

REPORT ON PRIMARY RESEARCH ON STATE OF THE YOUTH IN GAUTENG

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Table of Contents

List of Figures and Tables	3
Executive Summary	5
1. Introduction and Background.....	7
1.1. Background to the project Primary Research on State of the Youth in Gauteng	7
1.2. Problem Statement.....	7
1.3. Scope of the Study	8
1.4. Methodology, Approach, Methods and Techniques	9
1.5. Research Survey and Questionnaire.....	9
1.6. Focus Group.....	10
2. Youth populations: A literature review	11
2.1. Approaches and policy to youth development and empowerment.....	13
2.2. Gauteng Provincial Youth Policy Frameworks	15
4. Economic and Financial Spend.....	19
5. Employment Profile of Gauteng Youth	22
6. Education Access and Higher Education	26
7. The Gauteng Youth’s Family Relationships.....	28
8. Interpersonal violence among the Gauteng Youth	36
9. HIV/AIDS Knowledge: An overview of the Gauteng Youth	40
10. Gauteng youth perceptions on race relations.....	47
11. Gauteng youth perceptions on political trust, service delivery and active citizenship	53
12. Youth Risk Behaviour: 15 – 17 year-old age cohort of Gauteng Youth... 64	
13. Focus Group Presentation of Findings: The State of the Youth and Perceptions of the Tshepo 1Million Programme.....	65
14. Conclusion and Recommendations.....	80
Bibliography.....	83
Addendum A: Final Questionnaire: Gauteng State of the Youth Survey.....	86
Addendum B: Focus Group Schedule: Tshepo 1 Million Focus Group and the State of the Youth in Gauteng Province	159

List of Figures and Tables

Figure 1: Subjective economic status by population group.....	19
Figure 2: Different indicators of Household Deprivation Dimensions by Population Groups	20
Figure 3: Employment search strategies in the twelve months prior to the interview	24
Figure 4: Formal career guidance recipients by educational attainment	24
Figure 5: Educational Attainment Level by Age Group	26
Figure 6: Higher Educational Attainment by Tertiary Students by Gender.....	27
Figure 7: Marital status of sample	29
Figure 8: Gendered presentation of marital status	30
Figure 9: Gauteng Youth: Parental responsibilities	31
Figure 10: Parental and Childcare responsibility by age cohort.....	31
Figure 11: Division of domestic work at home by gender.....	32
Figure 12: Family Support and Assistance	33
Figure 13: Assistance with domestic chores by age	36
Figure 14: Types of physical abuse experienced	39
Figure 15: Violence against and perpetrated by males	39
Figure 16: Gendered Socially Acceptable Practices by Gender	40
Figure 17: Level of Awareness of Different HIV Infection Strategies in the sample..	42
Figure 18: Sample Responses to HIV/AIDS Knowledge Questions.....	43
Figure 19: Gauteng Youth Appraisal of Government's response to HIV/AIDS	45
Figure 20: Sample evaluation of race relations in South Africa by population group	48
Figure 21: Sample attitude on the behaviour and attitudes of race relations	49
Figure 22: Sample attitude towards interracial interaction by population group	52
Figure 23: Levels of political trust in different levels of government	54
Figure 24: Satisfaction with provincial service and social delivery.....	55
Figure 25: Cross-Tabulation by Race: Trust in Government	56
Figure 26: Satisfaction with political leadership and integrity of political leadership.	56
Figure 27: Civic duty to vote vis-a-vis voting makes no difference	57
Figure 28: Vote for Political Party: Gauteng Youth.....	58
Figure 29: Public Participation in Different Civic Activities	59
Figure 30: Informed citizenship.....	60
Figure 32: Social Citizenship and Civil Society Participation	61
Figure 33: Media through which respondents wish to receive information and give feedback to the provincial government.....	63
Figure 34: Word Association - Youth in Gauteng	66
Figure 35: Discursive mapping: Drug use and youth in Gauteng	67
Figure 36: Discursive mapping: State of the Youth in Gauteng	69
Figure 37: Discursive associations with challenges to education for the youth	69
Figure 38: Barriers to youth employment.....	71
Figure 39: Skill-related Barriers to Employment	73
Figure 40: Opportunities for development of township economy	76
Figure 41: Role of government in developing the township economy.....	77
Figure 42: Assessment of Tshepo 1Million Programme.....	79
Figure 43: Focus areas for the Gauteng Provincial Government.....	80
Table 1: Thematic breakdown for the Gauteng State of the Youth.....	8
Table 2: Discourses informing civic engagement	13

