselves so that the study would end up with rich data. It was important for participants to use a language they felt comfortable with during the interviews. For that reason, transcribing the interviews was another challenge as the researcher had to capture the exact words from the participant and then translate the vernacular responses into English. Digital voice recording may disadvantage some of the interviews, as some participants may not be completely open when understanding that they are being recorded (Walsham 2006). The use of voice recorder was explained to the interviewees, as it was mainly to assist the interviewer to capture a true reflection of what emerged during the interview.

Among other challenges was that the study targeted NEET people who were between the ages of 15 and 24 years, and some referrals through the snowball sampling method did not meet the criteria of NEET. In such cases, the interview was closed and

a further referral was requested. For example, some were looking for work opportunity yet they were undergoing training or were working on temporary assignments.

Reflections on the study methodology allowed the reader to have a better understanding of what information the study needed and also how it was analysed (Ngulube 2015). Therefore, this section on evaluation of research methodology was to reflect and assess the methodology and design adopted for this study.

3.4   Summary

This chapter reviewed applicable components of research design for a qualitative study. Appropriate research philosophies, paradigms and research approaches were discussed in detail and how they were aligned to the study. The selected research strategy, population, sampling and data collection were also discussed and the convergence for a qualitative study was deliberated. This chapter described the study location and social context so as to allow the reader a better understanding of the data collection location. Justification of the research methodology and design was discussed and this gave the reader an opportunity to understand how the study tallied with previous research work.

This section discussed what was relevant to this study and not a generic research method and design. For example, since this was a qualitative study, there were no discussions of quantitative methodology, thus only what was relevant to this study was reported. The linkage between the research design and methods in this study was communicated in length.

The next chapter unpacks discussions on data analysis. The identification of themes and sub-themes is discussed in detail. Data coding and indexing are explained thoroughly and the analysis structure of the collected data is explained and demonstrated.

CHAPTER FOUR
DATA ANALYSIS AND RESEARCH FINDINGS

4.1 Introduction

The preceding chapter did an in-depth review of the research methodology and design used for data collection of this study. In addition, the relationship between the research design and the method was deliberated. Chapter four presents the analysis of and findings from the data obtained from the interviews with participants who were NEET. Data from documents are also reviewed. The document information was mainly about policies, acts, reports, strategy plans, systems and guidelines regarding developing the capacity of people who are NEET. The analyses were based on the investigated information services used by people who are NEET in an effort to develop their capacities. This helped to produce meaning on how information services can facilitate development of capacity for NEET people. In addition, this chapter tries to broaden what is already published. The interview findings are presented in a narrative form, based around the research objectives of the study as presented in chapter one (see Table 1.4), and using a qualitative research approach as discussed in chapter three (see section 3.3.2). Figure 4.1 illustrates the three metropolitan municipalities in the Gauteng province of South Africa where the interviews were carried out.
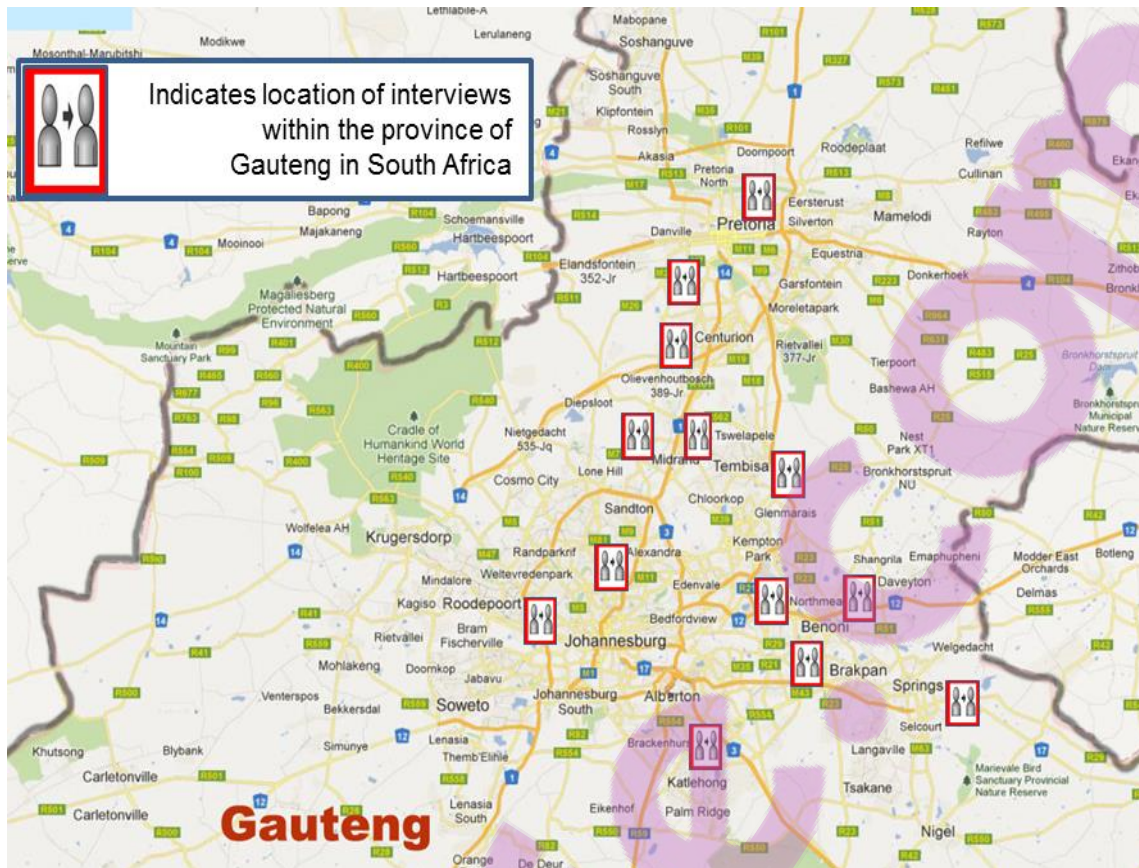
Figure 4.1: Map of Gauteng Province and showing interview locations (Google map 2018)

This study intended to propose a framework with guidelines that may contribute to impacting the large number of people who are NEET in the Gauteng province. Its purpose was to enable NEET people to better use information services to gather developmental information and/or to actively seek information from various services. The government, non-profit organisations and businesses may also learn to harmonise the ways in which they provide information to the society.

As discussed in chapter two (see 2.7.3 and 2.7.4), South Africa is faced with a staggeringly high rate of unemployment because of the high rate of inequality. The South African national unemployment rate for quarter one of 2018 was 26.7% (those between the ages of 15 and 64 years); youth unemployment (those between 15 and 34 years) was at 38.2 %; and for the NEETs (those between the ages of 15 and 24 years) it was recorded at 32.4% (Statistics SA 2018). One of the challenges facing people who are NEET is access to services that provide developmental information. As a consequence, people who are NEET may miss the opportunity to gain access to

information about development and work opportunities. Data collection included interviews, observations and document reviews to answer to the following objectives:

- To analyse legislation that makes provision for youth capacity development and employment in South Africa.
- To determine if people who are NEET access information services in the Gauteng province and if free public Wi-Fi hotspots are used.
- To determine the information literacy skills possessed by people who are NEET.
- To explore interventions in place to develop the capacity of people who are NEET in Gauteng.
- To present a framework that will explain by what means information services can develop the capacity of people who are NEET.

The following themes emerged from the objectives and were used to organise the results of the study:

- Provision for youth development and employment in South Africa.
- Access to information services for NEET in the Gauteng province of South Africa.
- Information literacy skills of people who are NEET in the Gauteng province.
- Interventions for developing people who are NEET in the Gauteng province.
- Creating an information services framework for developing NEET people.

The next section presents data and findings for this study.

4.2 Presentation of data and findings

The interview guide was comprised of three sections and questions aligned to specific objectives of the study. The guide was structured in the following manner: sections A and B confirmed that the participant fulfilled the required participant profile and also set the tone for the interview with the participant. For example, questions like "What would you like to be doing?" were asked in an effort to relax the participant. It was hoped that such generic questions would get the participants to express themselves and provide rich data for the study. Section C of the interview guide contained questions that were aligned to the specific objectives of the study. In total, the interview guide contained 25 questions, of which eight were generic from sections A and B, while 17 were from section C. It is worth noting that, depending on how the interview

went, there were other follow-up questions which emerged during the interview. This implies that the interview structure guided the interviewer, who did not necessarily follow the sequence of the interview questions.

Interviews were carried out between May and July 2018, pre-testing was done in May and the actual data collection for the study followed in June and July. The interview questions were written in English; however, because the interviewer had generated the interview guide, it was easy for him to translate the questions during the interview into the language which interviewees felt comfortable with. The languages English, Zulu and Sotho were ultimately used during the interviews. However, a mix of North Sotho and South Sotho was used mainly because of the diversity of Gauteng. Furthermore, the design of the interview guide questions took into consideration what the targeted population would find simpler to understand.

The interviewer briefed the potential interviewees about the purpose of the interview and formally explained the purpose of the interview to make sure the interviewee had a better understanding of the content of the interview (see Appendix D for invitation letter). All the participants were asked to sign and provide data on the designated space on the informed consent letter. The signed informed consent will be kept in a money safe for some time. The interviewer explained that participation was voluntary and participants were told they could withdraw from the interview at any time. To some extent, interviewees showed enthusiasm about taking part in the study. Largely, because they related to the purpose of the study, they were positive about providing their contributions from personal experiences.

The study used a digital voice recorder for all the interviews, upon approval by the interviewee. Permission was granted to record all the interviews, but where digital voice recording was not permitted, manual recording was done. The use of a digital voice recorder helped the researcher to focus on the interview and probe further, based on the interviewee's responses. Therefore, interview data were recorded in two forms: using the digital voice recorder which was later transcribed and manually recording the data. The interviews lasted between 20 to 30 minutes.

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The semi-structured interviews and participant observations were complemented by document review. This enabled the study to drill deeper into available published work related to the role of information services towards capacity development of people who are NEET. Documents that were reviewed consisted of policies, Acts, reports, strategy plans, systems and guidelines.

4.3 Profiling participants' background

Twenty-four participants were selected through snowball sampling during the qualitative data collection from people who are NEET who were from the three metropolitan municipalities in the Gauteng province. In order for the interviews to be conducted, the participants had to fulfil the requirements illustrated in Figure 4.2 as the conditions that had to be met from the potential participants.
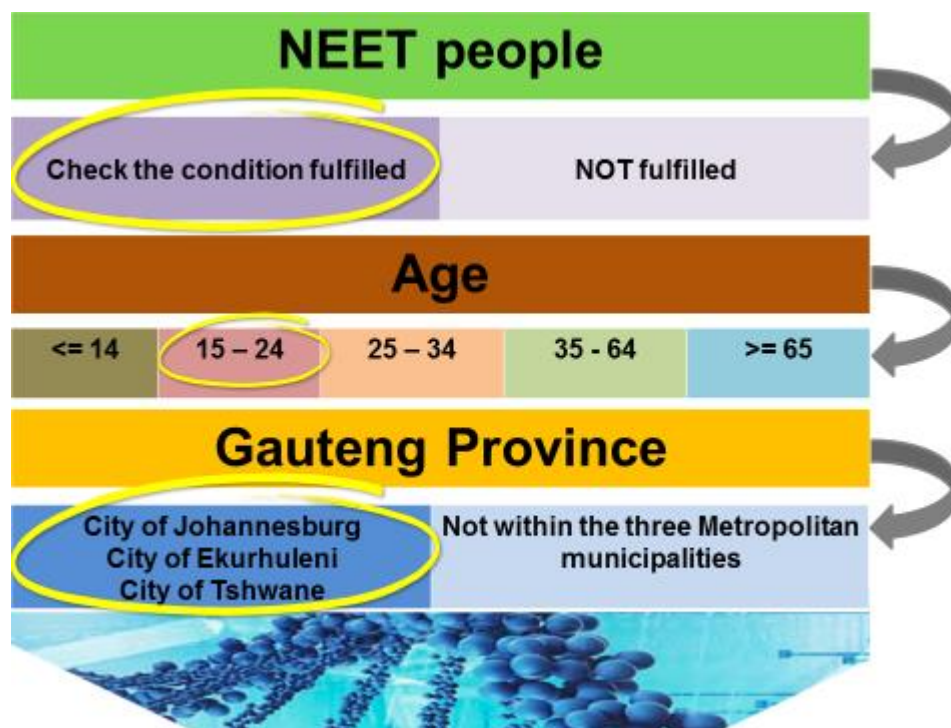
Figure 4.2: Summary of participant profiles for the study

It was important to determine whether the participants fell within the pool of people who were NEET, then whether they fell within the target age cohort. During interview scheduling, it was clarified where the participants stayed, as the interviewer had to drive to the agreed place for the meeting.

4.3.1 Participant's educational background

Figure 4.3 provides a detailed portrait of the educational background of the participants. A large number of participants had completed grade 12 and three of the 24 participants indicated that they had dropped out in high school. A moderate number of participants indicated they had completed post-school qualifications.

```
1. High school grades completion      15
     •     Grade 12 _ _ _ _ _ _    12
     •     Grade 11 _ _ _ _ _ _    02
     •     Grade 10 _ _ _ _ _ _    01

2. Post-school completion              09
     •     University _ _ _ _ _ _   06
     •     TVET (College) _ _ _     03


In total                               24
```

Figure 4.3: Participants educational background level

Some of the comments and responses to probing questions during the interview are stated below. This section of the study provides the reader with an opportunity to understand some of the reasons why NEET people could not further their studies, particularly after grade 12. Three categories emerged based on the responses obtained from the participants, which are financial issues, NEET with no plans and NEET with plans. This study found that the NEET population has a large proportion of those who attained basic education level compared to those who are post-school education graduates.

4.3.1.1 Participant's period of being NEET

Participants' period of being NEET included basically being detached from education, employment and training, and entrepreneurial activities. Table 4.1 paints a picture of how long some of young people stay in the NEET pool. It illustrates the period of participants having been NEET during the time the interviews were conducted. A large number of participants (eight of 24) indicated they have been NEET for six months, followed by those who indicated that they have been NEET for about two years. The reason may have been because of the age group target of the study which was focusing on those who are NEET and between 15 and 24 years.

Table 4.1: Proportion of participants' NEET status

Period of being NEET	No of participants
Less than three months	P022
Up to six months	P001, P006, P008, P020, P005, P012, P014, P007
Up to one year	P009, P013, P016, P010, P015, P017, P018
About two years	P003,P011, P023, P004, P021, P024
Not more than five years	P002, P019
More than five years	

4.3.1.2 About the interview locations

The interviews were spread across the three metropolitan municipalities in the Gauteng province, namely City of Tshwane, City of Ekurhuleni and City of Johannesburg. As indicated by Figure 4.1, participants' geographic location included townships, most of which are urbanised, and towns which are urbanised. Because Gauteng is the economic hub of the South African economy, most of the townships are urbanised compared to those not situated in metropolitan municipalities and as well as most of those in rural provinces.

- City of Ekurhuleni

In the Ekurhuleni Metropolitan Municipality, 15 NEET people were interviewed. The interviews took place in Daveyton, Benoni, Tembisa, Boksburg, Springs, Cloverdene, Thokoza, Phomolong and Crystal Park, all of which fall within the City of Ekurhuleni. According to census statistics report last carried out in 2011, the population of Ekurhuleni is estimated to be 3.1 million (Statistics SA 2012). In the second quarter of 2018, the unemployment rate was at 33.4% between the working age group populations (15 to 64 years) (Statistics SA 2018).

- City of Tshwane

In the Tshwane Metropolitan Municipality, three NEET people were interviewed. The interviews were carried out specifically in Centurion, Pretoria CBD and Atteridgeville within Tshwane. Tshwane had the least number of participants interviewed as compared to the other two metropolitan municipalities in Gauteng. The population of Tshwane was estimated to be about 2.9 million in 2011 (Statistics SA 2012). The city's unemployment rate was at 28.7% in the second quarter of 2018 (Statistics SA 2018).

- City of Johannesburg

In the Johannesburg Metropolitan Municipality six people who were NEET were interviewed. The City of Johannesburg interviews were conducted in Alexandra, River Park, Radiokop, Midrand and Ebony Park. The City of Johannesburg recorded a population of about 4.4 million in the last study carried out in 2011 (Statistics SA 2012). The metropolitan municipality recorded 28.5% of unemployment in the second quarter of 2018 (Statistics SA 2018).

4.3.1.3 Understanding participants' lived experiences and life situations

There are a number of reasons that lead to people joining the pool of NEET people in the population. From the interviews it was clear that financial issues remain an obstacle for young people to further their studies and establish their ideas into businesses. It was found during the interviews that there are people who are NEET and have taken steps to disconnect from the NEET group by means of seeking for work, funding and volunteerism, among others. It was also found that there are people who are NEET and have not made any tangible steps to disconnect from their current NEET status. This suggests that there are people who are NEET and seeking opportunities to become economically active.

The study assigned the 24 participants with unique codes ranging from P001 to P024. P012 and P021 are among those that stated that financial reasons have led to them not completing their studies. The reality is that financial exclusion remains a reason why some students drop out of their studies and join the NEET population. For instance, P012 indicated that, "I was studying and I dropped out due to finances. I am planning to go back next year and complete". The participant (P012) indicated that he was paying his own fees and could not cope.

When participants were asked when they completed their studies, P006 indicated in 2017, but is currently (2018) doing nothing. P006: "Completed in 2017. I have applied at Boston to do music. This year I am doing nothing". The fact that P006 spent from January to June 2018 doing nothing, suggests that P006 is on a gap year. P006 and P009 are currently NEET, but have taken some action and have plans to migrate the NEET group. P009 "I completed in 2013... Then I went to Damelin Bramley to study interior design. After that I went to JIET in Braamfontein to study Civil le Architect for three years. I did up to N4 I need to go back and finish".

P005 gave a contradictory statement during the interview. The participant's highest education level is supposed to be grade 11. Grade 12 has not been completed and the participant was 24 years of age at the time of data collection. P005 "I completed last year, but I could not write all my exams. I must go write the other two exams I could not write last year". This may have been because of the language barrier.

Furthermore, there are those who are NEET with no plans. These are people who are currently doing nothing to develop themselves. To some extent, these participants have not done anything actively, which suggests that they have an interest in seeking work or being integrated into the education system for developmental purposes. P019: "I dropped out at grade 10. I have not attended any training or worked…"

Figure 4.4 provides the reader with a closer understanding of who the participants were, particularly focusing on their experience from the past and current life situations. This section of the study gives a broader understanding of whether these NEET people are making an effort to achieve what they would like to do with their lives.
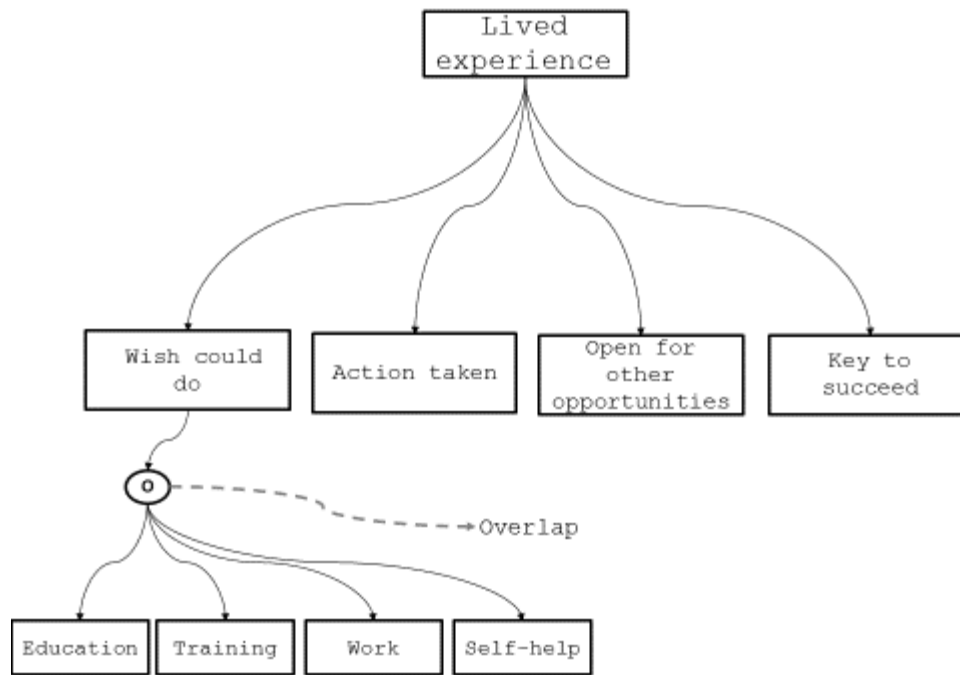
Figure 4.4: Participants lived experiences and life situations

The lived experiences and life situations of participants who are NEET are discussed using the four sub-headings as demonstrated in Figure 4.4 above.

i)   Wish could do

From the interview data, education, training, work and self-help are three sub-themes that emerged when asked what it is that the participant would like to do during the interview. Table 4.2 provides the feedback received during the interview using the sub-themes as illustrated in Figure 4.4.

Table 4.2: About what the participant's wishes to do

Sub-themes	Participant	Response	Any comment
Education and training	P007	*Engineering*	P007 indicated that he desired to study engineering. However, when asked specifically which engineering, the participant said "*any engineering …*". Therefore, this suggests that the participant does not have sufficient

			information regarding the field of engineering. P007 painted a picture that he was not certain of what he wished to study in the engineering field. This showed a lack of information and uncertainty of what the participant wanted to study.
Work – but not certain of the kind of work they want to do	P001	*Working through a profession*	There were participants who demonstrated during the interviews that they were not certain what specifically they would like to do. For example, P001 and P005 said they just wanted to work. They were not specific about what kind of work scope they had an interest in. P021 said that he was not choosy regarding work at the moment. The comment by P012 affirms that there are NEET people who end up studying courses that they did not like initially, but do it because that is what they qualified to study when they registered during their post-school education. Therefore, there are frustrations experienced by those who are NEET and who continue to seek for opportunities. This leads to NEET people applying for any opportunities they come across.
	P021	*Not choosy at the moment I just want to work*	
	P011	*Maybe like painting and tiling*	
	P013	*Something that has to do with helping people. I like to interact with people, and from my previous jobs I have been interacting with people.*	
Work – specific to what kind	P015	*I wanna study events management. I*	It was also found during the interviews that there are NEET people who are specific about what

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of work they want to do		*wanna organise events, not just weddings, but organisational events such as the ANC and DA or any company or government departments.*	work they envisage doing. However, they have not made any efforts that demonstrate that they have researched information of what they wanted to do or have made applications. P006 indicated he has applied to study music the following year. P015 was among those who are NEET and are certain of what they wish to study. **Comment**: "wanna" often refers to want
	P017	*Investigator. I did my diploma in criminal justice...*	
	P006	*I want to do music*	
	P024	*I want to play soccer at professional level.*	
Self-help	P003	*I want to know how to run a business.*	There were a few participants who indicated they had an interest in venturing into entrepreneurship, compared to those that would like to work, and followed by those who wanted to study. With the current high rate of youth unemployment in South Africa, there is a need to encourage entrepreneurship that will
	P022	*Entrepreneur*	

Sub-themes	Participant	Response	Any comment
			eventually yield job creation. The country is faced with deciding either to protect the few jobs available or to create employment. There is therefore a low rate among NEET people who would like to be entrepreneurs or have an interest in business, compared to those who want to be employed.
Overlap	P004	*I have been looking for work and learnership, but nothing so far… I am looking for work, but I have applied at TUT to do IT for next year.*	P004 is looking, not only seeking, for work but he has applied to further his studies in post-school education. Therefore, there are participants that are seeking multiple- opportunities at the same time.

ii) Action taken

Participants were asked what action they have taken towards what they would like to do. During the interviews, it was found that there are NEET people who have made no effort in recent months to actively seek opportunities and some who are currently not making any efforts. Furthermore, the responses received as shown in Table 4.3 gives an indication that financial situations hinder NEET people in most of the things they wish they could do.

Table 4.3: About action taken by participants towards what they want to do

Sub-themes	Partici-pant	Response	Any comment

No action currently taken	P007	*I am going to apply for next year.*	The response by P007 would suggest that he is not actively seeking opportunities.
Action and efforts currently taken	P017	*I have registered with career24.*	There are efforts made by other people who are NEET towards developing themselves and finding work, training or educational opportunities. P024 had an interest in becoming a professional soccer player and has attended soccer trials twice. Others such as P017 and P004 indicated that they were actively seeking opportunities.
	P024	*I have attended trials two times recently.*	
	P004	*Like as I said, I have applied for next year, but right now I am still trying to find work for this year.*	
	P018	*I have bought a drum equipment set. I am practicing and I have gone for lessons.*	There are measures that have been taken by people who are NEET to achieve what they envisaged to do. Some of the participants indicated that they have made process towards their goals of what they want to do. P009, P020 and P018 were some of the NEET people who have found ways to work towards their goals. Therefore, NEET people who, despite the odds, make no excuses are making progress towards what they want to be.
	P009	*I bought CADT software for drawing. I have done a house drawing for someone.*	
	P020	*I have started developing*	

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		three apps, I am in the process of it and I have also done a website so far.	
Challenges experienced when taking action	P012	*Ngirejistarile ngafunda, but I had amaproblems with ama funds, so I am trying to pay and ngifunde ngiqhubeke next year.* Translation: I registered and studied, but I had problems with funds. So I am trying to pay and continue studying next year. *… Nga aplaya for NSFAS and Funda Lushaka funding but they didn't approve.* Translation: I did apply for	Most young people continue to face an education divide because of financial exclusion in South Africa, particularly those from poor families. P012 previously applied for government financial assistance (NSFAS), but it had not been approved. P012 had to drop out because of financial reasons. The participant demonstrated disappointment during the interview. He could not continue with academic studies and register for 2018, because of not being granted funding for 2017. At the time of the interview, the participant indicated that he has not yet tried to apply again this year for 2018. P023 shared that she did apply for work opportunities, although she did not get appointed. P012 further stated that "*Ngavele ngaphela amandla when I was not approved…*" the participant lost hope when he received feedback that they were unable to assist him financially for his academics. The reality is that there is a large number of young people that are in need of financial assistance, especially from the government student funding scheme. At the same time, the government can accommodate to some extent.

		NSFAS and Funda Lushaka funding, but they did not approve. *… Ngavele ngaphela amandla when I was not approved but kumele ngizame ngi aploaye futhi this year.* Translation: I lost hope when I was not approved, but I should try again and apply this year.	**Comment:** Direct quotes are often used to demonstrate major findings (Jennings *et al* 2015). The study provides a transcription of what the participants stated during the interview in various languages, which was then translated to English language. P012 is among other participants who expressed themselves in a mixture between their mother tongue and English. Although English is the medium of instruction in South Africa, the researcher felt it was important for participants to use whatever language they felt comfortable with. This was done in an effort to allow participants to provide rich data and not be limited because of language use.
	P007	*If I had money, I will go to study and pay for myself.*	People who are NEET from poor family backgrounds are unable to further their studies as a result of financial exclusion. Regardless of the situation, people who are NEET continue to apply for work and educational opportunities, although they face challenges of finances and rejection.
	P003	*After grade 12, I did not have money, so I did not continue with my education.*	

	P015	*What I did was, I have been looking for job. I have been submitting CVs.*	P015 provided a detailed process of how he has been making submissions for employment opportunities. He further shared some of the frustrations they encountered when they were seeking work. This personal experience expressed below by P015 suggests that there is no comforting and better way that businesses treat walk-ins looking for employment. The facial expression and tone of P015 showed that he was disappointed with the way he was treated when trying to drop off his CVs directly to businesses.
		… I have been going to organisations that deal with events specially, and I have been applying on the internet and as well submitting my CVs. I did the door to door and as well I did the internet.	
			NEET people face disappointment through the journey of work seeking. This may lead to NEET people who suffer from depression.
		… The door to door sometimes they shut me out. Because you know what, they tell me there is no space open. They tell me they are not looking for	

Sub-themes	Participant	Response	Any comment
		anyone. They tell me to leave my CV, they will get back to me – and even today I am still waiting.	
Volunteerism	P013	*From church, I do evangelism so interact with people.*	As part of actively taking part in varying religious activities, P013 has realised his strength, and that he likes interacting with people. It is important for NEET people to expose themselves to varying activities in their respective communities. This will afford them the opportunity to network with other people and realise their potential, even if it is voluntarily work.

iii)   Open for other opportunities

Participants were asked if they are considering other opportunities, as they are currently not doing their first choice of work or training. Table 4.4 indicates the responses received during the interviews. Participants said yes, but were not clear about what they would consider.

Table 4.4: Other opportunities that NEET participant are considering

Sub-themes	Participant	Response	Any comment
Open and not choosy	P005	*ngiyabamba amapiece jobs there and there. I hear from people where they*	Young people are looking for work opportunities, and the statements of P016 and P021 suggested that they are willing to work and are not choosy about what specific work.

		want people to work. Translation: I get piece jobs (temporary jobs) here and there…	
	P016	*Yes, I have. Like working anything regarding office admin.*	
	P019	*I have considered general work like cleaning.*	
	P021	*I am applying for anything. Like reception, learnership, cashier just anything.*	
At the verge of losing hope	P003	*Yeah, I have. But it is difficult.*	There are NEET people who are on the verge of losing hope of finding work. P003 demonstrated frustration from searching for work. During the interview, the researcher observed the frustrations displayed by P004 and P003, largely in the form of body language. There are NEET people who are experiencing difficulties to find work because for some young people with no educational background it is difficult to secure work. These participants have emphasised that they are considering studying because they understand the importance of going
	P004	*Yeah, since it's hard to find work. I have decided to go and study next year.*	
	P010	*I used to be a sales rep from my previous work in 2017.*	
	P014	*I intend studying for*	

Sub-themes	Participant	Response	Any comment
		international certifications, because they are internationally recognised...	back to school so that they can develop themselves.

iv) Keys to succeed

Participants were asked what is it that they wished they could do which would better position them to find work, being integrated into education or training, or becoming self-employed. Responses received from NEET participants are provided in Table 4.5.

Table 4.5: Participants' key to succeed

Sub-themes	Participant	Response	Any comment
Education	P003	*I honestly don't know. Most people I know, some have university qualifications but they are unemployed. Unemployment is high.*	The issue of unemployment is affecting and afflicting society. Other young people are not motivated to further their post-school education, particularly because of those who have attained post-school education and are unemployed. Although P003 alluded that the issue of university graduates being unemployed is a demoralising factor for him, there were other participants such as P023 and P006 who highlighted education as a key to
	P023	*They need matric certificate. If I can go back to school and finish my matric and I have a driver's licence already.*	their success. P013 added that "*Education is a luxury I cannot afford*". This study is of the view that education is not a luxury, it is vital for future success. Good education to a greater extent has the potential to build a person's mind and leave the person better placed towards whatever they decided to do. P023 shared the sentiments that at least if you get

	P006	*Studying music will take me where I want to be.*	education, you have prospects that things will improve in future. If you have no education, you have almost no hope that things will improve in future.
	P013	*I have been moving around. I had worked piece jobs in a pharmacy, film industry and gym fitness instructor. Because of not having money, I can't further my studies to have a specific job that I want. I end up taking whatever that comes my way. Education is just a luxury I cannot afford.*	
Work experience	P015	*I feel like if I can get the opportunity in the event management industry… I know that I am going to work hard, but I am not settling in the event*	Experience for young people who are seeking opportunities is a challenge. P015 is among young people who are looking for work experience, and he believes this will contribute towards his intended future goal. P024 highlighted the importance of commitment. NEET people need to be committed to what they want to achieve.

		management environment. I am trying to work hard so that I could make money and start my own business. At this moment, I am trying to get money to start my own business.	
	P016	*If I can get the opportunity to do teaching… I want to do it at UNISA and I checked the requirements; I qualify.*	
	P018	*I think I need a booking agent to place me for a band.*	
	P020	*It is how to code using Python language. Apparently it's hard. I am thinking of using online tutorials to*	

		learn the language.	
	P021	If I can do or have practical experience it will be better.	
Commitment	P024	If I can be committed 100%.	

A background has been provided that profiles the participants that took part in this study. This gives the reader an in-depth understanding of who the participants were, the four themes of this study are discussed in the next section.

4.4 Findings from data using themes

The interview guide was used throughout the conversations the interviewer had with participants. It was used to help the interviewer drive the interview. However, it should be noted that, although there was a guide for the interview, not all the questions were asked. This depended comprehensively on the flow of the interview. The questions in the interview guide were aligned to the purpose and objectives of the study, thus questions were not necessarily asked in the same sequence as those on the interview guide (see Appendix A).

Furthermore, some of the participants' responses to the interview questions were similar, while others differed. Therefore, the participants' responses were grouped accordingly. To avoid repetition in cases where the participants gave similar responses to the questions, the study does not replicate similar responses given by participants.

In summary, the purpose of the study and objectives as indicated earlier in chapter one (see Table 1.4) had research sub-questions. The objectives had sub-questions which were discussed with the participants during data collection.

4.4.1 Legislation and policy framework
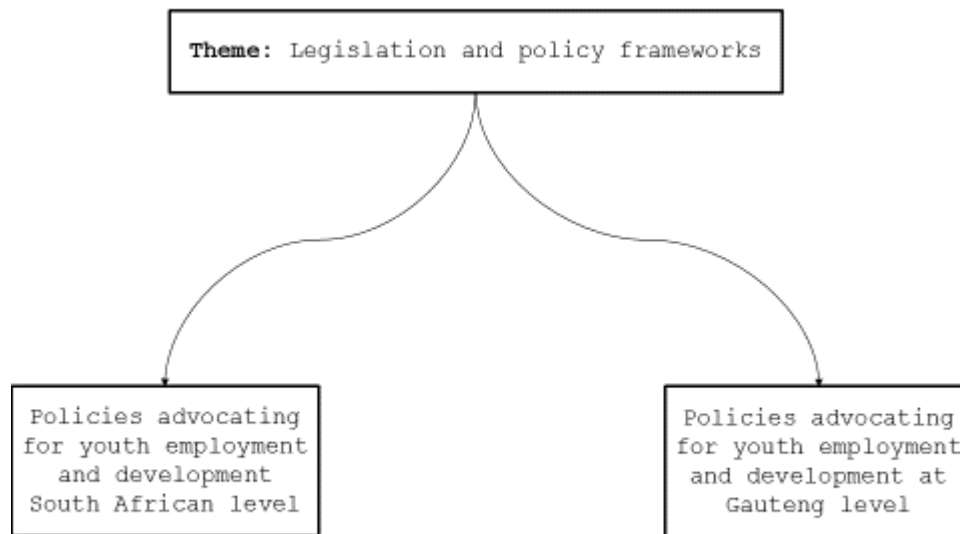
Figure 4.5: Mapping legislation and policies theme

The first objective of this study was to analyse legislation policies and other documents that make provision for youth capacity development and employment in South Africa. The two sub-headings of the theme provision for youth development and employment as depicted in Figure 4.5 are discussed in detail below.

4.4.1.1 Policies advocating for youth development and employment – South African level

The policies advocating for youth development and employment include the National Youth Commission, National Youth policy, National Youth Development Agency and the New Growth Path.

- **National Youth Commission (NYC) Act, 1996 (Act No. 19 of 1996)**

The NYC was tasked with coordinating and partaking in the implementation of policies concentrated on the development of young people in South Africa (NYP 2008). The policies advocating for the development of young people in the post-apartheid system are traced back to 1996. This affirms that the development of young people has been recognised in the early post-apartheid years.

- **National Youth Policy 2000 (developed in 1997)**

The NYP 2000 was developed in the year 1997; however, it was never adopted. Therefore, the NYP 2000 became a guide to other forerunner policies such as the Youth Development Policy Framework (NYDPF) (2002 – 2007) in 2002, among others (NYP 2008). The NYP 2000 played an important role in giving directives to the South African government and society at large on issues relating to the youth (NYP 2008). The NYP is an affirmation that issues of young people in South Africa have been taken into consideration, after the apartheid system. The development of legislation, policies and guides proves that issues of young people have been on the government agenda for many years.

- **National Youth Development Agency Act, 2008 (Act No. 54 of 2008)**

Act No. 54 of 2008 afforded the establishment of the NYDA the opportunity to promote development of South African young people within the youth age cohort (NYP 2008). The NYDA was coined in 2009 by the state President of South Africa, under the NYDA Act of 2008. The organisation, which resorts under the presidency's office was established with the aim of championing issues of young people and becoming the custodian in the implementation of the Integrated Youth Development Strategy (IYDS) (Gauteng Department of Economic Development (GDED) 2017). The general purpose of the IYDS was to develop programmes for implementation within a specified time frame and also to look at how government departments could contribute to the development of young people (GDED 2017).

Finding 1: South Africa has a dedicated agency that is entrusted to drive capacity development of young people in South Africa.

The NYDA has faced challenges since its inception. Young people from townships and rural areas have voiced their disappointment that the NYDA has offices in town, and this has raised concerns, as young people in marginalised communities felt they are deprived of the opportunity to benefit from NYDA programmes – access was a challenge.

- **New Growth Path**

The establishment of both the NYDA and New Growth Path (NGP) in 2009 by President Jacob Zuma may have been as a result of the 2008 global recession. South Africa, like other countries, found itself in a financial crisis with a large pool of young people who were unemployed. The primary objective of the NGP was to have created about 5 million new jobs by the year 2020 (Economic Development Department (EDD) 2011). The NGP strategy prioritised the use of government resources in an effort to support job creation (EDD 2011).

- **National Youth Policy 2009 – 2014**

The formation of the South African NYP did not take place in isolation from the rest of the world. A large number of other governments throughout the globe also formulated policies focusing on youth as a result of the changing conditions of the 21st century (NYP 2008). The youth age cohort represents a large proportion of the South African population, therefore, it is of great importance to have policies that are channelled towards addressing this portion of the population.

The NYP supports interventions that are centred on the development of the young people group, with emphasis on young people who are unemployed, those that have dropped out of school, and those in rural communities, among others (NYP 2008). The NYP supports the notion of empowering the youth, particularly those emanating from marginalised communities in South Africa (NYP 2008). Part of the objectives of NYP is to strengthen capacity development of young people and find seamless ways to integrate them into the government programmes and policies.

The objective of this strategy document was to provide support so that young people have a role to play in the development of their country, to incorporate the development of young people into the government policies and programmes, to have intervention programmes that strive to provide varying opportunities and to strengthen the capacity development of young people such that they can unleash their potential (NYP 2008).

Finding 2: There are intervention programmes aimed at supporting NEET people who have dropped out and those unemployed to be empowered and have access to employment and development opportunities.

4.4.1.2 Policies advocating for youth development and employment – Gauteng level

The Gauteng province has also established their provincial policies that are aligned to policies at national level. This includes the Gauteng province Medium Term Strategic Framework (MTSF), Gauteng Integrated Youth Development Strategy and Gauteng youth employment strategy.

- **Gauteng Medium Term Strategic Framework (2009 – 2014)**

The MTSF concentrated on placing job creation (particularly decent work) at the forefront of its policies and programmes in the province (GDED 2017). As a result, strategies such as the Gauteng growth, employment and development strategy, among others, focused primarily on creating decent work opportunities, with investing in human capital and creation of sustainable jobs as some of the drives for the strategy. The five-year period (2009 – 2014) strategy for MTSF advocated for skills development, promoted the quality of education in the province and created work and grew the economy (GDED 2017).

Finding 3: It is important for the government to create proper, sustainable work for people who are NEET and seeking work opportunities.

- **Gauteng Integrated Youth Development Strategy (2010 – 2014)**

It was in May 2010 May when the GPG found it fitting to adopt the Gauteng Integrated Youth Development Strategy (GIYDS) (GDED 2017). In order for the Gauteng province to have an enabling setting that enables young people to reach their full potential, GIYDS identified (a) advocating for the development of young people, (b) user-friendly government services for young people, (c) an employment strategy, as areas that require attention (GDED 2017).

Finding 4: User-friendly information services and enabling environment are important in the process of developing NEET people.

- **Gauteng youth employment strategy**

The Gauteng youth employment strategy (GYES) will be spearheaded by the GDED. In order to achieve the objectives of the GYES, there are varying intervention programmes that the province will implement. The GYES objectives include developing a framework for integration and coordination of intervention programmes that focus on job creation for the youth, and skills development programmes with the focus on critical skills that will grow the economy (GDED 2017). In order to achieve some of these objectives, the GYES has identified four important pillars which include developing and training young entrepreneurs, direct work opportunities, and placement of young people who have completed grade 12 or equivalent (GDED 2017). The participation of young people in entrepreneurship is relatively low in the Gauteng province and a large number of employed young people are either working in part-time or informal jobs (GDED 2017). The cause of the high rate of youth unemployment is largely of the lack of work experience, training and education (GDED 2017).

Townships contribute a large portion to the Gauteng provincial unemployment population and remain overpopulated and congested (GDED 2017). Gauteng has a large number of townships, compared to other provinces in South Africa. This is a result of the previous apartheid system, where townships were developed for black people working in towns. Therefore, it remains important to have interventions that focus on uplifting the townships' unemployment status. There are a number of reasons why townships have large numbers of unemployed people in the working age population. This includes but is not limited to unskilled and semi-skilled persons (GDED 2017).

About 40% of unemployed people are in possession of grade 12 and are under the ages 24 years (GDED 2017). It is for that reason that part of the GYES goal is to place about 14 000 young people in possession of grade 12 (or equivalent to grade 12) and young people who are between the ages of 18 and 24 years in employment over a period of three years (GDED 2017). This study is of the view that this intervention programme is critical, as it will afford young people who did not have the opportunity

to further their studies after grade 12 with an advantageous opportunity to work. The reality is that not all young people have access to tertiary education upon completion of grade 12. This is because poverty and a poor standard of living hamper young people from furthering their studies to post-school education.

Finding 5: There are intervention programmes aimed at supporting those that are NEET and have completed grade 12. Particularly, about 40% of people who are NEET and are under the age of 24 years of age are in possession of grade 12 or equivalent.

The Gauteng City Region Academy (GCRA) was established in 2008 with the aim of facilitating skills development and overseeing knowledge and innovation (GDED 2017). The GCRA considers facilitating a number of services which include placement programmes, skills development, career guidance and internships, among others, targeting young people who are between 14 and 34 years (GDED 2017). The GCRA intends to establish township hubs that will incorporate public information kiosks (GDED 2017).

Finding 6: There are government academies established to address the skills development.

Findings 7: Government hubs established in townships will have information kiosks.

4.4.2 Access to information services in Gauteng province of South Africa
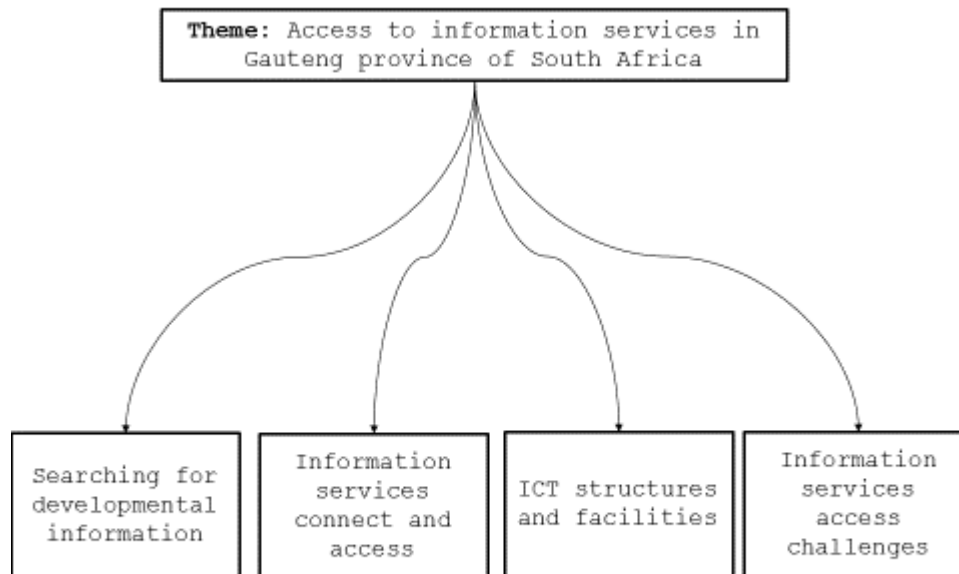
Figure 4.6: Mapping access to information services theme

The second objective of the study was to determine how and where NEET people access information services and if they are making use of free public Wi-Fi hotspots to access information services in Gauteng. Its purpose in particular is to determine whether supporting services, government and municipalities are providing for communities to have access to internet connection at no cost. This objective was also aimed at understanding if NEET people are indeed searching for information on development and work opportunities. Lastly, another objective of this study was to discover what some of the challenges are that NEET people experience when accessing information services. The four sub-headings of the theme 'access to information services in Gauteng province' as depicted in Figure 4.6 are discussed below.