Table 3: Different Indicators of Household Deprivation by Income Type.....	21
Table 4: Mean Personal Financial Expenditure by Gender.....	22
Table 5: Mean Levels of Satisfaction (0-10) with Family Life across Demographic Subgroups	33
Table 6: Race, Age, and Gender in Providing and Receiving Family Support Family Support	35
Table 7: Types of gender-based violence	37
Table 8: Mean Sexuality Permissiveness Index Scores across Selected Subgroups	41
Table 9: Mean HIV/AIDS Knowledge Index Scores across Selected Subgroups	43
Table 10: Mean Government Response on HIV/AIDS Index by Selected Subgroup	45
Table 11: Percentage who have Anti-Retroviral Treatment (ARVs) Freely Available in their Community for People who are HIV Positive by Selected Subgroup	46
Table 12: Inter-item Correlations (Covariances) and Cronbach's Alpha on Interracial Group Threat Evaluation Indicators	49
Table 13: Inter-item Correlations (Covariances) and Cronbach's Alpha on Interracial Contact Indicators amongst the Black African Sample	50
Table 14: Inter-item Correlations (Covariances) and Cronbach's Alpha on Population Group Evaluation Scales amongst the Black African Sample	52
Table 15: Mean Social Participation Index by Selected Socio-Demographic Characteristics	59
Table 16: Mean Social Participation Index by Selected Socio-Demographic Characteristics	62

Executive Summary

This report presents findings on the first Gauteng State of the Youth Survey conducted in 2018. Drawing on a sample of youth that is provincially representative, we provide data analysis on a key youth issues identified by the Gauteng Office of the Premier. These include employment and education status, interpersonal violence, political trust and active citizenship, youth risk behavior, and HIV/AIDS knowledge.

We drew on quantitative bivariate analysis to determine the State of the Youth in Gauteng on these issues. The report also presents findings of a focus group conducted with youth involved in the Harambee programme. Using discursive qualitative analysis through Atlas.ti, we map the narrative around a number of youth issues, including perceptions of the youth in Gauteng, township economic development, skill and non-skill barriers to employment, and an assessment of the Tshepo 1Million programme.

Key findings from the focus group demonstrate that the youth in Gauteng have a general sense of hopelessness due to lack of economic and employment opportunities. Existing career guidance and development programmes are inadequate to meet the needs of the province's youth. A substantial segment of the youth population in Gauteng think of themselves as poor and described their access to basic services as insufficient. This suggests that a considerable part of the province's youth is dissatisfied with their lives and felt that they did not have proper access to essential services.

Most young people in Gauteng want to acquire a tertiary education but many struggles to access institutions of higher education. There are numerous obstacles that young people face when trying to obtain a post-matric qualification. The most important of these hurdles was financial – students face economic barriers when trying to complete their tertiary studies and struggle to pay for study essentials (e.g. textbooks or transport).

The youth in Gauteng bear a disproportionate burden of HIV infection and many young people in the province are currently living with HIV/AIDS. Our report examined public attitudes towards HIV/AIDS related knowledge, attitudes, practices and risk behaviours. We found that many people recognised that risky sexual behaviours (such as transactional sex, non-marital fertility, and multiple concurrent sexual partners) as unacceptable. We also found that most if our sample had a good level of knowledge of HIV/AIDS and are able to identify risk factors associated with the disease. A majority of the sample said that there were anti-retroviral drug treatments available in their community. These outcomes show the success of current efforts to treat HIV infection rates and how the province's youth have benefited from existing HIV/AIDS education campaigns.

There are profound levels of dissatisfaction among youth in Gauteng towards the current level of racial transformation in society. Despite certain signs of progress, interracial mistrust and dislike are widespread amongst Gauteng youth. This finding is discouraging given the hope amongst policymakers that the self-styled 'born free' generation would be more post-racial in their viewpoint than older generations. The youth in Gauteng are ill informed on current political news, demonstrate low levels of civic citizenship, and low levels of civic participation.