4.4.2.1 Searching for development and work opportunities

The results obtained from the interviews show that a large number of participants are making use of digital services when seeking for information related to development or work opportunities' information.

Table 4.6: How NEET people are searching for development and work opportunities

Participant	Response	Any finding
P001	*In libraries there are not much, unless those libraries have free Wi-Fi hotspots – that's the primary one these days. Still, even though we are looking for jobs, chances are less, according to me. It's not a negative emotion. Most people, we see them, they are saying there is an increment of new jobs.*	**Finding 8**: NEET people may consider not to continue actively seeking for work, as a result of the circle of rejection feedback they receive.
	So you are implying that there are libraries with no free Wi-Fi connection? *Yeah, there are. Plus also, newspapers there are always jobs there. If you apply especially in municipalities, we are always rejected. There are lots of jobs in municipalities, but we always get rejected.*	**Finding 9**: Library resources like Wi-Fi connection and newspapers are used by NEET people to search for information on work opportunities.
	Why do you think you are being rejected? *No, I think maybe of scams and bribery that is what I am thinking.*	
	But do you continue to apply for work? *Yes, I do. I have applied twice and I am not sure if I must continue to apply.*	
	Have you applied for an NYDA grant for your cosmetic business idea? *For now, I have not. I will apply for it.*	
P008	*I use Google. Go online applicant for work.*	**Finding 10**: The improved and enhanced

		employment services allow work seekers to apply online for employment.
P009	*I emailed monna yo mongwe for civil engineering.* Translation: I emailed this other man for civil engineering.	
P012	*Basically at times ngiyaya kuma internet mangine mali if I afford. Some mangizwa ke ukuthi ama post ayaphuma ngenza ka njalo ukuzwa i-information ngabantu ngiya ki internet café ngi aplaye online if it requires ukuthi ngi aplaye online.* Translation: Basically, I do go to the internet when I have money, when I can afford. Sometimes when I hear information from people that there are vacancy posts available, I go to internet café to apply; it requires me to apply online.	
P013	*I go on Gumtree, Career24 I look for the job based on my previous work experience.*	**Finding 11**: People who are NEET limit their search for work, as they search for work that is relevant to their previous work experience.
P023	*I use some other app to search for jobs. Some of them you apply, they don't even respond.*	

P024	*I get into websites like Career24 and there are different posts in different fields. Then I chose the one I want.*	
P014	*There is an updated jobless board by the municipality, they paste vacancies. And we use the internet, Pnet and LinkedIn.*	**Finding 12:** In addition to advertising their online services, municipalities also make use of notice boards to advertise information on current work and development.
P006	*I am not looking for work. So I haven't searched for work. But I have searched for music information and requirements from Boston's website.*	**Finding 13**: The internet gives people leverage to search for education information and make applications online.
P010	*I have never used information services to search for work. Keya maketa kodiShopong and sent my CV.* Translation*: … I look for work at retail stores and send my CV.*	**Finding 14:** There are people who manually drop off their CVs to seek for employment, and have not made use of online services to seek for employment.
P019	*Go around asking people from their companies if they don't want general workers.*	**Finding 15**: Word of mouth is used as a reliable strategy to stay abreast of employment opportunities' information.
P002	*Personally, I go wherever I hear there is information, if I hear of anything such as youth summit, business summit and also go through social media.*	
P020	*Basically, I contact different developers out there in South Africa. There is one I know in Cape Town and Mpumalanga. So we met up on Facebook and there is*	**Finding 16:** Social media strengthen connection and knowledge sharing of NEET people and other

	another website we started talking gore. If you need help with this, I will help you with that. Translation: gore…: so…	people in the same space of career.
P015	*Remember, I did door to door and I submitted on the internet. The place I submitted was LinkedIn.* And how was the process? *The process was simple, they just ask for your name and email address. Then, every time there is an alert they let you know, so simple things. There you put your email and password. You put your CV in it, and when you put your CV, you tell them what job you want. And when there is an open spot they tell you, and it's up to you if you wanna go on with it or not.*	**Finding 17:** Work and development opportunity seekers make use of multiple modes of searching for available opportunities' information with social media creating an easy platform for knowledge and information sharing for work seekers.
P022	*Well, mostly from my own site, I think I have the privilege of having access to a lot of things. I don't depend on one source; I get other sources from other people also.*	

Participants were asked if they make use of free public Wi-Fi hotspots to search for information on development opportunities. In reply to this, it was found that a large of NEET people are using free public Wi-Fi connections to search for development opportunities. Participants' responses included (see Table 4.7).

Table 4.7: How public Wi-Fi hotspots are used to search for development information

Participant	Response	Any finding
P004	*I just search on the internet, and sometimes people will tell me where to send my CV.* So, Google is your first search engine you use? *Yes, but nama companies websites* Translation …nama: also…	**Finding 18**: The internet is the most used source to search for development opportunities.
P008	*Google and ka typa company name, then it appears and show gore ba nyaka people for eng.* Translate: I go on Google and type a company name, then it shows what people they need.	
P014	*I access my Pnet and LinkedIn account and from there. There will be vacancies that are posted that I can have access to and I can approach.*	
P015	*First thing, I have to log in and when I know I have 500MB so I need to use it wisely. So when I search for jobs, I go Google any available jobs in events management or if I know a certain company that deals with events management, I literally go to the company website and check for open jobs that I want. I feel like the easiest way is to know a certain company you wanna go to and know what to deal with. And then go to their website and take it from*	**Finding 19**: NEET people are considerate with the limited access granted to utilise free connection to internet.

	there. And another thing is, I take their email address and send them my CV.	
P018	*I talk to people in the music industry on WhatsApp and other social media.*	**Finding 20**: Information about development opportunities is acquired using social media sites such as social groups.
P020	*Basically, I joined Facebook groups so its IT job seekers that's the group. They post job opportunities and everything and they send websites to look at.*	
P022	*Sometimes it is hard, because some websites are restricted and the domain might not be fast to give you certain information, so you might find that it can't reach some information on that website.*	

4.4.2.2 Information services connect and access

Participants were asked what they use to connect and access development and work information.

Table 4.8: How NEET people access the internet

Participant	Response	Any finding
P006	*On my mobile phone using my data*	
P011	*My phone and connect to the Wi-Fi*	
P020	*I use Wi-Fi and my phone's data*	**Finding 21**: Smart mobile phones are the most used computing devices to access internet connection.
P023	*I connect to free Wi-Fi at secondary schools and libraries. I connect to mobile data if I need to do something urgent*	
P024	*Through my phone. I use data or public Wi-Fi. We have free public Wi-Fi in Atteridgeville*	
P002	*I use my phone, I use my laptop and I also go to the library to access the internet.*	

	Do you encounter challenges? We encounter Wi-Fi challenges. Right now, currently, at Thokoza and Koba at Katlehong library, the internet does not work most of the time. You can't even access your Gmail or do research its offline most of the time. Is there a process to report it? *Yes, we do report it, but obviously they tell us they have to fallow protocol and report to their managers.*	
P007	*Internet? I am not using right now. My phone doesn't have internet.*	**Finding 22**: There are NEET people who have no access to computing devices such as smart mobile phones. There is a population that are using mobile phones that do not support low-end technology.
P005	*Right now, I don't access the internet. Iphone yami ayina internet* *Translation. … My phone does not have internet.* So, you have never accessed the internet before? *I used to access the internet when I was in school using school tablet and internet. But since I left school I can't access the internet.* *Do you have email address? Yes, I used to have it.*	
P019	*I don't. I lost my phone three weeks ago.*	
P012	*Endlini angina access to internet. So I am forced ukuya ezindaweni ezine internet.* *Translation: At home I don't have access to internet. So, I am forced to go to places that have internet connection.* *How does it work there? Bayakukalela mhlambe bakunikeza 300MB for that day*	**Finding 23**: It is not everyone that has the privilege to have access to internet from the comfort of their homes.

	and then ngaleyo 300MB ngiyazama but kodwa angeke ngithi yanele. *Translation: They weigh, for instance, let us say they give you 300MB for that day. With that 300MB I try but I cannot say it is sufficient.*	

In addition, participants were asked what they use this free public Wi-Fi connection for, and the responses are recorded in Table 4.9.

Table 4.9: The use of free public Wi-Fi connection by NEET people

Participant	Response	Any finding
P004	*Yes, I use it. I connect to the school Wi-Fi hotspot.* It doesn't require password for you to connect? *Eish, it uses password, I get it from learners at the school.* Translation: Eish: So do you go inside the school? *No, when I am close to the school I can access the Wi-Fi.*	**Finding 24**: Wi-Fi connection meant for schools is servicing people in the surrounding schools to have free access to internet.
P005	*I used last year esgila.* *Translation: I used it last year at school.*	
P013	*Check like financial markets, YouTube videos for motivational talks and gospel stuff.*	**Finding 25:** Free public Wi-Fi connection is used for varying reasons that include streaming and accessing social sites for information.
P015	*I don't have easy access to public Wi-Fi. But most of the time, I check news, YouTube, I check latest music since I love music, and it gets to a point that I am*	

	able to access a lot of things because I have access to Free Wi-Fi.	
P014	*For information. Gaining access to information, different types of information, whether its research for jobs, music, media or whatever.*	
P024	*For a lot of things. I check sports, music, careers and news.*	
P019	*I don't use it, ha kena phone right now.* Previously, have you used Wi-Fi ever to access the internet? *No*	**Finding 26**: There are NEET people with no computing devices or mobile phones.
P008	*Mostly for researching for work and trying to apply for schools.*	**Finding 27:** Wi-Fi connection helps NEET people to continuously gain new knowledge and learn informally. It helps people to search for information.
P016	*Ke berekisetsa go send my emails and check my emails and to Google for information.* Translation: *I used it for sending my emails and checking my emails, I also used to Google for information.*	
P020	*Mainly for how to code better and get templates, I just learn with Wi-Fi.*	**Finding 28:** Free Wi-Fi connection affords NEET people with the opportunity to reform their skills and continue to learn.
P022	*Mostly for updating my software and even to have access towards certain information that I need to use to actually finish whatever that I might be working on.*	

Furthermore, participants were asked what computing devices they are using to connect to the free public Wi-Fi hotspots. The responses below were given by participants (see Table 4.10).

Table 4.10: Computing device utilised to connect to the free public Wi-Fi

Participant	Response	Any finding
P006	*I use my cellphone to connect to the internet.*	**Finding 29**: Over half of the participants are using their smart mobile phone to connect to the public Wi-Fi to access development information.
P002	*Cellphone and laptop*	
P022	*My phone and tablet*	

Participants were asked how they connect their computing device to access free public Wi-Fi connections. Below are the responses given during the interview (see Table 4.7). The intention was to have an understanding of whether all public free Wi-Fi hotspots connect in a similar way and if participants know how to connect to the Wi-Fi.

Table 4.11: Steps taken to connect to the free Wi-Fi hotspots

Participant	Response	Any finding
P001	*I open the Wi-Fi and search for the Wi-Fi hotspot, some of them have a password and library Wi-Fi hotspots normally do not have passwords.*	**Finding 30**: Free public Wi-Fi hotspots vary in terms of gaining access. While some require the user to register, others are encrypted with a password, while others allow free access as long as you are within the range of connection.
P015	*Ok, the free public Wi-Fi first asks for your email, name and numbers. But sometimes they ask simple things like name and numbers, it depends. Then they will tell you that you have 1GIG or 500MB, so it differs from one Wi-Fi hotspot to another. Ok well, it depends on what type of public Wi-Fi.*	
P002	*If you have the smartphone, you open your Wi-Fi then your phone will search for the available Wi-Fi hotspots.* No passwords?	

Participant	Response	Any finding
	It depends, there are different Wi-Fi hotspots provided by companies or municipalities. The free Wi-Fi does not require passwords, but it's the one that gives us challenges.	
P020	*I have to go to Benoni Library because here a lot of people use it and is slow. So I have to take a taxi to Benoni.* Why opt to use the Benoni public Wi-Fi? *It is more faster.*	**Finding 31**: Some of the participants prefer to use free Wi-Fi connection in towns although government and municipalities are providing free Wi-Fi connections in townships.

After finding out from the participants what steps they normally take to connect to the free public Wi-Fi hotspots, it was important to find out the distance they have to travel to access free public Wi-Fi hotspots in their communities.

Table 4.12: Distance travelled to access free public Wi-Fi connection

Participant	Response	Any finding
P002	*For me its 7 km, I can walk. But me, personally, I use the Germiston Wi-Fi, around my location it sucks a lot. So I don't even consider it anymore. I better go to Germiston because that one I know it's efficient, the internet is good.*	**Finding 32**: Free public Wi-Fi in townships is not of the same full speed access as those Wi-Fi connections in towns. This is because of the high volume of those who connect to the free Wi-Fi hotspots in townships. As a result, people no longer consider to connect to free public Wi-Fi connection that is of poor connection,

		regardless that it is close to where they stay.
P012	*If ngi walker it takes like 30 minutes and if I take a taxi it takes less. But it depends kumekanjani emalini because sometimes kubancono ukugibelaitaxi rather than ukuthenga ama data, ngoba ama data azophela manje like for instance ukugibela elokushini is 8 rand and leyo 8 rand you can't get ama data we 8 rand.* *Translation: If I walk, I take like 30 minutes and if I take a taxi, it is less. But it depends on my financial status because it is better to catch a taxi rather than buying data. Data will finish soon. For instance, it cost R8 to take a taxi and with R8 you cannot buy data.*	**Finding 33:** There are people who are NEET that take public transport to a location where they can access free public Wi-Fi connection. It is cheaper to pay for public transport to a place where they will have more or unlimited access to Wi-Fi connection than to purchase mobile data bundles.
P015	*It's like 15 minutes because it's the other site.*	
P022	*It's just 2 minute walk.*	**Finding 34:** Access to free public Wi-Fi connection is close to where the people are staying, as people walk to access free public Wi-Fi hotspots.
P011	*4 minutes' walk*	
P004	*It's not far, I walk.*	
P014	*I travel about 800m or so. It's just a walk.*	

The participants were asked to describe how often they make use of Wi-Fi hotspots to search for information related to development and work opportunities. Below are the responses received during the interview (see Table 4.13)

Table 4.13: Frequent use of free public Wi-Fi hotspots to search to development information

Participant	Response	Any finding
P004	*Like if I have money I buy my data, because this Wi-Fi is not always working.*	**Finding 35**: Because of the poor Wi-Fi connection, people make use of it as a last resort if they have no mobile data.
P009	*It depends, I go to check my WhatsApp. How many times in a week? Like 5 days a week*	
P016	*Once a day, like for 30 minutes.*	**Finding 36**: Free public Wi-Fi connection is used daily to access information and social media.
P013	*I use like everyday*	
P020	*About three times a week*	
P023	*Few times, maybe twice a month*	

4.4.2.3 ICT structures and facilities

The participants were asked if they felt there was a need to maybe change the way in which information on development and work opportunities is provided in society. The researcher felt it was important to ask participants, as they are the one's actively seeking information on development. This was done in an effort to get their personal perspective on how development information is serviced to them. Below are the responses gathered during the interviews (see Table 4.14).

Table 4.14: Need to change the way development information is provided in society

Participant	Response	Any finding
P001	*Ama information services like libraries we get newspapers for free, it is better if they arrive early. Private companies they normally post job scams alert for people to be careful. And sometimes you must know someone before they employ you.*	**Finding 37**: Libraries help NEET people to have access to information related to work and development opportunities.

	Going straight means you must maybe use agents, and agents don't pay you enough money.	
P002	*More needs to be done. In terms of the service delivery. They upload things, they upload things within a short period of time. And those who have information, don't share because they feel they might miss the opportunity. Vacancies must be put on time so everyone can have access to it.*	
P004	*We need resources in my community like other places.*	**Finding 38**: Communities in the three metropolitan municipalities are not equally resourced with enabling services that provide information.
P005	*I wish there could be blockards telling us about available jobs and where, since thina abanye singana internet.* Translation: …since some of us we do not have internet	
P008	*No it is good. Everyone uses Google to get information. Newspapers re kereya efedile kudu mo makheshineng. Google is good.* Translate: … newspapers at times we find it off stock; more so in townships.	
P012	*Basically, ngingathi mina angeke ngithi I am happy or ngisola mhlambe ugovernment or something like that because mhlambe iproblem is angikho exposed to information ngingazi*	**Finding 39:** There is a group of people who are NEET and are not exposed to information.

	ukungabi exposed to information ukuthi kahlekahle ugovernment uyenza ukuba information you get it anywhere. *Translation: Basically, for me, I cannot say I that I am happy and at the same time, I cannot blame government or something of that sort. The problem might be that I am not exposed to information, not being exposed to information lead to me not knowing that government makes it possible for people to have access to information anywhere.*	
P013	*They should change. Sometimes they could put a post in the internet, while an internal employee may already want to connect someone they know to the job. And there are people who are not internet literate, so they end up not having the opportunity to apply. There are people that still rely on Sunday newspaper for careers.*	
P023	*I think they should change, most of the people can't use the internet and read newspapers about opportunities, so they miss out.*	**Finding 40:** NEET people who are internet illiterate are being excluded if work and development information is disseminated using the internet only.
P014	*Yes, one thing – language. There is a huge language barrier, it might not be for me but other people. Everything is posted in English, so basically if you cannot read*	**Finding 41:** Language is a barrier when NEET people search for

	or write in English it becomes more difficult.	capacity development information.
P015	*I feel like I am 50%, but not 100% happy. Why that, because only few people know about this internet thing. Only people that come from good schools know how to use the internet. I am talking about people who come from schools that are not privileged with computers and stuff. I feel they should try to reach people who are looking for work in different ways. Which I know they are like already trying. They put jobs in newspapers and we really don't read newspapers. I feel like they should try put jobs on Facebook and Twitter and stuff.* Social media? *Social media is where the youth are and it's easy to reach the youth.*	**Finding 42**: Social media sites are a popular platform for sharing and disseminating development opportunities' information for young people who are NEET.
P019	*Google is the best way, but rona batho ba re senang Google ke challenge. And notice board must also be used for us.* Translation: … but for us people with no Google access, it's a problem…	**Finding 43**: Internet is regarded as one of the most powerful sources of knowledge distribution in the 21st century.
P020	*Yes, there has to be a change. Because there are too many of us educated people staying at home, far too many.*	**Finding 44:** The number of NEET people who are graduates and seeking for work is a cause for concern.
P021	*Yes. Pnet ya sokodisa everything wants you to register before you access work opportunities.*	**Finding 45:** Employment services that provide work opportunities require one

| | Translation: ...Pnet has got problems because everything wants you to register before you can access work opportunities. | to register before you gain access to the information. |

Participants were asked if they felt there are enough ICT structures and facilities to support the dissemination of capacity development information in society. Below are responses received during the interviews (see Table 4.15).

Table 4.15: ICT facilities and structures to support dissemination of capacity development information

Participant	Response	Any finding
P004	*We need a library where we can access internet Wi-Fi for free. Right now, people are using school Wi-Fi meant for learners.*	**Finding 46**: The little available ICT-enabling facilities limit people who are NEET from having full access to development information and knowledge in society.
P010	*Libraries are not enough. I know of only two libraries; not sure of public free Wi-Fi.*	
P013	*They are not. Some of the free Wi-Fi hotspots I know closed. Though there are internet cafés in my community, but they require people to have money. We need more free public Wi-Fi.*	
P015	*There is not enough. I think there is lot of work in terms of building libraries and free Wi-Fi hotspots. Yes, there is free public Wi-Fi there and there, but there is a lot that have to be done when it comes to public free Wi-Fi.*	
P017	*They must increase because there are lots of people where there is free public Wi-Fi hotspots*	
P022	*No, there isn't. Most people are not computer literate, so they cannot use*	**Finding 47**: There are NEET people who are not

Participant	Response	Any finding
	those ICT structures. We have one library in the Phomolong community and I know of two public free Wi-Fi.	taking advantage of ICT-enabling structures to search for information, as a result of being computer illiterate.
P021	*The library is there but you need to take a taxi, so there is a need to increase libraries for Centurion people and also add Wi-Fi hotspots*	

The study intended to understand the views from respondents as to how they think ICT facilities and structures are providing support to the distribution of information in communities. Below are responses (see table 4.16).

Table 4.16: Support provided by ICT facilities and structures

Participant	Response	Any finding
P001	*Through emails, I do get response through my emails, though some are not favourable. If I am not on Wi-Fi hotspots and I have no bundles, obvious I won't access email feedback.* How much time do you spend searching for work and business opportunities on the free Wi-Fi hotspots? *The whole time until I get tired, I make sure that I look for work for sure, around two hours most of the time. The problem is that ziyakhatha and that prolongs.*	**Finding 48**: Without ICT-enabling facilities and structures it is difficult to gain access to information on email communication.
P008	*Like everyone o nyakang information it's easy with internet you can submit immediately.* *Translation: Like everyone who is seeking for information…*	

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P014	*Since we are moving away from paper, lot of people are starting to have smart devices, but even with those smart devices, people actually don't know where to go to find necessary jobs they are looking for. So there is still more, like other people must be taught on where to access for information and all of that. Because even in the library, all you can do is to apply for library card then it's up to you. From there it's up to you, there is no dialogue as to how they are going to teach you how to access information.*	
P015	*They are helping people in a way that they won't use their finances they save up. I feel like they won't have to buy R50 data bundles just to search for jobs. Let me put it this way; they got to have money for their family and not spend lot of money. You never pay at the libraries. They are free and the Wi-Fi is for free, so it helps the community.*	
P018	*It opens doors and connects them to the world.*	
P002	*Yes, libraries provide information if there is. Like, if you enter a library, you have to register your card number. If there is any information when you enter they give you the paper that has information at that time.*	

4.4.2.4 Information services access challenges

Participants were asked to share the challenges that they come across that frustrate them when accessing capacity development information. Below are the responses (see table 4.17).

Table 4.17: Challenges experienced when accessing development information

Participant	Response	Any finding
P002	*Most of the challenges we come across are finding financial support and getting resources.*	**Finding 49**: Lack of financial support hinders people who are NEET from fulfilling what they would like to do. Finances hold people from a poor background back.
P004	*We don't have a library in my community, you must go to town to access information sometimes.*	
P015	*Well, the challenge is data, like data is so expensive, it's not cheap. Every time you wanna use the internet you must make sure you have enough data, cause if you don't have enough data you are able to access the internet, but in the middle you are going to lose out because you don't have enough data and you will have missing information just because of data. That is my problem.*	**Finding 50**: People who have their own computing device struggle with the high price of mobile data. As a result, people who are NEET search for information using the internet, yet they are worried that their mobile data would not last until the search is completed.
P005	*Kufuneka iMatric and I have two subjects mele ngizibale. And kunye ku funeka abaphuma euniversity and thina abanye asiyanga*	**Finding 51**: Potential employers are specific

	Translate: Matric is a required, and I still have two outstanding subjects I need to write. And elsewhere, they want those who come from university and some of us we have didn't go.	about what qualifications and grades they require when they share information about work opportunities.
P008	*Maybe I don't meet the qualification they want. Nowadays they specify that they want what subjects and what symbols from matric. They even specify what diploma they want.*	
P023	*Spane tse dingwe ba nyaka experience. Then tse dingwe ba nyaka like di certificates.* Translation: Some of the jobs they want experience, then others they want things like certificates.	**Finding 52**: Work experience and educational qualifications are among the challenges NEET people face when they search for work.
P016	*Most ke taba tsa experience. Most companies want experience. We are qualified but have no experience. Retswa diCollege, where do you find six years' experience.* Translation: Mostly it has to do with experience…we are from colleges, where do we find six years' experience.	**Finding 53**: Graduates struggle to get work so that they gather work experience after graduating from college.
P021	*Ba ho batla experience and they want graduates. And some have age restriction and I am growing up.* Translation: Ba ho batla: They want…	**Finding 54**: There are age restrictions on some of the work opportunities.
P007	*My problem is sometimes money to do things.*	**Finding 55**: A lack of money lack is among the resources that hinder
P012	*I apply, I don't get response. Sometimes ku application in terms of finances*	

	ngibuye ngi stragile or uthole ukuthi mawu aplaya ezothi kumele uye further ku helpline. Uthole ukuthi kune era inumba yakho esebenzile or something like that angisakwazi ukuya further ku helpline izinto ezinjano ezingifasayo due to financial situations. Translation: …Sometimes with regards to applications process when for applying, I struggle or you find that when you have to apply it says you need to go further to helpline.	NEET people from actively searching for work and development information.
P011	*Yes, like maybe when I find the job, it doesn't take long, then it finishes.*	**Finding 56**: People who dropped out of school struggle to get decent work.
P019	*It is difficult to reach managers because securities will tell you that you are not allowed and they put diBoard.* Translation: diboard: boards	
P013	*You don't know the authenticity of what they are posting, what if it is a scam? You will never know, they know people are hunting for jobs, so they might even kidnap people.*	
P017	*A lot, di dingata. I have to make copies and stationery looking for work. Ha hona Fax ya mahala or printing ya mahala. Like I spend R70 for faxing ke dichallenge tse ke thulanang le tsona. Ka moo o swanetse o je and o swanetse o makete.*	**Finding 57**: Reveals that some of the people who are NEET sacrifice money meant for essential needs (e.g. food) to pay for other services.

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Participant	Response	Any finding
	Translation: A lot of things. I have to make copies; it requires stationery to look for work. There is no fax machine to use for free or free printing. Like I spend R70 for faxing documents, it is among the challenges I come across. At the same time, I need to eat and seek for work.	**Finding 58:** It comes at a cost to look for work. There are no free services for NEET people to utilise fax or printing for their applications for work documents.
P009	*Eish… I have never really applied, but I rely on other people who tell me where are jobs opportunities.*	**Finding 59:** There are NEET people who use only word of mouth to search for work opportunities.
P018	*Venues don't want to pay enough for bands to pay drummers. One man band.*	

Participants were further asked to share their difficulties that they come across when using free public Wi-Fi hotspots for connection. Below are the responses (see Table 4.18).

Table 4.18: Difficulties with using the free public Wi-Fi hotspots for connection

Participant	Response	Any finding
P011	*Like network go like off and on. Network is the problem.*	
P001	*The Wi-Fi cuts during connection. Some of the Wi-Fi they are only for 30 minutes for your phone for a day.*	**Finding 60**: There is time a limitation, therefore, this dictates how you search for information using Wi-Fi.
P008	*It doesn't connect fast. It is slow because most people want to connect to the public free Wi-Fi hotspot. It's always slow e*	

	phele ecut. It delays everything because I have to start all over again. Translation: …It is slow and frequently disconnects…	**Finding 61:** The participants feel let down by the poor Wi-Fi connection they experience from the free public Wi-Fi hotspots, most of which are close to where they reside in townships.
P012	*Certain things mawungenile zisheshe ziqede ama data ungaka finnyeleli kulento ebewufuna ukuyi researcher.* Translation: Certain things when you access them, they consume data quicker before you perform certain thing that you indented to research about.	
P015	*It depends. Let me say Monday to Friday, early in the morning the free public Wi-Fi works perfectly.* Why is that? *Because kids are at school. But weekends its crazy, because kids are around and its high volume of people using the same Wi-Fi because they are not at school and work.*	
P004	*The school Wi-Fi is not always working. Sometimes you are busy online and it cuts off.*	
P020	*It's slow. It kind of feels like they are doing us a favour because they can shut it down at any time and they don't care. So they can shut it down for weeks then no Wi-Fi. But people working within the building they have Wi-Fi and everything.*	
P016	*It works fine for me. It works every time with high speed than others.*	**Finding 62**: NEET people seem to feel that the government and/or

		municipalities that provide them with free public Wi-Fi hotspots are not doing enough to ensure these are sufficient for users to connect.

4.4.3 Information literacy skills of people who are NEET in Gauteng province
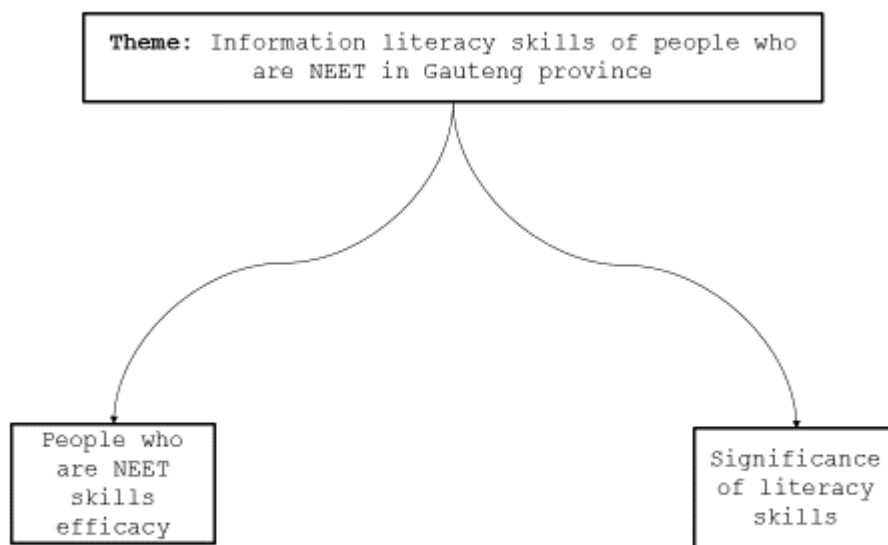
Figure 4.7: Mapping information literacy skills theme

The sub-heading of the theme information literacy skills of people who are NEET in the Gauteng province as depicted in Figure 4.7 is discussed below with specific research questions linked to the sub-heading.

4.4.3.1 NEET people search skills efficacy

Participants were asked how competent they are regarding searching for development opportunities on digital platforms. The intention was to find out whether they have the ability to effectively search on digital platforms. The following responses were expressed (see Table 4.19)

Table 4.19: Competency to search on digital platforms

Participant	Response	Any finding
P004	*I am good with searching on the internet.*	
P006	*I am able to search for information myself on the internet*	
P015	*Yes, I think I am competent. Yeah, I am. I am not gonna lie to you. Yes, I am from this community but I am blessed to come from a good school. Yes, I know how to use computers, yes I know how to access the internet. I never lack. It's just me staying in a community seeing what is happening in my community.* So you people are struggling to use the computers? *Yes, I do observe other people struggling. I see other friends who come from not good schools, I see how they think, how they use computers and they are not on the same level as me.*	**Finding 63**: It is through observations that NEET people who are information literate are able to take note of others who are NEET and struggling to search for development information.
P016	*Yes, I am good to search for work on my own.*	
P013	*It has not worked for me online looking for work. All the piece jobs I had previously, are from people directly saying try there and submit there.*	**Finding 64:** Searching for work using online employment services has not benefited other NEET people in finding work.
P005	*So far, angizange ngizisebenzise.* Translate: So far, I have not used.	**Finding 65**: There are people who are NEET and have not used online services. This is a
P019	*I can use diComputer lediTablet. I have never searched for work using internet, but I don't think eka mpalla.*	

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	Translation: I can make use of computers and tablets. I have never searched for work using the internet, and I do not think I can fail to use it.	challenge, as most organisations continue to move to online platforms.

Participants were asked if they have received any training in digital information literacy skills and, if yes, to share more on what the training entailed and duration of the training. Below are the responses gathered from the interviews (see Table 4.20).

Table 4.20: Training received on digital information literacy skills

Participant	Response	Any finding
P001	*The training I got was for job hunting and not specifically for IT skills.* How long was that training? *It was for two days.* Was the training offered for free? *Training was for free. They take everyone who is unemployed.* Do they help you to find work or they deal with training you with skills to use to seek employment? *Yes, they help in finding employment. But there are lot of young people unemployed, so the chances are less.* Are there specific requirements for this training? *Come with your matric certificate only, and if you have qualifications you come with them.* If you have not managed to complete matric, they won't consider you for training?	**Finding 66**: Informal training on employability and ICT skills helps to equip young people who are NEET to become active opportunity seekers.

	Most of the time they put you on hold. *They speak to them on site. I am not sure.* *But the primary requirement is matric.* Have you learned some skills that will help you when seeking for employment or business opportunities? *I learned computer literacy for two days.* *How to make an email account on your* *computer. I learned lot of things.*	
P015	*Yes, I have. From my school, they taught* *us how to use the computer.*	
P014	*Yes, from when I was in varsity.*	**Finding 67:** Post-school education exposes students to computers and ICT use.
P016	*No, I learned on my own when I was in* *college.*	
P002	*No, I have not. I am one of those lucky* *ones who picked up everything when I* *was still doing IT training.*	
P009	*No, I learned how to use email and* *Facebook on my own.*	**Finding 68:** Participants interviewed indicated that they are self-taught and can search for work and development opportunities' information.
P022	*No, it is something that I learned on my* *own.*	

Participants were asked about the benefits of having information literacy skills when searching for capacity development opportunities' information. Below are the responses that came forward (see Table 4.21).

Table 4.21: Benefits of having skills to search for development information

Participant	Response	Any finding
P001	*That one is very important these days to know how to use the internet, because there is no other way these days. AmaNewspapers they are behind, if ipost iyavela manje kuInternet seyikhona.* Translate: ... Newspapers are left behind, because if a post becomes available now, it is already on the internet.	
P022	*You know where to start and you can actually utilise from the information that is needed for you, unlike going there blind sighted, not knowing which website to you start with and what kind of things you need to know before going there.*	**Finding 69**: Having the relevant skills such as information literacy, employability and ICT enables a person to search for development and work opportunities' information effectively.
P002	*It gets me focused, it allows me to spread my minds, uplift the capacity of my brains, and also it helps me to be informed about a lot of things. Because sometimes when you go through the internet searching for something, something pops out and you read and inform yourself.*	**Finding 70**: You are able to navigate through various sites and if you are skilled, the process becomes hassle free to search for information using the internet.
P013	*It makes your life easier. You don't waste time, you just hit the target.*	
P015	*Well the benefits are that you never struggle, the moment you login on the computer, you good to go. Everything is good, you just shoot. You do things fast. You know where to go, where not to go. You know what to do and what not to do.*	**Finding 71**: Information literacy skills offer the value of convenient searches to NEET people when searching for

	So everything is good. You don't need to call. "Hello Sir or Mam, can you help me". You are on your own, you don't need help.	development and work information.
P014	*The thing is you get access to a wide variety of vacancies. It is not limited to where you are staying. So you can apply all around the country.*	
P006	*You can search for information on your own. You won't need someone to help you.*	
P008	*It's easy because I don't have to travel to town to apply and get in a taxi to go and apply. I just use my phone to scan documents and apply online.*	**Finding 72:** The power of mobile computing devices creates convenient ways to find new opportunities to communicate and share information and as a result, it terminates other expenses.
P021	*If someone tells you to search for a certain website for work, you are able to search on your own and see available work. I have also registered with career24 and they send me emails with links for work so if you don't have the ICT skills you won't be able to access work opportunities.*	
P012	*Basically, noma ngikwazi ukusearcher online but there are problems akhona. Sometimes uyakwazi ukusearcher ama job opportunities but mase u aplaya that is the problem. Kuyasiza ukuthi uzenzela because you are able to know ukuthi*	**Finding 73:** Advanced skills help to effectively navigate, search and apply for work

	nawa ama job opportunities but makumele u aplaye kumele uye further steps. Translation: Basically, though I can search online, there are problems that exist. Sometimes one is able to search for job opportunities but when you have to apply, the problem starts. It helps to do it yourself because you are able to identify job opportunities; however, when you have to apply, you need to take further steps.	opportunities on digital employment services.
P019	*Yes. Because now everything is on Google. Gore o succeed you need to know them.* Translation: Gore o: ...For you to succeed…	**Finding 74:** A search engine plays a key role for people to have access to information.
P017	*Haosatsebe go berekisa diComputer, o ka segone go fihlella information* Translation: If you do not know how to make use of a computer, you won't be able to reach out to information.	**Finding 75:** People who are NEET are cognisant of the advantages of being computer literate and the ability to relate to enhanced technologies.
P023	*Information ekasehofete like o nale advantage* Translation: Information won't pass you by, you have the advantage.	
P020	*The benefit is that I can sort out which website is the real website or which is just someone trying to scam us.*	**Finding 76:** It is possible to classify bogus services and avoid falling victim to fake information.

Participants were asked to share their views on the importance of having training on digital skills for people who are NEET.

Table 4.22: Importance of training on digital skills for NEET people

Participant	Response	Any finding
P002	*Yes, 100%, there is a need for training.*	**Finding 77**: There is a need to increase training in digital skills. There should particularly be an increase in internet- and broadband-enabling structures and facilities.
P013	*Very important, as much as it looks easy, it is not for others.*	
P004	*It is very important, most information is on the internet.*	
P006	*It is important to help someone who can't use the internet.*	
P008	*Yes, most rural people are still relying on newspapers and these days everything is on Google.* Why do you think it's important? *Haketsebe ke tlareng* Translation: I don't know what to say.	**Finding 78**: People from marginalised backgrounds have little or insufficient ICT skills, soft skills and employability skills.
P014	*Very important. So when you don't know how to refine your searches so that you can have specific information that you looking for, it can be quite an obstacle to find the right information that you are looking for.*	**Finding 79**: Inability to search for information that you need.
P015	*Yoo, it's very important. I have noticed something that these companies – these jobs this; nowadays they literally need someone who can at least operate a computer. You know, this is crazy like we live in the world where technology is*	

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	growing and you can never be left behind. So you really need to know these computer things because a lot of companies need it.	
P020	*It is very important because, as I said, there are posts on policing or government that come up on Facebook and some are not real posts. And they tell you to send money, it is very terrible and if you are desperate and need a job and you see such and they tell you it is a guarantee job. Obviously, as a human being what are you going to do is go there and, at the same time, they will be stilling your money.*	**Finding 80:** NEET people understand the necessity of distinguishing between fake information and real work opportunities' information.
P022	*It is. It will give them an opportunity advantage of being computer literate. Because there are people who are not computer literate, but they do have entrepreneurial mindset. And if they do that training within ICT levels, they can be enabled to actually use devices to spread their entrepreneurial mindset and can even come up with new ideas related to the ICT world.*	**Finding 81:** Training on literacy skills can cultivate NEET people who are business minded.
P024	*Yes, people don't know about these things, that's the reason you end up with lot of people seating at home unemployed abazazi lezinto.* Translation: abazazi lezinto refers to: they don't know these things.	**Finding 82:** Lack of knowledge and information on literacy skills contributes to people being NEET.

| P023 | *It is important as there are people who are uneducated gore ba gone go berekisa internet go nyaka mmereko* Translation: It is important as there are people who are not education to be afforded the opportunity to be able to make use of the internet to search for work. | |

4.4.4 Interventions for developing people who are NEET in the Gauteng province
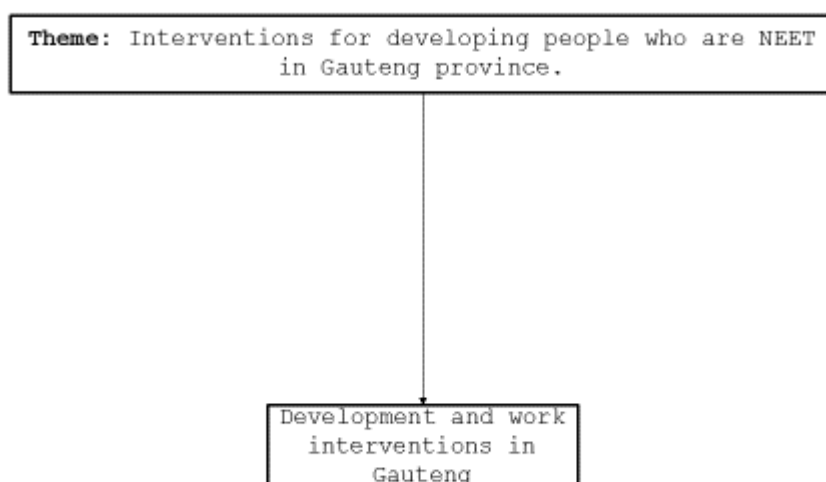
Figure 4.8: Mapping interventions for capacity development theme

The sub-heading of the theme interventions for developing people who are NEET in the Gauteng province as depicted in Figure 4.8 is discussed below with specific research questions linked to the sub-heading.

4.4.4.1   Development and work interventions in the Gauteng province

Participants were asked to share some of the interventions focusing on capacity developments that the NEET people have come across. The aim of this was to get a

feeling of whether these NEET participants are aware of such interventions and determine what they know about those intervention programmes. Below are the responses the study received (see Table 4.23).

Table 4.23: Capacity development intervention programmes

Participant	Response	Any finding
P001	*In Ekurhuleni there are programmes. The councillor hosted and called different companies like NYDA and SARS. They did a presentation on how to look for jobs and how to start your business, and how to ask for capital and how to speak during interviews.* Comment: SARS stands for South African Revenue Service.	**Finding 83**: Councillors host information sessions by inviting government agencies to share information that may be beneficial to people in societies.
P014	*Cisco programme from Scibono. They train you on A+, N+ and CCNA.* Are there requirements, and is it open to all? *Matric and with age restriction. You must be under 35 years and it's for free.*	**Finding 84**: There are intervention programmes aimed at skilling young people with age and education level restrictions.
P015	*Once the government came to our community. They came and stated what they need and told us they are going to place people on jobs. They came with a truck for a day. They stated that people must come with their IDs and people who are aged between this and that.* So they took their CVs? *They took their CVs, it's just them placing them on jobs.*	

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P016	*YES, is most recent, keya maloba. NSFAS ke yengwe elegore ethusa batho.*	**Findings 85:** People who are NEET are aware of various government, private sector and non-governmental organisations' intervention programmes intended to help them in Gauteng
	Translate: YES for Youth is a recent programme. NSFAS is one of the programmes that helps people.	
P024	*Harambee. I registered and it is helpful.*	
P002	*I want to acknowledge Me-forces* Where is it operating? *In Thokoza*	
P022	*Well, so far I have came across IFA which actually recruits people to do something. And there is this other programme which gathers the youth to share ideas on what they can actually explore for them to be out there in the world.*	
P004	*People who are looking for work, we are many and the programmes are not enough.*	**Finding 86:** People who are NEET are aware that there are intervention programmes which are not sufficient to accommodate all the NEET people.
P017	*DiSkills centre badibula, efela go hweletsa batho mmereke e sale matsapa.* Translation: There are skills centres established; however, the challenge remains finding people work.	
P008	*I don't know any government programme. I just ask directly from people and they tell me to go like on their website and do training. Someone can give advice from their company.*	**Findings 87:** Regardless of interventions made by various stakeholders to develop NEET people, there are those who are not aware of such interventions.
P006	*I don't know any.* Have you searched or asked around about intervention programmes aimed at	

Participant	Response	Any finding
	helping youth who are searching for work, education or training opportunities? *No I have not asked anyone.*	
P012	*No, njengoba ngishilo mhlambe yimina angikho exposed. Angeke ngazi noma yimina or else vele awekho.* Translation: As I have indicated, the problem could be with me that I am not exposed. So I wouldn't know if it is me or confirm that yes there are no intervention programmes.	

The researcher first determined what intervention programmes the NEET participants had come across that focused on capacity development. The researcher then asked the NEET participants about initiatives from the government or municipality in their community which were intended to help people to have access to information. The responses below were brought forward (see Table 4.24).

Table 4.24: Initiative for people to have access to information

Participant	Response	Any finding
P001	*Tshepo 500 but manje ngizwa bathi iTshepo one million* Translation: I have heard of Tshepo 500, but now I heard it is called Tshepo One Million.	**Finding 88**: Government and municipalities do provide information to the public about development and work opportunities.
P004	*There are government programmes to help us find work, the problem is that there are few jobs.*	
P005	*Sometimes we get information about work from CCC.* What does the CCC stand for? *Customer Care something… in my community.*	

P008	*In my area, there are government libraries. People are just lazy.*	**Finding 89**: Even though government is providing structures and resources, there are those who are not taking advantage of these resources to develop themselves.
P012	*There was once esontweni lapho ama organisations akhuluma ngama job opportunities. Ngike nga aplaya emaphoyiseni but bekungasi umsenbenzi ebengiwufisa.* Translation: There was once at church different organisations talking about job opportunities. I have previously applied for policing (law enforcement), but it was not the kind of work I wished for. Did they respond to your application? *Abangi respondanga* Translation: They did not respond to me.	
P013	*I saw something on the internet called EDX. They offer people free learning courses, like some take four weeks. Then, if you completed the course and want the certificate you pay for it. It's like a non-profit organisation. It just help people to study.*	
P016	*Nothing, but YES for Youth. It really helps.* How does it help? *Like to place employment to get experience.*	**Finding 90**: People who are NEET understand that government and municipalities are making an effort for them to have

	Are there people that you know that have been placed for employment by YES? *I just heard.*	easy access to information.
P011	*I moved to River Park in 2016. So far nothing.*	**Finding 91:** Regardless of government interventions to enable people who are NEET to have access to information, some people are unaware of such interventions.
P017	*Up to so far nothing.*	
P018	*None, I just heard, but don't know where.*	
P014	*I think it's limited because only a small number of people are able to access the internet using mobile devices. And even when you do access the internet, there is limited number of IP addresses that can be; so, basically, if you there early and happen to leave, when you come back you can't access the internet again.*	**Finding 92:** According to other participants' perceptions', not all NEET people have sufficient access to an internet connection on their mobile computing devices.
P015	*What I have noticed is that they are building libraries which is a good thing for my community. They are building libraries; libraries have access to computers. You can go to Wikipedia and get more information. So libraries are definitely there in my community and are helping the community.* At the library do they help people who are information illiterate? *Definitely they do, they have assistance who wherever you don't know how to use a computer they help you or maybe you wanna write a letter or anything, they help*	**Finding 93:** Libraries do not only provide resources for the communities to access information, but they also provide assistance upon request.

	you. And yeah, there was another part I didn't understand in the computer, they did help me.	
P021	*I don't know. Ha bayetse nix, they should make Wi-Fi more available. I only connect to public Wi-Fi when I am around retail stores. There is no government public free Wi-Fi for us in my area.* *Translation: ha bayetse nix: They not doing nothing…*	
P022	*Well so far there are certain areas for people to go there and try and have access towards the information they need in libraries and they provide internet access even though outside, but as long as you are in that area.*	**Finding 94:** Progress is made in the Gauteng province to have resources closer to the people that enable easy access to information.