Key recommendations include the following:

1. Developing civic education modules in schools to educate youth from a young age on their rights as well as responsibilities as citizens. Civic education is a key component in facilitating responsible citizenship; a set priority for the Gauteng provincial government.
2. Evidence of risk behaviour amongst teenagers in the sample suggest the need for a greater focus on this group. In the future allocation of resources for HIV/AIDS prevention, adolescents should be given greater priority.
3. Interpersonal violence may be more widespread than reported on. There is a need to reconsider flagging and potentially dealing with interpersonal violence. A key recommendation would be for nurses and doctors who work in public hospitals and clinics perhaps advice the Department of Social Development if they suspect domestic abuse so that appropriate investigations and interventions can be conducted. One also needs to expand the definition and view of interpersonal violence to look at other forms of abuse. A key recommendation is the creation of an awareness campaign at schools and other public facilities on the different forms of violence and abuse and where one can find emotional and psychological support.
4. It is recommended that given the low levels of political trust, the provincial government conduct an audit of local governance structures. As local government is the structure closest to communities and noting the levels of dissatisfaction with service and social delivery, the provincial government will need to engage local government to determine any governance and/or delivery deficits. This is especially important given the focus and priority campaign around the Ntirhisano programme which aims to facilitate collaborative and engaged governance, delivery and build community solidarity and responsible citizenship for economic development and human wellbeing.
5. It is recommended that the Gauteng Provincial government engages in an awareness campaign of the Tshepo 1Million programme. This is especially important given the positive assessment of the programme in both focus groups once respondents understood what the programme was about. It was seen as a vehicle for youth empowerment, creating skills, and facilitating youth development.
6. Given that most youth in Gauteng struggle to access institutions of higher education and that our data shows that post-matric educational attainment is associated with a higher quality of life, it is important for the Gauteng Provincial Government to continue to support efforts to empower the youth gain access to university and post-secondary schooling. The most important hurdles in accessing further education and training related to financial means. We recommend the need to support efforts to empower youth to access institutions of higher education and post-secondary training and education. These efforts should be buttressed with new programmes of financial aid. Here a partnership with the private sector to create bursaries for youth educational empowerment may be explored.

1. Introduction and Background

This report presents the findings of the Gauteng State of the Youth Survey, drawing on both qualitative and quantitative methods to assist in the Office of the Premier, Gauteng Province in generating appropriate data for identifying key areas and policy interventions to facilitate youth development and empowerment strategies. The quantitative aspect of the research design focused on an assessment of the youth in Gauteng province around key thematic areas identified by the Gauteng Office of the Premier (see Table 1). The quantitative aspect of the project is essentially a descriptive study, and as such, requires insights and data that describe the current situation of the youth in the province. The study also encompasses a qualitative element with a focus on users of the Tshepo 1Million programme. To this effect, the study thus draws on the focus group method to generate qualitative data on the experiences and perceptions of youth involved in the Tshepo 1Million programme.

First, a brief background to the study is provided. This is followed by a breakdown of the research problem and research objectives as well as a delimitation of the scope of the commissioned study. The report then presents the research design and methodology. This is followed by a presentation of findings of the Gauteng State of the Youth Survey and findings of the focus group hosted by the Haramabee Youth Employment programme.

1.1. Background to the project Primary Research on State of the Youth in Gauteng

In 2016 DGSD conducted a systematic literature review on youth issues in Gauteng Province. This literature review sought to determine the nature and state of research on youth issues in Gauteng province specifically as well as provide a multivariate analysis of the existing Quality of Life Survey to generate a descriptive analytical report on a youth profile in Gauteng as well as key issues that affect youth development and empowerment. The systematic literature review drew on secondary research to generate an overview of the academic research landscape related to studies on youth issues specific to the Gauteng province. To this effect the key findings were:

1. Limited knowledge production on youth issues specific to the Gauteng province.
2. Limited research on key themes that inform emergent policy narratives on youth empowerment and development in specific academic disciplines such as social sciences, humanities, education, and geography to generate research on youth in Gauteng with a focus on subjective wellbeing, social cohesion, burden of responsibility, social cohesion, and dynamics of spatiality on perceptions of inclusion and/or marginalisation.

Given this, a key recommendation was the necessity to conduct primary research on the youth population at a provincial level in Gauteng using survey methodology in order to inform policy development and strategies for youth development at a provincial level.

1.2. Problem Statement

The overall purpose of the study is to conduct an assessment of the state of youth in the Gauteng province. This assessment will be used to inform provincial strategies and policy for youth development that the Office of the Premier, Gauteng Province will undertake in its youth policy development agenda. Specifically the study seeks to:

1. Conduct a methodologically sound assessment of the state of the youth in the Gauteng province. This would include generating provincially representative primary data for quantitative descriptive analysis.
2. Conduct descriptive and multivariate analyses of existing data, including the Quality of Life Survey as well as the Gauteng Observatory data and HSRC South African Social Attitudes Survey (SASAS) data that address the specific themes which the Office of the Premier, Gauteng Province has identified.
3. Conduct qualitative in-depth focus group research with users/participants of the Tshepo 1Million project to focus on the nature and impact of skill- and non-skill barriers to employability for Gauteng youth.

1.3. Scope of the Study

The overall purpose of this study is to conduct an assessment of youth in the Gauteng province to inform provincial policy development, initiatives and strategies for youth development and empowerment. Key focus areas that inform the study are social, economic, health, and political status, as well as general perceptions on education, race relations, gender, social media, and substance abuse. To this effect, the Office of the Premier, Gauteng Province, identified specific themes that must be included in the assessment of the youth in the Gauteng province:

Table 1: Thematic breakdown for the Gauteng State of the Youth

<p>Economic Status</p> <p>Education Levels</p> <p>Employment status</p> <p>Salary levels</p> <p>Expenditure</p> <p>Family care financial responsibilities</p> <p>Entrepreneurship</p> <p>Skills level</p>	<p>Social Status</p> <p>Marital status</p> <p>Children</p> <p>Child care responsibilities</p> <p>Victims of crime</p> <p>Involvement in criminal activities</p>
<p>Political involvement</p> <p>Perceptions of government</p> <p>Citizen involvement</p> <p>Access to and use of government services</p> <p>Perceptions of youth policy</p> <p>Perceptions of Tshepo 500 000</p>	<p>Health Status</p> <p>Awareness of HIV/AIDS status</p> <p>HIV/AIDS testing</p> <p>Sexual activity</p> <p>Profile of sex life</p> <p>Protection during sex</p> <p>Knowledge of STDs</p> <p>STD profile</p>

<p>General*</p> <p>Perceptions of Fees Must Fall</p> <p>Perceptions of free education</p> <p>Perceptions of race relations</p> <p>Experience with racial discrimination</p> <p>Social media activity</p> <p>Substance abuse</p> <p>Perceptions of safety in communities</p> <p>*It is recommended that these questions perhaps be addressed in a focus group discussion to generate a deeper understanding of the general issues which the Office of the Premier, Gauteng has identified.</p>	
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1.4. Methodology, Approach, Methods and Techniques

This study is a descriptive analysis of the state of the youth, given the parameters of the study with a focus on the situation of the youth in Gauteng province. A descriptive study seeks to “...describe what exists and help to uncover new facts and meaning” (Politt, 1999). Thus, the focus of data collection strategies and the analysis falls on describing individuals, a community or groups as the primary research nucleus (Politt, 1999). Given the focus on the youth population at a provincial level and the overarching aim to assess the state of the youth in the Gauteng province, a descriptive approach is best suited for this study. This is primarily because descriptive research seeks to “...observe, describe and document aspects of a situation as it naturally occurs” (Politt, 1999).

A two-pronged approach using a mixed-method approach involving qualitative and quantitative methods is best suited to achieve the outcomes of the study. Given the budgetary constraints, multivariate analyses of existing databases such as the Gauteng Quality of Life survey, as well as other existing databases such as the Human Science Research Council’s SASAS, will be undertaken to support the primary data. In order to determine skills and non-skills barriers to employment, the study employs the focus group method to generate in-depth qualitative data on the experiences of users of youth participants in the Tshepo 1Million programme.