4.5   Headline findings

These sections present the key findings from the data collected. These are bulleted under their respective themes.

4.5.1 Legislation and policy framework

- South Africa has legislative Acts, policies, guidelines and strategic documents in place that support development of youth who are NEET and opportunity seekers.
- South Africa has a dedicated agency (the NYDA) that is entrusted with driving capacity development of young people and advocate for young people to be economically active participants.
- There are intervention programmes aimed at empowering young people who are unemployed and those who are dropouts.
- It is important for the government to create decent sustainable work for people who are NEET.

- The government has established academies to address the skills development.

4.5.2 Access to information services in Gauteng province of South Africa

- NEET people are discouraged from searching for information on development and work opportunities when they continuously receive rejections to their applications.

- Word of mouth is a reliable strategy for NEET people to stay abreast of work opportunity information.

- Social media strengthens NEET people's connections and knowledge sharing.

- The internet is highly used by NEET people to access services that provide development, work and educational information.

- Smart mobile phones are the most used computing devices to access the internet, either via mobile data or free public Wi-Fi connection.

- There are NEET people who do not own a mobile phone and those that are using low-end technology mobile phones.

- Poor free public Wi-Fi connection frustrates NEET people using it to search for information.

- There are NEET people who are not exposed to information.

- The internet divide creates exclusion in society.

- Graduates who are NEET is a concern to NEET people who are seeking educational and work opportunities.

- Lack of financial support hinders NEET people to fulfil what they envisage.

- Work experience was the dominant serious challenge followed by educational qualifications for NEET people.

- NEET people who are dropouts from basic education level struggle to get decent work.

- There are free public Wi-Fi hotspots with connection time limits.

4.5.3 Information literacy skills of people who are NEET in Gauteng province

- There are NEET people who have never used online services.

- Digital information and employment of informal training help to equip NEET people with necessary skills to search for information on opportunities.

- There are NEET people who are self-taught to search for work or development information.

- Little or lack of knowledge and information on literacy skills contributes to people staying NEET.
- The ability to identify bogus services online helps to avoid falling victim to fake information.

4.5.4 Interventions for developing people who are NEET in the Gauteng province

- Government entities are mobilised to come to communities for information sessions.
- There are intervention programmes with age and educational restrictions.
- Government and municipalities do provide development information to the communities.
- There is progress made for those in marginalised areas to have resources closer to them and have easy access to information in Gauteng.

4.5.5 Participant observations during interviews

During the interviews, it was observed that the topic of not doing anything economically is an emotional topic, therefore it creates discomfort. The researcher had to make participants understand the purpose of this study. During the interview meeting, some asked if they will be helped to secure employment or assisted with what they wish to do after the interview. During the initial planning of interview meeting there were participants that had hoped that the researcher is offering information on opportunities. Through the interview conversations the researcher noticed that some may lose faith in securing what they wish do to. To a greater extent, some of the questions such as "What have you done so far", may have made the participant felt exposed for not really doing much. This could be noticed in their tone of voice.

A large number of people who are NEET experience high levels of frustration, low self-esteem, depression, anxiety and are hopeless in themselves (Maguire & McKay 2016; Western Cape Government 2013; Thompson 2011). This is based on the observation that there were sufficient signs that NEET people are experiencing frustrations of their NEET situation during the interviews.

Some of the field note included photographs taken randomly as part of the process of conducting observations and interviews. Photographs helped the observer to focus on the subject being observed during field work. However, they did not become primary tool for observation. No photographs were collected during the interviews as part of working papers evidence with participants because the interviews were to remain anonymous. Furthermore, it was believed that asking to take photographs during the interview would have created a discomfort to participants. Hence, photographs collected as part of working papers are those taken during data collection and not directly during interview meetings.

Figure 4.9: People accessing free public Wi-Fi connection (Photographer: Researcher, 09 July 2018)

It was important for the study to conduct an independent assessment to confirm the data obtained related to making using of free public Wi-Fi connection. As a result, the study also observed people from one of the information services centre that also provides free public Wi-Fi connection to the surrounding area. This was done in an effort to validate some of the data from the interviews related to access and challenges of utilising free public Wi-Fi connection (see Table 4.18). Figure 4.9 shows people access the free public Wi-Fi connection. Data collected from the participants interviewed indicate that people who are NEET have different experiences regarding free public Wi-Fi connection. The observer connected to the free public Wi-Fi connection to access the connection and test if it works slow or moderately acceptable from the same area. During the time the observer did a site visit the internet connection

was connecting at an acceptable speed. Therefore, this confirms some of the findings that not all free public Wi-Fi hotspot operate at the same connection speed.

During data collection the interviewer travelled around a number of places to meet with the participants for the interview. It was also observed that Gauteng province remain an uneven society. This also affirms that South Africa has remain unequal society with some people trapped in the pool of poverty situation with high rate of unemployment. The Gauteng province has one of the high rates of unemployment in South Africa (Statistics SA 2017a). Figure 4.10 shows some of the places the interviewer travelled during data collected. It is clear from Figure 4.10 that some of the areas in Gauteng province are not well developed and lacks proper infrastructure for human settlement. The observations also afforded the study to have an understanding of the society that the participants form part of.

Figure 4.10: Enroute to meeting participants (Photographer: Researcher, 22 June 2019)

It was also observed that some of the participants who are NEET and in areas where there is no luxury of free public Wi-Fi connection are using their own means to access internet so that they can connect on social network sites. Finding no 57 (see Table 4.17) tallies with the view that some NEET people spend their money on data bundles used for social network sites. Some studies have actually confirmed that ICTs can be impoverishing because they lead to addictive spending on non-essentials. However, with the same token social network sites are also used by a number or organisations

to cascade jobs and developmental information to the masses at large. This was evident from a 2017 conference paper based on the undertaken research that demonstrated how jobs and developmental information opportunities are shared on social network sites (see Appendix F).

4.6 Summary

This chapter presented data from the interviews and document reviews, together with observations. The findings from document reviews show that there are legislative Acts that make provision for developing the capacity of young people in South Africa, such that the government has extended special opportunities aimed at those in the youth age cohort. A notable challenge is that there are large numbers of young people competing for fewer opportunities. Some of these development opportunities include but are not limited to internship and training opportunities that focus on upskilling young people in South Africa. To summarise, policies and legislation, as well as government policy practices are supportive of capacity development of young people.

The findings from the interviews showed that NEET people experience challenges when they seek for information on development and work opportunities. These are such that some participants become discouraged and experience frustrations in the process of seeking information about opportunities. The participants identified challenges such as poor public Wi-Fi connections, information technology illiteracy, inability to effectively use search engines and lack of support from the government and other stakeholders. These limited the ability of NEET people who are opportunity seekers to access some of the information on development and work opportunities. A cause for concern is the lack of NYDA visibility and familiarity among young people. This suggests that the government and the private sector are not fully providing support for the NYDA to achieve its documented mandate.

Participants have a variety of knowledge and skills to successfully utilise services that provide information. The findings showed that there is evidence of interventions in place to address the problem of NEET people who are illiterate to use information services to access information on development opportunities. It was also found that

there is a group of NEET people who struggle to search and access development information.

The interview results are limited to the 24 participants who took part in the study. As a result, the results cannot be generalised to the entire population of NEET people in the Gauteng province of South Africa or even South Africa, in general. The chapter, firstly, provided the profile of participants. This included educational background, period of being NEET, life situations and lived experiences. This was to afford the reader a broader understanding who the participants were, particularly with the cloud hanging over heterogeneity of the NEET. The themes were developed, mostly using tables to show participants' responses and findings that materialised. These were then studied to identify key findings under each of the five themes.

Data attained through document analysis and review were mainly presented under legislation and framework theme. This included analysis of national youth policies at both national and provincial level in Gauteng.

Having developed the themes, the next chapter is about interpretation of the findings that emerged. The proposed preliminary information services framework towards developing the capacity of NEET people will be illustrated and explained to the reader.

CHAPTER FIVE
INTERPRETATION AND DISCUSION ON FINDINGS

5.1 Introduction

The previous chapter presented data which were obtained primarily through the use of interviews supported by observations and document reviews. This chapter discusses the findings that emerged using themes introduced in chapter four.

Qualitative research collects data in the form of words rather than numbers (Creswell 2009; McMillan & Schumacher 2001). Similarly, this qualitative study analysed and interpreted textual data. Qualitative studies often work with the interpretations of people's stories and experiences (Bhattacharya 2017). Therefore, NEET peoples' lived experiences and life situations that they shared during the course of the interviews were interpreted, and the interpretations echo what they meant. Most qualitative research studies employ several techniques, but usually select one central method (McMillan & Schumacher 2001). The central method for this study was interviews, supported by observations and document reviews. The interpretations and discussion were guided by the themes which were based on the objectives of the study as presented in chapter four. Therefore, the themes are as follows:

- Legislation and policy framework
- Access to information services NEET in the Gauteng province of South Africa
- Information literacy skills of people who are NEET in the Gauteng province
- Interventions for developing people who are NEET in the Gauteng province
- Developing an information services framework for developing NEET people

This chapter is organised and presented according to the order of the themes and sub-themes in concurrent form.

5.2 Legislation and policy framework

The interpretations and discussion of findings with regard to the provision for youth development and legislation in South Africa are presented according to the following sub-themes:

5.2.1 Policies advocating for youth development and employment – South Africa

The NYDA was established in 2009 following Act 54 of 2008, with the aim of championing issues of young people (GDED 2017). The launch of the NYDA opened a dedicated entity that focuses primarily on issues of young people. In addition, the NYDA affords young people the opportunity to have centres were they can do walk-ins to access development information. The formation of this Act suggests that the government took issues related to young people to be important. This required a dedicated entity to provide support services to young people. The NYDA's intention is therefore to provide access to young people, especially those in marginalised communities where young people have little access to information. According to the NYDA chairperson, it is impossible for most young people to stay in their rural communities and contribute to the rural economic development and growth because of better opportunities offered by urban communities (SA News 2018).

There are traceable policies that demonstrate that the government is working hard towards reducing the current situation. For example, it is actively providing support for NEET people who are seeking work. For example, the treasury's employment tax incentive is one of many traceable interventions. In South Africa, the treasury offers tax breaks for businesses that employ young people who have never worked before (Graham 2018). Interventions which encourage employment of NEET people who have never worked before are important; however, this creates frustrations for those who are NEET and have worked before. This may equally create a stream of young people who have worked once and are NEET.

The NYP objective is to have intervention programmes that strive to provide varying opportunities to young people (NYP 2008). Policy makers have developed numerous policies and guideline documents in an effort to reduce the high rate of NEET people in South Africa. However, the continuous high rate of NEET people suggests that policy makers are battling to find a way to reduce this high rate. Without enabling access to information services for NEET people, the goal to reduce the high rate of

NEET people will remain a pipedream, despite a series of interventions attempting to fight the NEET challenge.

5.2.2 Policies advocating for youth development and employment – Gauteng level

In the Gauteng province, there are a number of policies, strategies and guidelines which focus primarily on fighting unemployment and providing opportunities to young people. This includes the GIYD, the GYES and the MTFS. For example, the GIYD envisages providing the enabling environment that will allow the NEET to reach their full potential. Gauteng is a more urbanised province than the other provinces with a high rate of unemployment. In mid-2018, there were about 57.7 million people living in South Africa, with Gauteng estimated to have 14.7 million people – the highest population among the nine provinces of South Africa (Makinana 2018). Therefore, the Gauteng government has worked hard to put in place policies to ease the high rate of young people who are NEET and also to make access to information on opportunities easily accessible to the population at large.

The National Integrated ICT policy states that broadband must be rolled out throughout the country to have a fully connected society, with more focus on poor services and poor communities between the period 2015 to 2020 (DTPS 2016). Having access to broadband will afford young people the opportunity to search on digital platforms for work and information on development opportunities. A large number of NEET people with little or no ICT skills that are relevant to the world of work are at risk of remaining in the pool of NEET people. Skills remain important for young people to have access to information services, and these have been largely used by the Gauteng government to provide information on development and work opportunities. Equally, the private sector relies heavily on such information interacting with potential work seekers. Most organisations utilise web-based information services to share information on work and development opportunities. The Gauteng province, together with relevant stakeholders, must also provide NEET people with ICT skills training so that young people have the means to actively search for opportunities' information on digital platforms.

The participation of young people in entrepreneurship is relatively low in the Gauteng province (GDED 2017). Entrepreneurship has the potential to create employment in townships. So, there is a need to fast-track much needed support for businesses to accelerate and grow the township economy. Dominant economic business activities in townships include services such as taverns, backroom property rentals, vehicle repairs, fast food outlets, car washes and hair dressers, just to name a few (Bernstein 2016b; Ndabeni & Rogerson 2005). However, the challenge remains that these businesses do not grow, and remain small and informal (Bernstein 2016b).

Townships lack the proper infrastructure for those doing business to flourish (Bernstein 2016b). However, there is evidence of an improved enabling infrastructure, particularly in townships that are in metropolitan municipalities. In an effort to help businesses in townships in the Gauteng province, business mentorship interventions must be strengthened for NEET people who have an interest in establishing themselves as business people. Emerging business people have the potential to grow their businesses in cities (Bernstein 2016a). Therefore, Gauteng, with three metropolitan municipalities, must make it part of their strategic plan to make the environment in cities favourable for business start-ups and investors as an attractive destination.

People who are NEET and seeking for information on work and development opportunities find themselves registering on various services for organisations that serve the same intentions. For example, the work done by the GCRA is similar to the work done by Tshepo One Million in Gauteng. The GCRA was also established in 2008 by the GPG to facilitate skills development and oversee knowledge and innovation (GDED 2017). The GCRA looks at facilitating a number of services that include placement programmes and skills development.

Most people in the townships need access to services that provide information regarding new opportunities for self-help, employment or business (Bernstein 2016a). This can be achieved by means of developing the capacity of people in townships through rare skills training (Bernstein 2016a). Particularly, most young people who are black have limited access to employment information services as a result of no qualifications and work experience and are therefore restricted when searching for work (Patel 2018).

5.3 Access to information services in Gauteng province of South Africa

This study investigated access to information services in the Gauteng province of South Africa. The interpretations and discussions are presented as themes, including the sub-themes of searching for development and work opportunities. Information services connect and access, ICT structures and facilities, and information services access challenges.

5.3.1 Searching for development and work opportunities

Participants were asked to share ways they use to search for development and work opportunities information. The feedback received during the interviews can be categorised broadly into: search using online information services, municipal notice boards, traditional walk-ins to seek for information, and social media to connect and share information.

The enhanced employment services allow work seekers to make employment applications online. Results obtained from the interviews show that a large number of participants are making use of digital information services when seeking for information related to development or work opportunities. There are NEET people who highlighted that they have made use of the internet to search for information related to education. P006 stated that *"…but I have searched for music information and requirements from Boston website"* and P004 stated that *"…like TUT, I got the information and application online"*. This indicates that they are using the internet to search for educational information. The internet gives people leverage to search for education information and make applications online.

Municipal offices have job notice boards where they post available positions and other programmes, including developmental courses for the community, in addition to advertising on their websites. P014 "*There is an updated jobless board by the municipality they paste vacancies…"*

There are NEET people who have never used information services to search for information and others who only prefer to make direct physical contact with potential employers, such as dropping off CVs directly to the company.

There were participants that indicated that they rely on word of mouth from other people regarding information. It is worth noting that during the interviews, there were participants that indicated they are not using the internet at all because they did not have smart computing devices at the time of the interviews. Word of mouth is still a reliable and convenient way for P007 *"… I ask people"* and P019 "… *Word of mouth"* to have information regarding work and development information. Word of mouth is used as a reliable strategy to stay abreast of information on employment opportunities.

The use of social media is helping to connect and create a culture of knowledge sharing. Social media networks can be described as a group of internet websites which enable users to collaborate and share information (Junco, Heiberger & Loken 2010). P020 has met a number of people from varying provinces who are willing to help him. P020 stated that "*Basically, I joined Facebook groups so its IT job seekers that's the group. They post job opportunities and everything and they send website to look at..."* What is of significant is that P020 is receiving assistance from people in the social media environment who are more knowledgeable than him. Social media strengthens connections and knowledge sharing of NEET and other people in the same types of careers. P020 stated that he joined a Facebook group meant for people in the IT community, and work opportunities are shared on this group. Furthermore, P020 said he gains access to work information through a social media group in a specific field. However, young people who are using Facebook to seek for information should understand that not all the information that people write on their profiles is true (Nadkarni & Hofmann 2012).

There are participants who indicated that they are using more than one form of searching for work and development opportunities. P015 shared that while he was delivering his CV at companies, he used social media platforms like LinkedIn and also the internet to check respective companies' websites. P022 stated that "*…I don't depend on one source…"* This indicated that he is privileged to have access to more information and does not rely on one source. Social media creates an easy platform for knowledge and information sharing for work seekers.

5.3.2 Information services connect and access

A large number of participants indicated that they make use of their smart mobile phone to access the internet, which enables them to utilise various information services to search for information on development and work opportunities. A smart mobile phone is described as a mobile phone which integrates the technology of multimodal connectivity with the internet and runs different applications on complete operating systems software, as one would on a normal computer Zhong (as cited in Matli 2016). Matli (2016) further adds that the advancement of smart mobile phones enables people to have applications and the internet access available at their fingertips. People who are NEET are thus able to access information and perform computing functions from their smart mobile phones. Therefore, access to information becomes convenient to NEET people to search on digital platforms for information on development and work opportunities. From the interviews gathered it was found that smart mobile phones are the most used computing device by NEET people to access an internet connection.

There are NEET people who are utilising more than one computing device to access the internet. Smart mobile phones are the dominant device used to connect and access development information. P002 posited that she makes use of more than two computing devices. Furthermore, she stated her frustration when using public internet connection, particularly free public Wi-Fi hotspots.

It was found that there are NEET people who were not using the internet at the time of the interviews, mainly because they had no access to computing devices such as smart mobile phones. P007 said he is using mobile phones that do not support low-end technology *"…my phone doesn't have internet."* P005 said he last made use of the internet when he was a student in high school P005: *"… since I left school I can't access the internet…"* This may suggest that he has not used the internet ever since. This study is of the view that P005 is among those that had a privilege to access internet and computing devices as part of the Gauteng department of education's (GDE) project for providing learners with access to these tools, particularly those schools in townships.

There are NEET people who have no internet access from the comfort of their homes. P012 stated that he has to leave home to go to places where he can gain access to an internet connection. The reality is that free internet connection access has not penetrated fully in Gauteng, more so in poor communities, such that if you do not reside close to schools, libraries or other sources that are wired to provide free internet connection, you will have to make means to access free internet.

Participants who are NEET have diverse views on what they use the free public Wi-Fi hotspots for. Free public Wi-Fi connection is mostly used for varying reasons that include streaming and accessing social sites for information. For example, P014 stated that *"Gaining access to information… research for jobs, music, media or whatever."* Wi-Fi connection helps NEET people to continuously gain new knowledge and learn informally. It was interesting that not all NEET people make use of free public Wi-Fi connectivity to search for information on capacity development and work opportunities.

Because of a lack of dedicated resources meant for young people in communities to access information, there are people who are NEET and utilising Wi-Fi connection meant for schools for educational purposes to access the internet.

Free Wi-Fi allows NEET people to develop themselves in various aspects. For instance, P020 is able to access templates that help him coding computer programming language.

Most participants live within walking distance of free Wi-Fi hotspots in their communities. The fact that there is a nearby Wi-Fi hotspot does not mean it is used by all the people around. It all adds to the frustrations that not all public Wi-Fi hotspots are effective. In most cases, free public Wi-Fi in townships is not of the same processing speed as those Wi-Fi connections in towns due to the high volume of people who connect to them. As a result, there are NEET people who no longer consider connecting to free public Wi-Fi, regardless of the fact that it is close to where they stay and they are able to walk there. For other participants, like P012, free public Wi-Fi hotspots are the preferred mode of connecting to the internet. P012 further compared the amount used for a taxi fee to a location where he can access internet

and buying data bundles. It is more expensive to buy data than to use a taxi to visit a free Wi-Fi hotspot.

Most participants make use of public Wi-Fi hotspots daily, whereas others use it fewer times a month to search on information services for information on development and work opportunities. P004 gave a view during the interview that free public Wi-Fi connections do not always work properly "*Like if I have money I buy my data, because this Wi-Fi is not always working*". Because of the poor Wi-Fi connection, people make use of it as a last resort if they have no mobile data. Participants indicated diverse views regarding how often they make use of free public Wi-Fi. This ranged from daily use to fewer times in a month. Most of the interviewed participants appear to use free Wi-Fi hotspots weekly. Free public Wi-Fi connection is used daily to access information and social media.

5.3.3 ICT structures and facilities

Participants have a diverse view with regard to whether there is a need to change the way in which information on development and work is provided in communities. NEET people require various levels of support, which may consist of basic things such as providing assistance with access to information and support services for development and work opportunity support. Library resources must be fully available for people in the community, particularly because they are enablers to access and information and knowledge sharing. Libraries assist NEET people gaining access to information related to work and development opportunities. A point raised by P004, "*We need resources in my community like other places*", suggests that communities in the three metropolitan municipalities are not equally resourced with enabling services that provide information. Furthermore, P005 indicated that work and development information must not be disseminated using online services only. There is a need to cater for those who are NEET and are not on digital platforms.

Participants gave different opinions about whether there are sufficient ICT facilities and structures that support information broadcasting. This question was important, as it afforded the study a closer personal perspective on how the participants felt as they shared their living experiences from their communities. The few available ICT enabling facilities limit people who are NEET from having full access to development and work

information and knowledge in society. P016 stressed that there is a need to increase information services in communities, particularly those that focus on employment services, because of the high rate of unemployment in South Africa. P016, *"We need to increase YES hubs for free internet connection"*.

NEET people who are ICT illiterate must be trained continuously to upskill and enhance their knowledge so that they can stay relevant and be able to take advantage of ICT structures. We are living in times where internet is an important recruitment tool (Steyn 2012). P022 brought a point that even if government and other stakeholders provide quality telecommunications supporting structures to the people, if the people are not trained, these structures are not benefiting the community. P013 stated that NEET people who are internet illiterate are being excluded when work and development information is disseminated using internet channels only. P013, *"…and there are people who are not internet literate…"*. P022 further added that "…m*ost people are not computer literate, so they cannot use those ICT structures…"*

ICT facilities and structures make provision for NEET people to have access to information, particularly on digital platforms. Most of the participants shared similar sentiments that the internet remains an important source of information distribution. Therefore, it is important that there are good ICT infrastructures to allow people to have easy access to proper internet connection. ICT structures and facilities afford communities to have reliable and affordable internet connection. P018 says it allows one to have an instant connection to the wold. Therefore, there must be quality telecommunication services to afford NEET people with access to connect to the world.

5.3.4 Information services access challenges

There are multifaceted challenges that continue to affect young people who are NEET, particular those in marginalised communities and from poor families. These challenges that block NEET people from actively participating in the economic activities include but are not limited to: the education system that continues to fail most youth, policy implementation that is not integrated, and linkages between young people who are seeking for work and potential employers (Graham 2018). In addition to what Graham

(2018) identifies as challenges to young people to penetrate the workforce, access to information was also found to be a major challenge.

There are challenges that participants expressed with regard to utilising information services to access work and development information. At the top of the agenda of challenges for NEET people are resources to actively access information services on digital platforms. Therefore, access to resources is an enabler but can equally contribute to information and/or the digital access divide. The absence of access to ICTs is the common cause of the digital divide (NEMISA 2017). Lack of money is among the resources which hinder NEET people from actively searching for work and development information and it holds NEET people back from progress. For example, P007 shared that *"my problem is sometimes money to do things".* P015 shared that the price of data bundles is a major challenge for him "*well the challenge is data, like, data is so expensive…"*. People who have their own computing devices struggle with the high price of mobile data. Therefore, some people search for information using the internet yet are worried that their mobile data might finish before the search is completed.

Participants highlighted that they are faced with the challenge that most companies seek people with qualifications. This might demoralise other participants who have not had the privilege to acquire any qualifications due to their financial and social background. P005 suggested that matric and university degrees are the requirements in most cases when you look for work. The participant further acknowledged that he does not possess any of those. Potential employers are specific of what qualifications and grades they require when they share information about work opportunities.

Language is another barrier when searching for capacity development information for NEET people. People who are NEET have different characteristics and therefore they require multifaceted elements to be taken into consideration when developing interventions for them. P014 stated that there are those that are not English first language speakers and are not educated to the level that they can easily understand everything they receive in English.

Experience is a challenge for most people who are NEET and seeking for work. P016's response suggested that they are struggling to obtain experience as graduates from college. There is a need for the market to increase the number of people they consider hiring from colleges, as it seems the focus is more on university graduates. Perhaps this still goes back to the quality of college graduates compared to university graduates. This creates an unfair environment for college graduates. P021 said some of the work and development opportunities have age restrictions. The point by P021 is of great significance, as there are possibilities that a person can be NEET and be seeking for work until they are old with no work experience. Work experience and some educational qualifications are among the challenges NEET people face when they search for work. P016 concurred with P021 by stating that "*...we are qualified but have no experience... where do you find 6 years' experience*".

NEET people who have dropped out of school struggle to get decent work. Those who manage to secure work end up with unsustainable work in the informal sector or worse. There is a growing pattern of employing young people into jobs that have no security such as temporary or contract work. Therefore, there is a need to support informal businesses to grow and become formal businesses, particularly with the trends that indicate the informal sector as the main source of employment of young people in large numbers of African countries (Moleke 2014). South Africa is therefore faced with the challenge of finding ways to absorb NEET people with little or no skills into the workplace, or worse, those with irrelevant skills for this current economy.

Participants indicated that they encounter frustrations in the process of searching for work and development opportunities. P017 said there is a lot that he is faced with. Sometimes he has to compromise his little pocket money that is meant for food to apply for work. P017's tone during the interview suggested that he is faced with expenses related to work hunting. With the little money that he has, he needs to prioritise work-seeking expenses. The reality is that there are organisations that require potential employees to use other modes of communication than submitting CVs, such as fax machines or postal addresses. Other frustrations encountered by NEET people when seeking opportunities relate to negative feedback every time they apply. P012 is among those that highlighted that not receiving feedback discourages him "*I apply, I do not get response...*".

The public Wi-Fi connection is slow as a result of large numbers of people in the township who simultaneously connect to the same Wi-Fi hotspot. Furthermore, it is worth noting that the population in most townships is likely to be bigger because of overcrowded housing structures. Most of the participants acknowledged that there are challenges experienced with free public Wi-Fi connectivity, mainly the connection problems around their neighbourhoods. The participants feel let down by the poor Wi-Fi connections they experience from the free public Wi-Fi hotspots, most of which are close to where they reside in townships. There is also a time limitation which dictates how you search for information using Wi-Fi. People who are NEET understand the frustration of poor free public Wi-Fi connection when they want to access information. For example, P020 demonstrated disappointment in his facial expression during the interview when he said, "*It's slow. It kind of feels like they doing us a favour because they can shut it down at any time and they don't care…*". NEET people seem to feel like the government and/or municipalities that provide them with public free Wi-Fi hotspots are not doing enough to ensure it is efficient for users to connect.

5.4 Information literacy skills of people who are NEET in Gauteng province

The information literacy skills of NEET people was categorised as people who have NEET skills efficacy and significant literacy skills. The study found that there was a trade-off between the skills efficacy and the significance of literacy skills sub-themes. For that reason, the interpretations and discussions of the two sub-themes are presented as follows:

5.4.1 People who have NEET skills efficacy

There is a growing need for South Africa to provide training and skills to NEET people who have little or no skills, especially information-searching skills enabling the searching of the digital platforms. The large number of people who are NEET during the interviews indicated that they are competent in searching online for employment and development opportunities' information from search engines and information services.

Most organisations utilise online platforms for employment services to provide information on work opportunities these days. However, not all NEET people have

benefited from using online services to seek for employment. Searching for work using online employment services has not benefited P013 in finding work. Therefore, seeking for work and development opportunities' information requires NEET people to make use of multiple communication channels. Word of mouth channels may work better than just normal searching without knowing the details of work opportunities you come across, which are broadcast on information services. However, not all NEET people know someone who has the potential to link them with perspective work. P013 was fortunate to have had a network of people who give direct information about where to apply for work.

The Gauteng government as part of alleviating the current high rate of NEET people must primarily create awareness about the importance of digital information skills to young people in disadvantaged communities. The position of digital skills towards the preparedness of young people for the future of work must remain top of the agenda regarding support mechanisms for the NEET people. For that reason, development of digital skills must remain a priority in an effort to develop NEET people in the current economy that is digitally driven. P005 indicated that they have not made use of online employment services to seek work. P019 posited that he can make use of computing devices, although he has not yet used the internet to search for work. P002 stated it would be great if he received training in literacy skills. P002 and P005 are people who are NEET and have not used online services, which indicates that there is an information access divide caused by skills. This is a challenge, as most organisations continue to move to online platforms.

A smaller number of participants indicated that they have received training in how to search for information on work and development opportunities. P001 indicated that part of the training in job hunting that he received, included ICT skills such as creating an email account, among other things. Informal training on employability and ICT skills contributes to equipping young people who are NEET to become active opportunity seekers.

The issue of skills shortage is complex and therefore requires no one-size-fits-all solution. Predominantly, there are graduate people who remain NEET. Perhaps the fault is not only with NEET people, but also with post-school education that continues

to offer formal qualifications that are not equipping young people for the future of work. Often, because of a lack of information and knowledge, a number of young people from poor communities who are accepted into post-school education have little or no proper understanding of what course to enrol for. As a result, some end up with qualifications that are saturated in the market. This leads to graduates who are NEET and have not been properly prepared for the future of work. P014, P015 and P004 are among those that have acquired post-school qualifications but are NEET. However, through their post-school education, they received ICT skills which help them to search for development and work information from various information services and search engines. Education and training play a key role in training young people with ICT skills that help them to seek for work or development opportunities using the internet. It is for that reason that post-school education exposes students to computers and ICT use.

From the interviews, there are participants who indicated that they have not received training in digital literacy skills or tactics on how to search for work. However, they indicated that they have learned on their own (self-taught). P009 and P022 are among those that learned on their own to search for information on work and development opportunities.

5.4.2 Significance of literacy skills

Participants were asked to share from their experience what the benefits are of having information literacy skills when searching for information on development. Participants highlighted that literacy skills training is important, particularly for people who are seeking for work opportunities. P022 also added that you must be able to know on what site you need to search for information. Having the relevant skills such as information literacy, employment searching and ICT enables a person to search efficiently for development and work opportunities' information. P024 and P013 stated that, with literacy information skills you are able to navigate through different sites and the process becomes hassle free to search for information using the internet when you are skilled.

You are likely not to experience challenges when you search for information online. P004 suggested that you are then able to acquire information in a smarter and more

convenient way. Information literacy skills offer the value of convenient searching to NEET people when searching for development and work information.

P006 and P008 are among those participants who highlighted that training in literacy skills enables those people to search for information independently. Furthermore, P008 believes that it helps convenience and cuts other costs. The power of mobile computing devices creates a convenient way to access new opportunities to communicate and share information, and as a result, culminates in other expenses. Advanced skills help to effectively navigate, search and apply for work opportunities on digital employment services. Search engines play a key role for people to have easy and convenient access to information. People who are NEET are cognisant of the advantages of being computer literate and of the ability to relate to enhanced technologies.

A large number of participants indicated that digital literacy skills training is important. P002 stated that it is "100%..." important, while P014 stated that literacy skills training is important and may contribute to advancing your searching skills on information services. Therefore, the need exists to increase training in digital skills, particularly now that there is an increase in internet- and broadband-enabling structures and facilities. NEET people also understand the necessity to distinguish between fake information and real work opportunities information. Training in literacy skills can cultivate NEET people who are business minded, whereas a lack of knowledge and information on literacy skills contributes to people being NEET.

The issue of little or no internet connection is a major problem, not only to people in marginalised settings like the townships, but also people in rural areas (Matli & Jordaan 2016). Although a number of people have access to computing on smart mobile devices, many young people from poor households cannot afford internet access. So, as government is working hard to provide internet access to those in poor communities, it is equally important that training is provided so that NEET people can fully take advantage of free resources provided to them.

5.5 Interventions for developing people who are NEET in the Gauteng province

The interpretation and discussion of findings concerning interventions for developing people who are NEET in the Gauteng province are presented according to the following sub-themes:

5.5.1 Development and work interventions in Gauteng

Because entrepreneurship has the potential to create employment, there is a need to fast-track the much-needed support for businesses to accelerate and grow the township economy. Dominating economic business activities in townships include services such as taverns, backroom property rentals, vehicle repairs, fast food outlets, car washes and hair dressers, just to name a few (Bernstein 2016b, Ndabeni & Rogerson 2005). However, the challenge remains that these businesses do not grow but remain small and informal (Bernstein 2016b). Therefore, in an effort to help businesses in townships in Gauteng, business mentorship intervention must be strengthened. This will empower NEET people who have an interest in establishing themselves as business people or have an interest in tapping into business. Intervention for informal businesses to grow and provide decent working conditions for workers must be investigated, as well as the way forward to increase work opportunities to absorb more people (Moleke 2014).

5.5.1.1 Interventions for development and work

It is imperative to drastically reduce the staggeringly high rate of young people who are NEET. The government must therefore work together with relevant stakeholders to alleviate the high level of unemployment, which largely affects poor people. Some of the interventions South Africa as a nation should fast-track to address the high rate of unemployment include job centres, job counselling, entrepreneurship programmes, training programmes and mentorship programmes (Mayer, Gordhan, Manxeba, Hughes, Foley, Maroc, Lolwana & Nell 2011).

Through literature reviewed, there was evidence that interventions do focus on skilling young people in the Gauteng province. Some of the traceable interventions include Tshepo One Million and the Tshimologong digital innovation precinct. Such

interventions provide young people with platforms to have necessary information that may be an eye-opener. There was also some consensus among participants that the government, together with other sectors, has interventions that are aimed at developing the capacity of NEET people and preparing them for work.

YES for Youth was initially a concept initiated by CEO Initiative, with the purpose of empowering youth who are unemployed and in marginalised societies (Patel 2018). YES is a partnership intervention that incorporates government, business and labour attempting to ease the high rate of youth unemployment in South Africa (Patel 2018). According to YES CEO, Ms Tashmia Saville, there are barriers that young people face in order to actively enter the workplace, and these barriers are beyond their control (Patel 2018).

Harambee youth employment accelerator is among the successful interventions that have benefited South African youth (Graham 2018). The Harambee intervention has found a way to offer training to young persons, so that they meet what the employer seeks. P024 mentioned Harambee as an intervention that is believed to be helpful. P024 is currently NEET although he has registered with the Harambee programme. Therefore, this suggests that Harambee has helped him somehow previously by either through providing training in certain skills or by work placement.

A number of participants indicated that they have come across developmental programmes; however, there are sometimes age and educational restrictions. People who are NEET are aware of various government, private sector and NGO intervention programmes intended to help them in Gauteng. There are intervention programmes aimed at skilling young people, with age and education level restrictions. Because of the high rate of NEET people within the age cohort, there are interventions which focus specifically on affording opportunities to the youth. During the interviews, P014 stated that one of the developmental intervention programmes in Gauteng that he benefited from had an age restriction, targeting young people to be beneficiaries. For various reasons, there are a number of tailored intervention programmes. The rate of black females who are NEET and within the age cohort of 15 to 34 years was coded at over 40% of the black females within that age range (Niselow 2018). The results by Niselow

(2018) give an indication that there is a high rate of people within the age range of 15 to 34 years who are NEET and particularly black females.

Through the interview journey, there was a sense that a number of people who are NEET have acknowledged that it is becoming a challenge to get work. P008 and P017 shared the sentiment that there are programmes intended to assist young people to become active participants in the economy.

The view by P004 suggested that there is a need for more digital skills interventions in communities, particularly in marginalised areas where there is little development happening. P004 suggested that there are no sufficient capacity development programmes, therefore, people who are NEET are aware that there are intervention programmes which are not sufficient to accommodate all the NEET people.

During the interviews, there were participants who indicated that they had not come across any interventions aimed at developing the capacity of people such as those who are seeking to develop themselves. Regardless of interventions made by various stakeholders to develop NEET people, there are those who are not aware of such interventions. More than 60% of young people under the age of 25 years who are South Africans are unemployed and are not seeking for work (Mayer *et al* 2011). P006 is part of the people who have not searched for capacity development opportunities. He further shared that he has not asked around about intervention programmes that may be beneficial to him. P012 shared the importance of exposing yourself to information in order to know what interventions are out there.

5.5.1.2 Access to information interventions

There are initiatives which contribute towards helping NEET people gaining access to information. The government and municipalities do provide information to the public about development and work opportunities information. Progress has been made in the Gauteng province in an effort to increase the capacity of resources to enable people to have access to information. P014's and P022's views suggested that there are few places available for people to access information. According to other participants' perceptions, not all NEET people have sufficient access to an internet connection on their mobile computing devices.

Libraries do not only provide resources for the communities to access information, but they also provide assistance upon request. Progress has been made in Gauteng to have resources closer to the people that enable easy access to information.

People who are NEET understand that there are active interventions providing support for them to have easy access to information. YES for Youth is among recent interventions where government collaborated with the private sector to provide information, access to information and walk-in assistance to NEET people. Resources must be located close to where people stay so that they can benefit from them. During the interview, it was noted that P016's location was close to the YES for Youth centre in Tembisa. Therefore, it was likely that he knew about the YES intervention.

Social media is regarded as the most powerful source of knowledge distribution in the 21st century. Social media sites are a popular platform for sharing and disseminating information on development opportunities for young people who are NEET. Social media is described as a web-based setting that enables human beings to have interaction with each other through the sharing of information by means of text or multimedia, regardless of geographical space (Phurutsi 2014). Interaction and information sharing have massively improved as a result of the advancement of social media (Tutty & Klein 2008).

5.6 Summary

This chapter discussed and interpreted the research findings using themes that emerged from this study. The discussions were centred on the data from the interviews with observations and document reviews that were presented in chapter four. This chapter adopted a rigorous process, where the findings from interviewed NEET people were engaged by means of direct quotes, which were interpreted through drawing on existing literature. Research literature was consulted mainly for two reasons, to support or dispute a finding and to provide a broader description of wording that required clearer definition so that the reader would not struggle with terminologies used in this study.

The findings were interpreted according to the themes. These themes emerged from the objectives of the study as presented in chapter one (see 1.6). Firstly, this study highlighted some of the legislative Acts, policies, strategic plans and guidelines which made provision for youth development and employment in South Africa. Relating to development, the study reviewed access to information, as we are living in times where information is largely disseminated using the World Wide Web. Reviewed research was used to highlight some of the progress being made in line with what is stipulated in some of the policy documents. This was followed by the interpretations of findings about access to information services in Gauteng. This analysed how NEET people are searching for development and work opportunities information, how they connect and access information services, and challenges they encounter using information services to seek for development and work opportunities information. Thirdly, the findings on information literacy skills of NEET people were interpreted, where NEET people shared their thoughts about the importance of information literacy skills, and how they used information services to access development opportunities. Finally, the interpretations focused on interventions that fuelled development and work, and also interventions concentrating on affording NEET people access to information. Access particularly remains a challenge for most NEET people.

In summary, there are policy documents to address young persons' development and employability in South Africa and Gauteng at a provincial level, even though the country battles to reduce the high rate of people who are NEET. There was consensus among people who are NEET that access to the internet is important for them to access information on development and work opportunities on varying information services. This did not come as a surprise, as it was found that a large number of organisations disseminate such information using the World Wide Web. NEET people highlighted the importance of channels such as social media networks for information sharing. A large number of NEET people are aware of private and/or government interventions that are specifically focusing on developing young people and providing access and information to them. However, it is unfortunate that there are those who are NEET and unaware of such interventions that could benefit them. Overall, there was a good understanding of the important role which information services play in making available information on development and work opportunities, with emphasis

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largely on the need to make access to supporting structures and facilities available to NEET people.

Conclusions, contributions, recommendations, limitations and a summary of the study on the role of information services in developing the capacity of people who are NEET in the Gauteng province of South Africa are discussed in depth in the following chapter. The chapter also proposes a framework that may help in developing NEET people.

CHAPTER 6
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The previous chapter provided discussions and interpretations that were rigorously interpreted. These were based on the data that were presented in chapter four. This chapter concludes the study and also outlines why it was of great importance to undertake such a study. The recommendations, conclusions, proposed framework and summary of findings are largely influenced by literature that was reviewed (chapter two) and the data analysis and interpretations (chapters four and five). An information services framework to assist in developing the capacity of NEET people is also presented. The proposed framework is discussed in detail, providing guidelines that must be taken into account and the technical aspects of an information services system. It is hoped for that the proposed framework will ignite conversations on mapping ways of developing the capacity of people who are NEET. Furthermore, limitations of this study, suggestions for further studies and reflections are also highlighted.

This chapter is organised into six sections with a summary of findings and conclusions aligned to the objectives of the study. The opening section discusses the findings, followed by a presentation of the conclusions. These are followed by the limitations of the study and recommendations and suggestions for further research. Lastly, the reflections focusing on the journey undertaken are discussed.

The goal of this study was to explore how information services can facilitate development of the capacity of people who are NEET in the Gauteng province of South Africa, with the intention of developing a framework. In order to fulfil this goal, the following objectives were adopted:

- To analyse legislation that makes provision for youth capacity development and employment in South Africa.
- To determine if people who are NEET access information services in Gauteng and if free public Wi-Fi is used.

- To determine the information literacy skills possessed by people who are NEET.
- To explore interventions in place to develop the capacity of people who are NEET in Gauteng.
- To present a framework that will explain by what means information services can develop the capacity of people who are NEET.

6.2 Summary of findings

This section discusses the summary of findings from the investigation.

6.2.1 Legislation that makes provision for youth capacity development and employment in South Africa

The results show that there are legislation, policies and strategies that support the development of young people in South Africa and Gauteng at a provincial level. The review of literature has suggested that the concerning issue of the high rate of NEET people and young unemployment remains the difficulty of measuring the progress made, with legislation forcing employers to hire youth to give them work experience. Gauteng has produced a number of strategic documents in recent years which give attention to reducing the high rate of NEET people in the province. The results from these show that such policies are also driven by the low rate of young peoples' participation in business. The need therefore exists to encourage young people to take part in business.

The ICT policies show that rolling out of broadband to full capacity is an important part of the government agenda, especially in marginalised communities, in order to give people equal access to internet connections. It will go a long way towards helping NEET people from poor households to have equal access to the internet. Access to the internet enables NEET people to have access to information on development- and work-related opportunities. However, access alone is not enough, there is a need for NEET people to follow life-long learning in order to succeed in the digital era.

6.2.2 To determine if people who are NEET access information services in Gauteng and if free public Wi-Fi are used

According to section 32 of the Constitution of South Africa (No. 108 of 1996), "everyone has the right to information held by the state…" (Gauteng Department of Infrastructure Development (GDID) 2014). Therefore, information on development and work opportunities from government must afford everyone a fair chance to have access to it. Policy makers need to come up with policies that reduce barriers that young people face in gaining the labour market, particularly improving access to information about jobs (OECD 2012). In an effort to provide residents with access to the internet, the three metropolitan cities in Gauteng are creating free open access to Wi-Fi (GDID 2014).