The research design for this particular study thus has two elements - (1) a survey at a provincially representative sample level, and (2) a focus group with users and/or participants of the Tshepo 1Million programme – to gauge their experiences of and gain deeper insights into the opportunities and challenges of this particular programme as well as factors that may undermine or support youth employment in the Gauteng province.

1.5. Research Survey and Questionnaire

The focus of this particular project is the state of the youth at a provincial level in Gauteng. A household survey instrument was used to generate appropriate data on the profile and state of the youth in the Gauteng province. Following a design phase, we developed a

questionnaire based on the objectives of the project (see Addendum A). This questionnaire was then pilot tested between the period 1 and 9 June 2018. The results of pilot allowed the research team to refine the survey's thematic content. Based on the pilot results, attempts are made to identify key perennial topics that would provide reliable and robust measures to shape our understanding of present-day youth in Gauteng.

The household survey was designed to yield a representative sample of young adults aged between 15 and 34 years in Gauteng. The sampling frame was comprised of a set of small area layers (SALs) –these SALs were drawn using data from Statistics South Africa's 2011 Population Census. Estimates of the population numbers for various categories of the census variables will be obtained per SAL. In this sampling frame special institutions (such as hospitals, military camps, old age homes, schools and university hostels) as well as recreational areas, industrial areas and vacant small area layers will be excluded prior to the drawing of the sample. The sample was *not* designed to measure small minority groups in the province and consequently does not provide good data on certain population groups (such as members Indian and Coloured) or age groups (such as adolescents). When reading the outcomes of the survey, the reader must be conscious of this drawback.

SALs were just the first stage of our sampling design and our design had three stages. Following the first stage, a random number of dwelling units (taken as visiting points) in each SAL was selected. Here a dwelling unit is defined as “separate (non-vacant) residential stands, addresses, structures, flats, homesteads, etc.” In each SAL, as part of the second stage, ten individual dwelling units (or visiting points) were drawn with equal probability. Here a numeric device is used to ensure randomness with the estimated number of dwelling units in the SAL as a measure of size. Finally, in the third sampling stage, a person will be drawn with equal probability from all persons 16 years and older at the visiting point using a Kish Grid.

For this study a locally-based fieldwork company assisted in data collection. Competent fieldworkers with a thorough understanding of the local areas were employed as part of this project. All fieldworkers were trained by members of the research team. Fieldworkers captured data onto the RedCap a browser-based, metadata-driven software package. Data was then checked and edited for logical consistency, for permitted ranges, for reliability on derived variables and for filter instructions. After a cleaning, it was apparent that a realisation rate of 81% had been achieved. Our high realisation rate is partly achieved by the fact that communities were well-informed about the survey. However, we experienced significant challenges in accessing high-income areas in the province's more affluent gated-communities. When reviewing the results of the survey, the reader must be aware of this limitation.

1.6. Focus Group

A key focus area for the Office of the Premier, Gauteng Province, is the Tshepo 1Million programme. Specifically the Office of the Premier, Gauteng Province seeks to unpack the nature of skill- and non-skill related barriers to employment for users/participants in this programme. To this effect, the Office of the Premier, Gauteng Province has identified non-skill barriers, which may include transport costs for job searches and retention, youth interaction with the transport system as a livelihood enabler or dis-enabler, youth interaction with the township economy, health access, child-care responsibilities, and drug and alcohol-abuse. The overall purpose of the focus group interview will be to engage in an in-depth discussion of these issues, as well as any other potential issues related to skill and non-skill

barriers that inhibit employability for youth in Gauteng. The method for data analysis will be thematic content analysis where key themes, similarities and differences as well as general discursive correlations will be mapped out.

2. Youth populations: A literature review

Youth populations (aged 15 – 24) in Africa constitute 19 % of the global youth population (UN, 2015), and in South Africa, the youth (aged 15 – 34) constitute approximately 36 % of South Africa’s population (StasSA, 2011). The Gauteng province is home to approximately 5 000 000 of the 19 466 346 people who form part of youth aged 15 - 34 in South Africa (StatsSA, 2011). Thus, just over one quarter of South Africa’s youth population aged 15 – 34 years is resident in the Gauteng province, thus creating what is commonly referred to as a youth bulge.