The Gauteng province thus is making every effort to be fully wired and for citizens to actively participate in a digitally driven economy. The provincial government and the private sector, together with the municipalities, are therefore working together to roll out broadband and free public Wi-Fi hotspot access (GDID 2014). The results indicated that NEET people do acknowledge the milestone work done by government and their respective municipalities in making sure that citizens in under-serviced and marginalised communities have access to information.

As a result of the advancement of ICTs, most organisations have migrated to digitalised platforms for information sharing. However, because of the lack of information literacy skills, the results indicated that there are NEET people who physically deliver their job applications. Furthermore, access to social media networks is helping NEET people to connect with others and share work information in virtual space. Therefore, access to the internet is important for NEET people to connect and access information on various opportunities.

Smart mobile phones are largely used by NEET people to access information services. However, there is a small number of NEET people who have no access to computing devices. Most of the NEET people live within walking distance to free public Wi-Fi connection in their communities, although the connections are often poor. There are a number of additional challenges experienced by NEET people when seeking for work and development information, which include but are not limited to work

experience, educational qualifications and, most critically, money for logistical purposes.

6.2.3 Information literacy skills possessed by people who are NEET

The results indicated that not all NEET people have sufficient skills to search for information on digital platforms. What was interesting from the results was that there are NEET people who have not received any training but are self-taught to navigate and search for development information on digital platforms as they had access to ICT resources. However, the results also showed that those who have no access to smart computing devices and internet connection subsequently lack the skills to search for work and development information in virtual spaces.

A large number of NEET people interviewed shared the same sentiments that information literacy and digital skills are important for people who are NEET and seeking for work and development information. Therefore, providing opportunities only is not sufficient and a need exists to make sure that young people have the skills to adequately search for and take advantage of what they come across.

6.2.4 Interventions in place to develop the capacity of people who are NEET in Gauteng

There are a number of initiatives that have been established both at government and private sector levels to help in developing and skilling young people. These intervention programmes play a critical role in providing NEET people with an opportunity to develop and become better prepared for the world of work. Most people do not struggle much to access information, which suggests that the Gauteng government is taking services to the people.

The results, together with literature reviewed, attest to the fact that there are intervention initiatives in Gauteng aimed at developing young people in the province. Particularly in under-serviced and poor communities. What is of significance is that some of the interventions are permanently based in townships, whereas others have embarked on continuously taking programmes to the townships to give people information about their services; however, more needs to be done.

The results of the study suggested that NEET people are seeking opportunities to be integrated either into the educational system or work. It was found that most of these people are seeking opportunities to free themselves from being categorised as NEET. However, a lack of resources and good career advice can become a challenge to effectively continue to seek for opportunities.

6.3 Conclusions

This section provides conclusions which are organised using the objectives of the study. These are based on the insights gained from a completed investigation of the study.

6.3.1 Legislation that makes provision for youth capacity development and employment on South Africa

South Africa has policies, strategies and guidelines documents that address the issues of developing the capacity of young people, particularly those who are NEET and disadvantaged. These documents must be driven to make what is stated in the NDP 2030 a reality.

Regardless of policies and legislative Acts in place, the numbers of youth unemployed and NEET people remain high in South Africa. This suggests that there are more NEET people who are seeking for work compared to those who want to venture into entrepreneurship. The reality is that not everyone who is NEET can be absorbed by the work force, regardless of whether the person has attained a post-school qualification or not. Of the few youths who manage to find work, the chances are high that those are temporary contracts (OECD 2012). Although temporary jobs come with no stability, they afford young people the opportunity to gain experience and serve as stepping stones in their careers (OECD 2012). On the other hand, starting a business is also a challenge for NEET people with no background and start-up capital, hence most seek work. As a result, NEET people are likely to experience emotional stress from continuously making applications for work and not being successful.

6.3.2 To determine if people who are NEET access information services in the Gauteng province and if free public Wi-Fi are used

Access to services remains a challenge for most NEET people in under-developed communities and poor family backgrounds. However, initiatives made by government, municipalities and the private sector is assisting people to have free public access to Wi-Fi connection and libraries. Most people are hindered from accessing information about work and development opportunities due to little access to information services that serve the crucial information they require.

The results of this study showed that there are NEET people who make use of municipal notice boards to get information related to the various available opportunities. This form of information dissemination accommodates those NEET people who are not using information services on digital platforms. However, remains important that they should be trained so that they can also take advantage of accessing information on digital platforms.

6.3.3 Information literacy skills possessed by people who are NEET

Information literacy skills are at the centre of developing NEET people and with no skills to effectively search for information, it remains difficult for NEET people to access information. Therefore, a need exists for the Gauteng government to work collectively with the private sector in skilling NEET people in varying aspects to better position them to be proficient. The Gauteng government must provide additional support for NEET people who are seeking information on development and work opportunities but who are unprepared for the demands it takes to seek for information.

6.3.4 Interventions in place to develop the capacity of people who are NEET in Gauteng

The results of the study indicated that transformation taking place in the work place is influenced by the rapid evolution of the digital economy. Therefore, the challenges that youth who are NEET are facing will continue as long as issues of digital skills are not addressed. This calls for interventions that promote access to information for NEET people, especially those in marginalised and poor families. The interventions must be something happening frequently so that NEET people are constantly reminded of available development and work opportunities.

6.4 Recommendations

The following are the recommendations stemming from the investigation undertaken in this study. These highlight the importance of information services in developing NEET people in Gauteng.

6.4.1 Analyse legislation that makes provision for youth capacity development and employment in South Africa

South Africa needs to have active policies and legislative Acts which empower people who are NEET by means of entrepreneurship and which will lead to better economic growth of the country. In order to advance young people's interest in business, there is a need to create more market access for people who are NEET to tap into entrepreneurship in South Africa. With regard to work, the government on its own cannot provide all the NEET people with work. Therefore, the private sector and emerging businesses require support to grow and possibly employ more people in the sector. It is worth noting that the current policies on their own will not help address the issue of the large number of NEET people who are seeking for information on development and work opportunities, if the issue of access to information is not addressed.

6.4.2 To determine if people who are NEET access information services in the Gauteng province, and if free public Wi-Fi are used

Employment information services must be strengthened to reach large numbers of poor NEET people who are seeking information on work opportunities, but have no means of using multiple multimedia channels. It is recommended that the quality of free public Wi-Fi connection is improved so that NEET people can utilise it easily. It is furthermore recommended that NEET people with no educational qualifications and who do not meet the entry requirements for universities are encouraged to consider TVET and attain qualifications in technical fields.

6.4.3 Information literacy skills possessed by people who are NEET

There is a need to strengthen digital literacy skills and increase such intervention programmes. The challenges of digital skills and ICT infrastructure hinders young

people from actively participating in the digital economy. Digital skills are important in ensuring that young people are prepared for the future work place or self-help. There is thus a need to have an enabling environment for young people to continuously refine their skills through either formal or informal training. This will help young people to stay abreast of skills needed to effectively seek for opportunities on different platforms.

Blame for unemployment is often attributed to the failure of post-school education which fails to properly equip the youth for the workplace. Therefore, it can be argued from this study that post-school education is producing not fully prepared graduates; however, because of the shortage of work and with no alternative, they end up NEET.

6.4.4 Interventions in place to develop the capacity of people who are NEET in Gauteng

There is a need to strengthen existing interventions in Gauteng to cater for a larger portion of the NEET people. In addition, there is a need to create awareness initiatives about opportunities that the government, municipalities and the private sector have for NEET people. It was found that some NEET people are not exposed to information about opportunities the government is providing to society. Therefore, awareness initiatives are important, particularly in those poor communities where people have no easy access to information. Interventions that may assist young people run their businesses professionally are therefore important.

Furthermore, there is a need to give attention to small informal businesses, especially those in townships so that they can grow and became formal. An investment in education will equip the South African youth with skills that are required by the economy (Mayer *et al* 2011). There is a need for intervention programmes that educate young people on what courses are in demand by the work force which they may consider enrolling in. It is found that most young people from poor communities choose to study courses with which the market is saturated and have little demand in the work place (OECD 2012). A large number of them also exit the education system unprepared for the world of work (OECD 2012). Interventions therefore help young people in basic education to be better prepared for post-school education and the world of work. There is a need to have intervention programmes that target young people to stay in school regardless of their situations. This means programmes that

will support students to stay in school and be provided with things such as sanitary towels and a meal a day (access to basics) and it applies particularly to non-fee paying schools where the schools are surrounded by a community swimming in poverty.

6.5 Proposed framework

There is little evidence of studies which have proposed an information services systems framework for developing the capacity of NEET people. As a result, one of the five objectives of this study was to propose an information services framework for developing NEET people. Despite the fact that there are existing initiative programmes with the intention for self-help, work, education and training, there continues to be high rate of NEET people, particularly among the youth age range. Therefore, it is hoped that the proposed framework will be of assistance to policy makers and various stakeholders serving development and work opportunities information.

The following were identified as drivers in developing a framework for the current study: search engines, information dissemination, information search and information search using internet connections. Literature review and the undertaken study findings and interpretations played a key role in developing the proposed framework. Literature review discussed issues such as enablers, access and challenges related to information services (see 2.8 and 2.6). The findings and interpretations that were discussed earlier (see 5.2, 5.3, 5.4 and 5.5). Collectively, they were thoroughly consolidated and refined to produce the following conjecture to understand the proposed information services framework. The findings contributed to a clear understanding of the phenomenon and equally to the body of knowledge. Therefore, the proposed framework was influenced by the research findings (see 4.4), together with what other researchers have contributed through literature review. Figure 6.1 which follows therefore details the developed proposed information services framework.
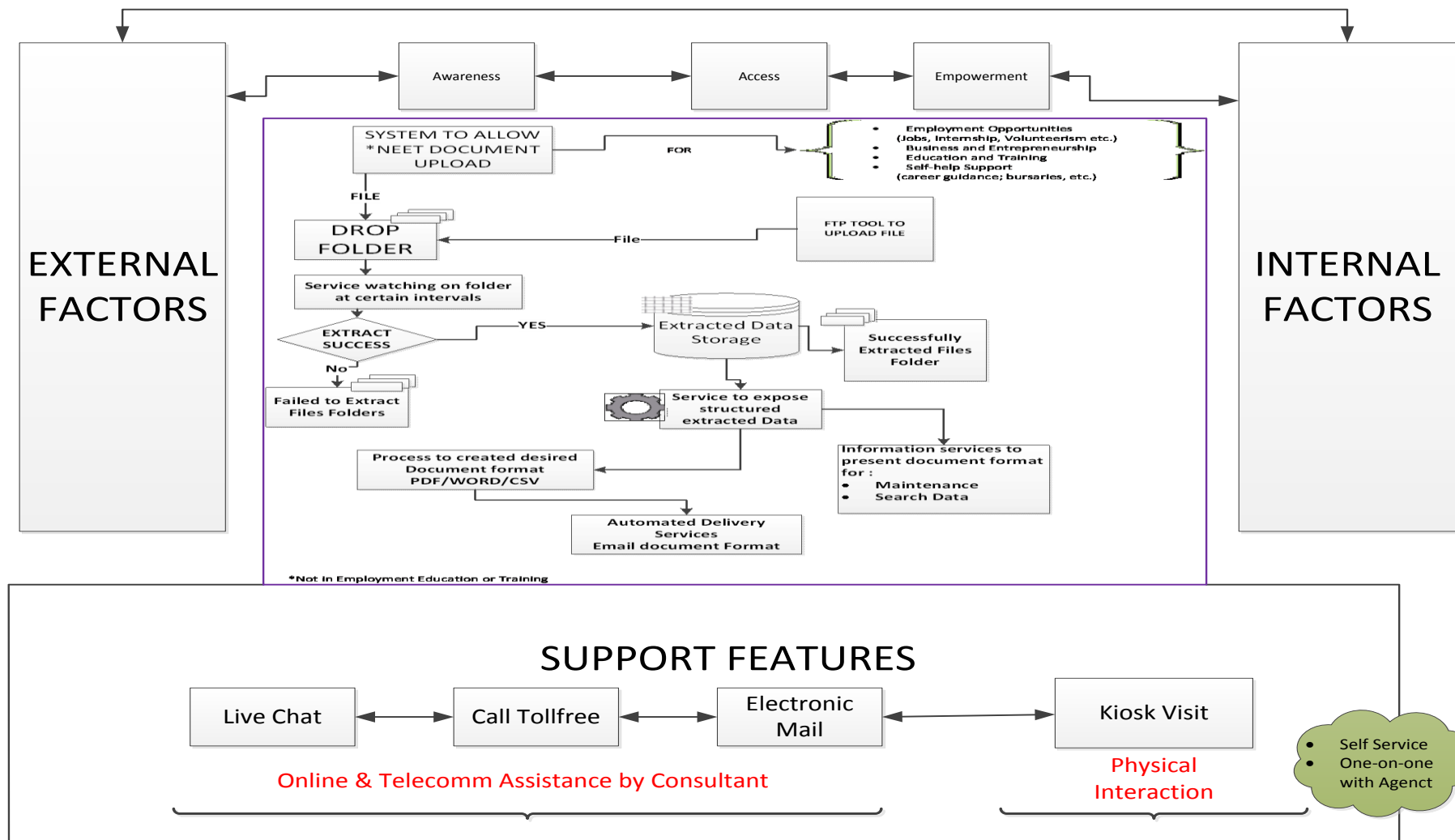
Figure 6.1: Proposed framework

6.5.1 Supportive features

The information services system must have supportive features for the online environment (technical) and also supportive systems for nurturing young people who are NEET. The support features will require the system to have skilled people who are ready to provide assistance to the users, in this case NEET people. The supportive features include:

- *Live chat*: This will provide instant assistance to NEET people. The feature will allow NEET people to have a conversation in the form of a chat with someone ready to answer and help the user with whatever information they require.

- *Email address*: An email address may be useful for NEET people who require documents to be sent to them. For example, the user manual about the information services system may be sent to the user to read and have a better understanding about the system functionality and other things.

- *Toll free number*: This feature will allow NEET people to get assistance to navigate on the information services system. The system must have a 'let us help you' icon which will pop up a message box tool that will ask for the user to enter their name and contact number. A consultant from the information services system will then call the NEET person to find out what they are struggling with. This will allow the consultant to view the same screen as the user and, with the support of a telephone call, the consultant will guide the user in what to do. Therefore, with this feature, a NEET person will not have to travel to the library to ask for assistance from the kiosk's agent.

- *Visit to the nearest kiosks*: Kiosk stations must have an agent ready to help the NEET people who may require assistance using the information services system. It is important that these kiosks are taken to the people for easy access, and that they become reachable to the people, especially those in poor communities. The kiosk works in two ways, A NEET person may visit the kiosk and search and interact with the services system on their own or request help from the agent. The findings highlighted that NEET people have little access to resources such as internet connection and other computing devices. Therefore, the introduction of such kiosks will break the divide hindering access to resources that exists among NEET people.

The green cloud icon shows these features makes provision for NEET people who may be utilising their own computing devices and interacting with the services system individually, and also those who may be utilising computing devices and internet connections provided by the government. NEET people who have no computing devices and internet connection can make use of the kiosks stationed in community libraries and other community centres, where people will have easy access to the services system. Study findings revealed that not all NEET people have access to computing devices and internet connections. Therefore, the kiosks would be of great importance to help those who are disadvantaged. They might not be so helpful to NEET people who have little or no ICT skills to understand the functional and non-functional requirements of the services system. Therefore, it is important to have an agent available to help those that struggle with the services system.

6.5.2 Process section

The multifaceted information services system must provide NEET people with information on opportunities related to work, training (formal or informal), education, grants for business and volunteer opportunities.

The purple box represents the process section in the centre of the proposed framework and explains the data extraction mechanism. Once the file is on the destination folder, the way to get there may be by File Transfer Protocol (FTP) or any other means. FTP is an infrastructure component, which is typically used to accept a file. In this case, the system will accept files from NEET people for various purposes; for example, work application or training opportunity. However, once the file is in place, some sort of file processor service picks it up and attempts to extract its content. At this point there is a possible decision to make on success or failure, this is to say, smooth transformation results with certain data are extracted and the original file is moved to the successfully processed file folder, or failure to extract should move to original file to the failed files folder.

6.5.3 External factors

The issue of high unemployment among those categorised as youth is not a concern for the Gauteng province alone, but is a South African challenge. The high rate of

youth unemployment contributes to the staggering number of NEET people in Gauteng and it is largely driven by the scarcity of work opportunities. Participants highlighted that there are fewer jobs and more people looking for work. This creates tough competition for large numbers of NEET people to compete for fewer available jobs. This indicates that the NEET people are actively seeking for work and development opportunities. Government legislative policies must support entrepreneurs, creating sustainable businesses and work opportunities. More emphasis should be placed on entrepreneurship, particularly in marginalised communities. Post-school education must channel graduates to be entrepreneurs rather than employees. However, little or no internet connections such as free public Wi-Fi makes it difficult for NEET people from poor households who have no internet connection to access work opportunities on digital platforms. NEET people require an enabling environment that makes it possible for them to obtain information, and therefore access to platforms like the internet connection remains pivotal. In particular, NEET people from disadvantaged communities have little connection to resourceful and informed people in their cycles. As a result, there are slim chances that people they know can share opportunities or be linked to relevant work or developmental insight information. Access to enabling resources must consequently be addressed. Gauteng is home to six of the more than 20 public universities and to a large number of TVET colleges. These post-school education institutions produce and supply graduates annually to uplift the Gauteng and South African economy at large. Participants stated that work experience and to some extent educational qualifications make it difficult for them to seek for work. The process of searching for work is also an expensive exercise, as some potential employers require hardcopy and certified copies when making applications.

6.5.4 Internal factors

From a personal perspective, internal factors affect most NEET people and, as a result, they remain in the pool of NEET people for longer. For example, a lack of knowledge and information is a dominant cause for participants being categorised as NEET people. The largest barrier to access to information for NEET people arises because they have very little information literacy and ICT skills to actively search for information. Family background and financial situations, together with community settings also contribute to some of the participants falling into the NEET pool. The reality is that most NEET people are going through a lot, and a number of them are

desperate and on the verge of giving up because of the stressful process of seeking for work and development opportunities.

Some of the participants emphasised that they were unable to further their studies, whereas others dropped out of their studies because of the poverty they were living in. NEET people are discouraged by the cost of some of the careers they want to study for. Although it is not always the case, some of the NEET people may not have met the post-school education entry points to enrol for whatever qualification they envisaged to study. The South African government has made provision for free tuition through NSFAS for people from poor families. In this way, NEET South Africans have been given more opportunities to further their studies. Furthermore, the government has a programme called second-chance matric for those that are NEET, who did not complete grade 12 (matric) and wish to attain a matric certificate.

The government, together with relevant stakeholders, must establish interventions that will provide support for NEET people who feel hopeless, and end up suffering from depression and asking themselves "Why me?". Installing confidence and self-esteem is important. External and internal factors thus have an impact on NEET people actively seeking for development and work opportunity information.

6.5.5 Awareness, access and empowerment
6.5.5.1 Awareness
South Africa needs to create awareness of intervention programmes that may be of great importance for NEET people to gather knowledge or skills. Some of the participants indicated that they are not aware of such programmes, while others stated they are aware of government or municipal programmes aimed at developing young people. Regardless of government interventions to provide enabling support for NEETs to have access to information, some people are unaware of these. Therefore, making people aware of such intervention programmes is crucial. There is also a general lack of awareness of government and private sector initiatives that provide support to entrepreneurs starting up. Young people often tap into business on their own, not knowing that there are some supportive services that the government provides specifically for young persons with an interest in business.

There is also a need to position NEET people for the Forth Industrial Revolution (4IR). This will require NEET people to be trained and made prepared to work in the ever-changing work environment influenced by ICT. A number of people seem to be worried and concerned that the 4IR will make people lose their jobs to machines, creating uncertainty as to whether robots will replace human beings. Although some jobs may be destroyed by technology, every new technology being implemented creates many other new jobs that meet the current workforce market (Lawrence 2018). There are a number of jobs that 4IR will create that did not exist in the past. Therefore, people need to be made aware of jobs that will be significant in future so that they can be trained and educated in line with new technology requirements.

6.5.5.2 Access

Participants highlighted that they spend most of the time on social media. The information service system must therefore be linked to various social media channels. Information related to work and development opportunities must be disseminated through the various multimedia channels.

Access to computing devices and internet connection creates an information divide among people who are NEET. Although we live in digital times, it is important that the proposed framework should take into consideration those that have little or no access to devices and internet connection. The digital divide experienced in Gauteng exists largely because of inequalities and includes NEET people from poor households. Therefore, the proposed framework takes access issues of NEET people into consideration. It is recommended that kiosks be placed at community libraries and information services kiosks be established with existing businesses. This will create easy access for NEET people in poor communities.

6.5.5.3 Empowerment

Government legislation and policies should continue to promote youth employment and business opportunities so that they become active participants in the economy. It is important to have legislative Acts, policies and strategies that support young people to prosper in business.

NEET people must be motivated and nurtured, because stumbling blocks will always be encountered in life. Such barriers prove how determined they are to achieve what they envisage in life. Therefore, initiatives that support and encourage progress in the lives of NEET people remain important. The government must expand the interventions promoting youth empowerment particularly for those who have lost hope. Having intervention and refresher programmes which focus on empowering young people to gain self-confidence helps in their preparedness for work.

6.5.6 Guidelines to the information services framework

- *Operation guideline*

The digital divide experienced was highlighted by participants in this study. The study therefore proposes a parallel deployment when introducing the dissemination of information on development and work opportunities. This will enable NEET people to adjust to the proposed system while they have the opportunity to make use of the old system.

- *Economical guidelines*

Most of the NEET people who are seeking opportunities do not have an income to spend. Therefore, it is important that the cost implications are linked to providing ICT skills for NEET people who are information and digitally illiterate.

- *Language guideline*

Gauteng has a mix of people from other provinces because of better economic opportunities. Therefore, the information services system must make provision for Nguni or Sotho languages in addition to the standardised English language. As highlighted, participants' knowledge of the English language may be a barrier for some NEET people to actively engage with development and work opportunities information.

- *ICT guidelines*

It is important to take into consideration whether NEET people will have access to this proposed information services system in the Gauteng province, as it requires an internet connection to interact and search for information on development and work opportunities. The system must have the capacity to handle and serve millions of NEET people in Gauteng. It must also be easy to learn and use (user-friendly) by NEET people, particularly because NEET people have varying educational

backgrounds, knowledge and skills. The information services system must have supportive online assistance features.