With youth populations globally facing increasing challenges around issues of unemployment and underemployment, poverty, inequality, social exclusion, and political unrest (United Nations, 2016: 109), there is a growing necessity for governments and government organisations to focus efforts on finding creative and innovative approaches to facilitate what is often referred to youth development. Key challenges identified by the United Nations that relate to youth populations specifically are challenges to education and high unemployment rates which restrict the economic growth and development opportunities a youthful population may hold (United Nations, 2015a).

Conversations on youth are often framed in the context of *the problem of the youth* where “social analysts, policy makers, NGOs, governments, and international organisations all reiterate that African youth is in deep trouble and enmeshed in violence” (Abbink, 2005: 3). It is commonly accepted that youth, especially in Africa, face many difficulties in achieving their full potential, as well as unleash the growth and development potential of Africa, both as a continent and within individual states. This is because youth on the African continent grow up in the context of mass unemployment and a lack of education and sufficient skills (Abbink, 2005:1). Yet, the reality remains:

A staggering number of young people are not in education, employment, or training, and many of those who do not find work are employed in precarious and/or informal situations, delaying their full socioeconomic integration. The lack of effective economic and employment policies and insufficient job creation has left many young people with no option but to accept part-time, temporary or informal work (United Nations, 2016: 12).

The future outlook of economic participation and employment opportunities for the youth remains negative (United Nations, 2016: 30). Youth unemployment is a difficult issue to address given its multifaceted nature and the fact that it is perpetuated by job and skills scarcity (United Nations, 2016: 30). Yet,

Persistent unemployment among young people can have a lasting impact on society. Relatively high levels of youth unemployment are linked to reduced growth and in many places have led to civil unrest and the disruption of traditional power structures. However, the costs of joblessness go beyond macroeconomic considerations and interference with the status quo. Long term unemployment and underemployment can also adversely affect young people’s health, wellbeing and self-esteem, and can

diminish their future earning potential and employment prospects (United Nations, 2016: 32)

It is in this context that most governments prioritises youth development mainstreaming youth employment policies and strategies and prioritising youth skills development and training (United Nations, 2016: 13). South Africa is not an exception to this global trend. The country has various policy structures and initiatives that prioritises youth job creation and skills development and training of young people. The National Youth Policy (2009 – 2014), for example, prioritised education, health and wellbeing, economic participation, and social cohesion as critical policy intervention areas for the youth (CASE, 2014). Further to this, the National Youth Policy (2015 – 2020) presents an empowerment narrative that seeks to “...create an environment that enables the young people of South Africa to reach their full potential” (National Youth Policy 2015-2020, 2015: 2). There is an acknowledgement that youth interventions are necessary to “...enable young South Africans to actively participate and engage in society and the economy” (National Youth Policy 2015-2020, 2015: 2). To this effect, the National Youth Policy 2015-2020 (2015: 3) thus stresses the necessity of a youth-specific policy that focusses on increasing employment chances for young people...to prevent the profound personal and social effects of unemployment. Young people who cannot earn their own living find it difficult to move out of their parents’ homes and be self-sustainable. They are often marginalised by their communities, unable to find a way to engage meaningfully with society.

The National Youth Policy 2015-2020 brings South Africa in line with the global narrative on youth and youth development. Similar to the challenges identified by the United Nations in their *World Youth Report* (2016) with a focus on youth civic engagement, the South African government prioritises not just employment, and skills, education and training for the youth, but rather seeks to facilitate the creation of engaged and active youth citizens. To this effect, the South African National Youth Policy 2015-2020 thus prioritises economic participation and transformation, education and skills development, health care and combatting substance abuse, and nation-building and social cohesion in order to achieve the stated outcome of “empowering young people who are able to realise their full potential and understand their roles and responsibilities in making a meaningful contribution to the development of a non-racial, equal, democratic, and prosperous South Africa” (National Youth Policy 2015-2020, 2015: 5).

There is a general acknowledgement that South Africa’s youth populations faces a bleak future (Seeth and Mapula, 2016). Indeed, StatsSA (2016: 1) noted that approximately 70 % of the youth population form part of the unemployed and South Africa’s NEET Rate (Not in Employment, Education or Training) hovers around 30 % since 2012 in the context of a challenge to the quality of education children and youth receive. In this sense,

The challenges that are facing the South African youth as mentioned above could lead to far-reaching, over-arching socio-economic consequences for young people; putting them at a higher risk of falling into poverty, criminal behaviour, ill health and drug use (Barron, 2014; Hammarstrom, 1994)

Unless ameliorated through effective policy implementation, the current youth situation may lead to long-term detrimental impacts on the general economic, social and physiological well-being amongst our young members of society (StatsSA, 2016: 1).

Given the long-term potential negative socio-political and socio-economic impacts if the *situation of the youth* is not addressed, there is a need to generate a clear evidence-based policy approaches and directives that informs youth policy development and initiatives. Within this background and context, the Provincial Government of Gauteng needs empirical descriptive data on the *State of the Youth in the Gauteng Province*.

2.1. Approaches and policy to youth development and empowerment

States globally are engaged in developing targeted youth policies aimed at facilitating and promoting job creation and youth skills development (United Nations, 2016). However, targeted youth policy development needs to be informed by a theoretical approach and philosophical view of youth development, as well as data on describing the situation of the youth for relevant policy action to address youth challenges. While we often find a narrative of the *crisis of the youth*, of which South Africa is not exempt, one needs to consider alternative approaches to youth development and empowerment, especially if the desired outcome is responsible and civically engaged youth populations to advance economic and societal development.

Civic engagements entail working for a common good in society. For Adler and Goggin (2005: 236) the basis of civic engagement entails the nature and character of citizen participation in community life with the goal of improving conditions for others in order to positively shape the future of the community. Furthermore, Adler and Goggin stress that civic engagement is generally used within the context of youth populations. There is a positive correlation between life success of youth and high levels of civic engagement where “youth civic engagement leads to reduced risky behaviour, increased success in schools and lead to greater civic participation later in life” (Centre for the Study of Social Policy, 2011). In addition, studies have also positively correlated civic engagement and student success rate at institutions of higher learning (Campbell, 2012). If a government is going to pursue targeted youth development and empower strategies there is a need for youth to have meaning space and opportunities to collectively work with each other and policy makers on issues that directly impact their daily lives (Centre for the Study of Social Policy, 2011). Thus,

effective initiatives respect the value of young people in problem-solving and provide young people and adults with information, tools, and support to work effectively together as partners, allowing opportunities for youth to take ownership of parts of the process, mobilise others, and become powerful role models (Centre for the Study of Social Policy, 2011).

Dolan and Brennan (2016: 17 – 21) presents five key discourses on youth civic engagement and action. These are the narrative of (1) Engaged Youth; (2) Positive youth development; (3) Belonging; (4) Care; and, (5) Justice. Each of these narratives presents a key goal and concern in achieving a desired outcome of civic engagement (see Table 2).

Table 2: Discourses informing civic engagement

Discourse	Key Aim	Concern	Desired Outcome

Engaged citizen	Participation	Recognition, voice, human rights	Engaged in decisions and influence
Positive youth development	Idealised adulthood	Adaptation, behavioural/cognitive/moral adaptivity, acquisition of life skills	Becoming more socially adapted individuals for future adulthood, social conformity, less risky behaviours.
Belonging	Cultivation of affective social inclusion	Increasing attachments to place and others, building social capital (trust, networks, norms), finding spaces for a sense of inclusion	Stronger connectedness, better interactions, stronger youth-adult interdependencies
Care	Strong social support and resilience	Building strengths in adversity, preventing escalation of problems, increasing protectiveness	Supportive/more effective networks, relevant programmes
Justice	Understanding and addressing injustice	Acknowledging root causes of structural inequality	Social justice

Source: United Nations World Youth Report (2016).

Common to these approaches is the youth as a source of opportunity as opposed to a common negative perception of the youth, generally held by older generations. One also cannot argue that these approaches are mutually exclusive. For example, interventions to facilitate youth civic education programmes to generate civic skills for good political citizens would require some sense of belonging and social capital. Furthermore, in pursuing social justice outcomes of youth policy, a programme of positive youth development is necessary to build skills, competencies, and general social citizenship. This in turn would entail resilience of youth to perhaps rise above difficult circumstances and with appropriate support networks engage in responsible conduct and projects (like volunteerism, for example) for the common public or community good.