6.6 Limitations
The following are some of the limitations of the study.

6.6.1 Participants' resistance to the study
Because of the nature of snowball sampling, the researcher was unknown to potential participants. As a result, after several invitations to participate in the interviews, some participants eventually withdrew their support. This may have been because they were the subject of the study and the interviews would be based on their experiences and lived situations. The researcher therefore had to observe and abide by the UNISA ethical clearance certificate which allowed for voluntary participation.

Furthermore, some of the questions created discomfort for the participants. For example, some questions asked the participants if they had considered other opportunities and what had they done so far as proof that they were actively seeking opportunities.

6.6.2 Data collection from the smallest province of South Africa – yet the most populated and richest
This study was limited to 24 participants who met the NEET criteria, who were between the ages of 15 and 24 years and resided in one of the three metropolitan areas in the Gauteng province. A larger sample of people who are NEET would have caused the study to take longer before completion. This was because the interviews were time-consuming for both the interviewer and interviewees. In terms of sample size and composition, the initial plan was to interview participants who are NEET from a variety of community settings, as the snowball kept rolling. However, this was not possible, because some participants committed to do the interview, but later were no longer available.

The three metropolitan municipalities in Gauteng are largely urban and most of their townships are urbanised. Therefore, the study was limited to the three metropolitan municipalities of Gauteng. However, in an effort for the study to give a broader and

better representation of NEET people in Gauteng, the researcher conducted interviews with participants residing in towns, townships, and informal settlements (see 4.3.1.3).

6.6.3 Information services

Information services largely operate on digital platforms and most information on work and development opportunities is largely web based. Therefore, access to ICTs remains a challenge for most NEET people from poor families. It was a challenge to engage further NEET participants who indicated they had no access and were not actively seeking information on work or development opportunities. This is because the interview questions became irrelevant to ask to the participants. What the researcher found was that not everything always unfolded as planned.

6.6.4 Learning curve from the study

The study had a representation of NEET people who dropped out of school, NEET people who were graduates and also NEET people seeking various opportunities such as education, work or self-help. This was important, because it gave a clear presentation of the NEET people in Gauteng. There was a good representation of different NEET people. However, it is important to highlight that most participants had completed basic education (grade 12), followed by those who had graduated from post-school education. Those who had dropped out of basic education had the lowest representation (see 4.3.1.1).

The focus of the undertaken study was dominantly on information dissemination rather than information itself. It is realised that however effective information dissemination mechanisms are, they may not be useful if jobs and developmental information being disseminated is, for instance, of low quality.

Having deliberated on the limitations of this study, the next section provides a discussion on what other studies may investigate in future, building on what this study has undertaken.

6.7 Suggestions for further research

The current study established that people who are NEET make use of information services to search for information on development and work opportunities. However, not all of them have access to computing devices, internet connections and ICT skills. This impedes their access to work and development information on digital platforms. Therefore, this study cites a number of issues that require further investigation. It is evidently not possible for a research study to investigate everything. Equally, this study also did not investigate everything, therefore it would be interesting to investigate some of the components that were not core concepts for this study. Some of the suggestions for further investigations may include the following:

- As a result of the heterogeneity of NEET people, other studies may deepen their investigation by focusing specifically on one category of NEET people. For example, people who are NEET and are graduates or who are NEET and dropouts. people who are NEET and seeking to be entrepreneurs or people who are NEET seeking information on education and training opportunities.

- Other studies could focus on other provinces in South Africa and do a comparison with the Gauteng province.

- Further research could investigate the causes of success and failure of policies and strategies aimed at developing the capacity of NEET people in a developing country.

- Further research could shed light on the lived experiences and life situations of people who are NEET in a developing country.

- The study mainly used NEET people between the ages of 15 and 24 years and did not include those who were NEET but older 24 years. Other studies can make use of NEET people who fall under the youth age cohort according to the South African context (15 to 34 years). The reality is that there are people who are NEET and who are post the ages of 15 and 24 years in South Africa.

- There are currently a number of interventions focusing on providing access to information and providing NEET people with the necessary support such as employment and ICT training. As indicated in the findings of this study, some of these interventions prepare young people who are NEET for work and, in some cases, link them to appropriate work opportunities. Therefore, the current study suggests further investigation to explore if these interventions are making an

impact in reducing the high rate of NEET people in Gauteng. Are we likely to have a high rate of adults who are NEET and have never worked in their lifetime?

- There is a need to conduct a similar study on a larger scale of participants, with the aim of having a deeper understanding of NEET people.
- The researchers can look into information services in the context of information sciences, for example the quality of information provided as the determinants of its provision. This is because the undertaken study largely fused on information dissemination taking into account the industrial revolution on information services.

6.8 Reflections

Since the inception of a high rate of youth unemployment and which subsequently led to the high rate of people who are NEET in South Africa, numerous studies have examined ways to reduce the situation. However, despite the studies being carried out, the high rate of NEET people's situations still remains pervasive in South Africa. This study was motivated by the high rate of people who are NEET as experienced by the Gauteng province of South Africa. This is largely not unique to the province, but is prevalent in the entire country. The study hoped to contribute to the existing strategies, frameworks and guidelines on how information services systems could reduce the high rate of NEET people. South Africa has developed an NDP vision 2030 document which also addresses the concerns of a high rate of NEET people and youth unemployment. Therefore, this study has contributed to challenges identified by the NDP vision. The proposed framework may equally assist those in decision-making to deal with the high rate of youth unemployment, which is at times one of the highest in the world.

The current study therefore has unveiled challenges that people who are NEET experience. These relate to access to information on development and work opportunities disseminated using various information services systems.

6.9 Implications on theory and practice

This study has answered numerous questions related to the role of information services framework and theories that may be used to have a better understanding, as well as how policies, legislation and strategic documents, among others, contribute

towards developing NEET people in Gauteng. Legislation, theories, policies and frameworks in information services provided an insight into what work has been transpiring with regard to information services that service information to the society in the context of developing NEET people. As revealed in literature review, the study found that most of these theories and frameworks assisted in the study to understand elements of information services framework applicable to capacity development. Furthermore, these theories and frameworks were supportive in informing the development of the proposed framework.

The findings of this study have the ability to influence legislation, policies, strategic documents and practices. Information services in Gauteng and South Africa as a whole requires urgent attention as the situation of NEET people continues to be a recurring challenge. Generally, in South Africa, capacity development theories and frameworks have been done concentrating on the youth as generic and not looking at the supporting role of information services. As a result, there was little evidence of frameworks and theories centred on how information services can assist in developing the NEET from a developing African country perspective.

People who are NEET face challenges as a result of the heterogeneity and lack of programmes that can suit the different types of NEET people found in Gauteng. A lack of properly aligned programmes for the NEET creates frustrations for most NEET people. This study therefore intends to ignite strategic conversations about understanding how services that serve development and work opportunities information can facilitate in developing the NEET people.

Research into information services was identified as one of the areas of research that requires investigation largely because of the changing environment of how information is served as a result of evolving interaction and communication technologies. This study therefore contributes and extends to the role of information services in capacity development that currently exists, particularly within the setting of a developing African country. This study should allow various stakeholders who have an interest in developing the capacity of NEET people to dig deep at what has worked and what has not worked in Gauteng.

The study presented a framework centred on information services towards developing the NEET people in the Gauteng province of South Africa. The study is of the view and hopeful that the presented framework may go a long way in providing an understanding of the role of information services towards the development of NEET people. The recommendations provided in this study have the potential to assist in drafting policies and strategic documents. The government must fuel its action towards developing the NEET people with the intention to reduce the current high rate of NEET people in Gauteng and South Africa as a whole.

6.10 Final conclusion

The current study has sketched an in-depth picture of how services that provide development and work opportunities information can assist in developing people who are NEET in a developing country with a view of proposing a framework. The study observed the transition of how information is served largely influenced by ICTs and innovations and then attempted to understand by means of interpreting data from the interviews. The findings revealed the importance of information services that provide development information, with an increasing number of organisations migrating their services to digital platforms with the intention to broadcast information to a larger population. Despite all the efforts made by the government and the private sector to disseminate development opportunities information, the issue of skills and the digital divide has hampered those with little or no resources.

A proposed framework influenced largely by the interview findings, together with document analysis and review, was presented. It is with no doubt that the road to successfully developing and executing programmes for the NEET that will reduce the high rate of NEET people in Gauteng and South Africa as a whole is not a smooth one. For that reason, it is important that all stakeholders work together towards the same goal of developing NEET people. However, it is worth noting that literature review has indicated progress with some of the intervention programmes of government working together with the private sector to develop NEET people. Therefore, there is a need to strengthen and extend such intervention programmes because at different intervals, people who are NEET require urgent attention.

This study hope that it provided sufficient food for thought on the role that information services may play in developing NEET people. There was a need for an enhanced paradigm that disseminate opportunities information for NEET people who are opportunity seekers. Information and communication services need to act as a catalyst to provide support to the young people who are NEET. Awareness is one of the key issues that must be strengthened in moving towards an increasing use of effective information services for people who are NEET. Other key issues include implementing interventions regarding digital skills development to effectively use information services.

Previous studies conducted in the information domain by researchers refer to the internet as a channel that may be used to disseminate information and communication (Wong; Klobas and Clyde (both cited in Kari & Savolainen 2007). This study also contributed to the information domain; however, it investigated services providing information to the NEET people for development purposes. The study closed the existing gap in the information domain, as literature and frameworks on information services continue to be scarce.

The study would have done no justice to the hard work that has been attained particularly where the study was carried out. Poverty creates a barrier that prevents a large number of young people from attending school (Mayer *et al* 2011). This results in a high rate of student dropouts of those with a grade 10 to 12 basic education level (Mayer *et al* 2011). Education remains an important part for drastic socio-economic transformation (GDID 2014). For example, there are non-paying tuition schools at basic education levels which afford young people free access to education. Furthermore, the malnutrition programme provides learners in basic education with meals so that they do not study with an empty stomach. In recent years, government has furthermore made free post-school education available for people from poor families to further their studies, provided they meet the university and TVET entry requirements.

It is now up to the learners from poor family backgrounds to commit and flourish in their academics. The Gauteng province's intention with smart schools is to afford teaching and learning of a good quality with high technology in poor communities

(GDID 2014). Equally, on the other hand, we should question what quality of education non-paying tuition schools are offering to the students.

It is believed that the findings in this study will be useful to policymakers looking at the importance of ICTs in developing the capacity of NEET people. It is hoped for that this study will not occupy dust in library shelves but at least start the conversations going.

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APPENDICES

APPENDIX A: INTERVIEW GUIDE

Interview guide for collecting data on capacity development from NEET people in Gauteng province of South Africa.

Date	Place	Time started	Time completed	respondent Primary Key
day/month/year		Hrs: min	Hrs: min	

Section A

Biographical information about the participant.

1. Are you between the ages of 15 and 24?

Comments:

_____

2. What is your highest level of education?

Comments:

_____

Section B

This section is aimed at getting a general feeling and setting the interview tone with the participant

Question 1	Are you currently not in education, employed or training?
Response:	
Comments:	
Question 2	How long have you been out or Education, Employment or Training? (basically being detached from the three conditions)

Period of being NEET	Tick (X) the appropriate below
Less than 3 months	
Up to six months	
Up to one year	

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About two years	
Not more than five years	
Over five years	

Comments:

_____

Question 3	What would you like to be doing?
Response:	
Comments:	
Question 4	What have you done so far to try secure what you would like to be doing?
Response:	
Comments:	
Question 5	In the process of not finding what you would like to do, have you considered other opportunities?
Response:	
Comments:	
Question 5	From your understanding what is one thing that you wish you can do that you think will better position you in getting what you want? (finding work, being integrated into education, training or becoming self-employed)
Response:	
Comments:	
Question 6	How are you to accessing the internet?
Response:	
Comments:	
Question 7	What initiatives do you know that has been made by either government or municipalities in your area to help people access information?
Response:	
Comments:	

Section C

The intention of this section is to answer the research objectives of the study. This is done by having research a number of interview questions aligned to specific research objectives.

Purpose of the Study	To explore how information services can facilitate in developing the capacity of people who are NEET, with the intention to also develop a framework.
Research Question	How can the use of information services support in the distribution of developmental information for people who are NEET?
Question 1	Can you share with me from your experience, how have you been using information services to search for work and developmental information?
Response:	
Comments:	
Question 2	Could you describe challenges that you come across when accessing capacity development information?
Response:	
Comments:	
Question 3	According to your observation, is there a need to change the way in which capacity development information is served to the society?
Response:	
Comments:	
Objective 2	To determine if people who are NEET access information services in Gauteng province, and if free public Wi-Fi are used.
Research Question 2	How are NEET people utilising free public Wi-Fi hotspots to access information services?
Question 1	What do you use the Wi-Fi hotspots for?
Response:	
Comments:	
Question 2	What computing devices are you using to connect to the public Wi-Fi hotspots and access developmental information?

Response:	
Comments:	
Question 3	What steps would you take to connect to the Wi-Fi hotspots?
Response:	
Comments:	
Question 4	Could you describe how do you use Wi-Fi hotspots to search for developmental opportunities?
Response:	
Comments:	
Question 5	Can you describe how far you have to travel to access public free Wi-Fi hotspots in your community?
Response:	
Comments:	
Question 6	Can you describe how often you make use of this Wi-Fi hotspots to search for work and developmental opportunities
Response:	
Comments:	
Question 7	What are the difficulties experienced using free public Wi-Fi hotspots?
Response:	
Comments:	
Question 8	In your view, are there enough ICT facilities and structures to support capacity development information dissemination in your society?
Response:	
Comments:	
Question 9	Can you tell me more, on how are ICT facilities and structures providing support to the distribution of information in communities?
Response:	
Comments:	
Objective 3	To determine the information literacy skills possessed by people who are NEET.

Research Question 3	What are the information literacy skills of people who are NEET?
Question 1	Can you describe how competency you are in searching for developmental opportunities in digital platforms, such as employment services?
Response:	
Comments:	
Question 2	What benefits does information literacy skills have on searching for capacity developmental opportunities?
Response:	
Comments:	
Question 3	Have you received any training on digital information literacy skills? (if yes, can you elaborate more about it)
Response:	
Comments:	
Question 4	In your view, how important is training on digital skills for people who are not in education, employed or training?
Response:	
Comments:	
Objective 4	To explore interventions in place to develop the capacity of people who are NEET in Gauteng.
Research Question 4	What are some of the interventions in place to develop the capacity of people who are NEET?
Question 1	What are some of the capacity development intervention programme out there that you have come across? (Have you used any? And have you benefited?)
Response:	
Comments:	

APPENDIX B: INFORMED CONCENT

Letter of informed consent

Informed consent is necessary to be obtained given to all the participants as it serves as an agreement of participating in the study.

The participants' participation in the study will be entirely voluntarily and will cause no harm.

The purpose of the study is to explore how information services can facilitate in developing the capacity of people who are NEET, with the intention to also develop a theoretical framework. The aim of the study is to explore how information services can facilitate in developing the capacity of people who are NEET, with the intention to also develop a framework.

The objectives of the study are:
- To analyse legislation that makes provision for youth capacity development and employment in South Africa.
- To determine how and where people who are NEET access information services in Gauteng.
- To determine the information literacy skills possessed by people who are NEET.
- To explore interventions in place to develop the capacity of people who are NEET in Gauteng.
- To present a framework that will explain by what means information services can develop the capacity of people who are NEET.

This study comes at a time where most countries are experiencing an increase in the number of people who are NEET. The study discusses the need to provide support towards building the capacity of people who are NEET. The study investigates the important role information services in the twenty-first century can play in developing the capacity of people who are NEET. Your participation in this study will be highly appreciated, especially that we request your time for participation in the study interview

session. The interview will be in a semi-structured format, and a set of questions will be administered during the interview by the researcher. Your participation in the interview requires about 20 minutes of your time.

I have been informed as the procedures in the study tittled **INFORMATION SERVICES FRAMEWORK TOWARDS DEVELOPING CAPACITY FOR PEOPLE WHO ARE NOT IN EMPLOYMENT, EDUCATION OR TRAINING IN GAUTENG PROVINCE OF SOUTH AFRICA.** Your names and other personal information will not be revealed to anyone, thefore, the interview data and recording contect will be treated as confidential.

I hereby freely consent to take part in this study.

Thank you,

Participants signature   Date

_____   _____

APPENDIX C: ETHICAL CLEARANCE

UNISA | university of south africa

DEPARTMENT OF INFORMATION SCIENCE RESEARCH ETHICS REVIEW COMMITTEE

Date: 15 February 2018

Ref #: 2018_WMatli_50627856_001
Name of applicant: W Matli
Student #:X
Staff #:

Dear Mr W Matli,

Decision: Ethics Approval

Name: Title and name of principle applicant, address, e-mail address, and phone number

W Matli, Unisa Information Science, 50627856@mylife.unisa.ac.za; and 076 288 3345

Proposal: Information services framework toward developing the capacity of people who are NEET in Gauteng of South Africa.

Qualification: PHD in Information Science

Thank you for the application for research ethics clearance by the Department of Information Science Research Ethics Review Committee for the above mentioned research. Final approval is granted for 4 years.

For full approval: The application was reviewed in compliance with the Unisa Policy on Research Ethics by the Department of Information Science Research Ethics Review Committee on 15 February 2018.

The proposed research may now commence with the proviso that:

1) *The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
2) *Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the Department of information Science Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.*

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3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number 2018_WMatli_50627856_001 should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the Department of Information Science RERC.

Kind regards,

Signature

Dr Isabel Schellnack-Kelly
Department of Information Science
Research Ethics Review Committee

012 429 6936

Approval template 2014

APPENDIX D: INVITATION LETTER

LETTER INVITATION AND CONSENT TO PARTICIPATE IN INTERVIEW

Department of Information Science

Letter of invitation to participate in the research study

Dear Prospective Participant

This study is conducted as part of doctoral degree requirement at University of South Africa (UNISA), Pretoria. The study involves exploring how information services can facilitate in developing capacity of people who are not in education, employment or training (NEET) in Gauteng province of South Africa.

The impact of unemployment on people who are NEET is a major challenge. This is a concern to the entire world. It is not surprising that employment is included as part of the Sustainable Development Goal 8 of the 17 SDGs, and the South African National Development Plan (NDP) chapter three, nine and thirteen. Both the SDG and South African NDP documents share numerous prominent features that have an impact on people who are NEET. These include but are not limited to fighting unemployment and the worrying high rate of youths inactive in economic activities. These study hopes to contribute to the SDGs and the vision of NDP 2030.

The study was cleared by the UNISA ethics committee and there will be no apparent risk or negative consequences to the participants for taking part in this study. I also wish to assure you that all the information supplied will be treated in utmost and strictest confidence; and identifying information such as your name and surname etc will not be required from you. The study was asigned reference number: *2018_WMatli_50627856_001* by the UNISA research ethics committee.

Participation in the study is voluntarily; participants are free to withdraw their participation at any time they decide to do so. This implies that the success of the interview will rely on the willingness of the participant to be interviews. The interview sessions will be recorded, these will also be subject to the consent of the particpant. The audio recording and its content captured during the interview will only be used for the study purpose. It is in the understanding of the researcher that in this study there will be no risk related to personal, mental, emotional and physical harm of any kind to the participant.

You are humbly requested to assist the researcher by expressing your opinion on the role of information services in facilitating and enabling the dissemination of development and employment opportunities.

Your input is highly valuable and thanks for the time you devote to help in hearing your view on developing the capacity of people who are NEET in the province of Gauteng. The contributions of this study will potentially help increase our understanding of dynamics of developing the capacity of people who are NEET.

By signing the letter of consent, the participant acknowledges his or her informed consent as related to the study.

Questions on the study and particpatipion
Any questions related to the procedure or participation are welcome and should be directed to the researchers listed below.

Researcher(s) contact information:
Mr Walter Matli
Researcher
Email: wmatli7@gmail.com
Contact No: 076 288 3345

Prof Mpho Ngoepe
Research Supervisor
Email: Ngoepms@unisa.ac.za

Contact: 012 429 6360

APPENDIX E: PILOT STUDY PAPER

Capitalizing on digital literacy skills for capacity development of people who are not in education, employment or training in South Africa

Walter Matli & Mpho Ngoepe

Published online: 09 Jul 2019.

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Article views: 5

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263

APPENDIX F: PEER-REVIEWED CONFERENCES

Proceedings of the 9th ProLISSA Conference

PROVISION OF INFORMATION SERVICES IN SOUTH AFRICA TO SUPPORT YOUTH EMPLOYMENT IN THE DIGITAL ERA

9th Biennial ProLISSA Conference 2017

13 – 17 March 2017, Pretoria, South Africa

ABSTRACT

It is estimated that 36.1 percent of youth in South Africa are unemployed and/or unemployable, and are between the age of 15 and 35 years. It is therefore important to ignite conversations on how to get youth to be active participants in the economic activities, particularly within the context of fighting poverty. This study explored through literature review how provision of information service can be utilised to provide the much needed support to youth who are not in the education system or employed, mostly in poverty circumstances. There is a dominant belief that most youth in rural South Africa struggle to access information from services that focuses primarily on providing support towards development. This study suggests possible step and interventions of what improvement can be made to better information services.

Keywords: Youth, employment, unemployment, digital age, information services, South Africa

The link is: https://www.cambridgescholars.com/proceedings-of-the-9th-prolissa-conference

EMPLOYMENT INFORMATION SERVICES ADOPTION OF INNOVATION

Open Innovation Conference 2018

03 – 05 October 2018, Johannesburg, South Africa

ABSTRACT

The disruption of employment services provides new frontiers for job seekers to use, search and make work applications anytime and anywhere it suits them regardless of geographical boundaries. As a result, organisations and/or recruiters have migrated to online employment services which provide virtual access to information services. Job seekers knowledge and skills remain critical, as the increasing use of digitalised employment information services are rapidly changing from the traditional ways of how organisations make work opportunities information available to the society. Data collection and analysis was based on a review of document reviews on employment information services and job seekers as actors using such services. The focus of this article is to understand the process of how job seekers search for work and register as users on employment services settings. The findings highlight that job seekers no longer rely heavily on traditional ways of searching and making work applications such as using newspapers and other print publications to get information. Furthermore, employment information services adoption of innovation provides scholars with an opportunity to explore new phenomenology as change occurs continuously.

Keywords—employment services, information, innovation, South Africa.

The link is:
https://ieeexplore.ieee.org/xpl/mostRecentIssue.jsp?filter=issueId%20EQ%20%228535597%22&rowsPerPage=75&pageNumber=1&resultAction=REFINE&resultAction=ROWS_PER_PAGE