A cursory glance of the National Youth Development Policy 2015 – 2020 demonstrates that this initiative encompasses elements of the five discourses on youth civic engagement. Ranging from social justice geared towards addressing the legacies of apartheid to building a caring civic culture through volunteerism, the National Youth Development Policy 2015 – 2020 thus brings a holistic approach to facilitate youth development. This is evident in the focus area of economic transformation and participation, social cohesion and nation building, health care and combatting substance abuse, and education, skills and second chances. Furthermore, the National Youth Development Policy 2015 – 2020 places emphasis on youth involvement and participation in youth development initiatives, volunteerism, strengthening youth capacity, and youth empowerment as evident in its objectives:

1. Consolidate and integrate youth development into the mainstream of government policies, programmes and the national budget;
2. Strengthen the capacity of key youth development institutions and ensure integration and coordination in the delivery of youth services;
3. Build the capacity of young people to enable them to take charge of their own well-being by building their assets and realising their potential;
4. Strengthen a culture of patriotic citizenship among young people and to help them become responsible adults who care for their families and communities; and
5. Foster a sense of national cohesion, while acknowledging the country's diversity, and inculcate a spirit of patriotism by encouraging visible and active participation in different youth initiatives, projects and nation-building activities (National Youth Policy 2015 – 2020, 2015: 5).

It would thus seem that the National Youth Policy 2015 – 2020 (2015) encompasses an overall positive youth development approach seeks to harness the capacity and contribution of youth populations by focusing on developmental potentials as opposed to deficits (Damon, 1994: 13). Furthermore, in its diagnosis, the policy also seeks to create measures to address of social justice and transformation to deal with the lasting legacies of the apartheid system, including the seemingly enduring nature of apartheid-constructed identities and racialised patterns of poverty and inequality that affect political trust and sense of belonging in a post-apartheid era.

2.2. Gauteng Provincial Youth Policy Frameworks

The Gauteng Provincial Government (GPG) defines youth development as “a process that prepares a young person to meet the challenges of adolescence and adulthood and achieve his or her full potential” (GYIDS, 2015: 10). Thus, in order to encourage and support youth development, the GPG through its various programmes facilitates “activities and experiences that help youth develop social, ethical, emotional, physical, and cognitive competencies” (GYIDS, 2015: 10). This is a holistic process that seeks to provide young women and men in the province with opportunities to “express themselves and to live full lives in all social, cultural, economic and spiritual spheres” (GYIDS, 2015: 10). The GPG’s approach to youth development not only considers young people as beneficiaries of the GPG’s youth development initiatives, but also sees them as important stakeholders in decision-making processes (GYIDS, 2015: 10). This brings this youth strategy in line with the overarching policy approaches to youth development identified by the United Nations World Youth Report published in 2016.

The GPG’s approach to youth development in Gauteng is shaped by the realisation that there are a number of social, economic and environmental circumstances and challenges facing youth in the province which contribute to determining the youth’s ability to access jobs, income generating opportunities, and other opportunities to further enhance their lives (GYIDS, 2015: 10). Such circumstances and challenges include “the connections both within a community, family, peer group, and between these and other communities, families, peer groups [that] can either facilitate inclusion and opportunities or limit them” (GYIDS, 2015: 10). And given South Africa’s history of apartheid, segregation, and exclusion of the majority of the country’s black population from development opportunities, the GPG’s approach to youth development is “based on the principles of social and economic justice, human rights, empowerment, participation, active citizenship, the promotion of public benefit, and

distributive and liberal values” (GYIDS, 2015: 10). This brings in an element of the social justice approach to youth development in advancing strategies for youth development in Gauteng.

The GPG’s youth development strategy is guided by three overarching goals:

1. To create healthy, safe and stimulating beginnings for all children
2. To create a positive and stimulating developmental growth path that equips the young for an independent life
3. Support the development of resilient [creative] people who are connected to their communities – caring for the next generation.

The Office of the Premier (OoP) plays an integral role in the implementation of the GPG’s strategy for youth development in the province: “The role of the provincial government through the OoP is to act as an enabler, strengthening the work of provincial departments by guiding them to serve young people optimally and providing information, tools and special training where necessary” (GYIDS, 2015: 12). For this purpose, the GPG utilizes both information technology and established relationships with youth organizations and other organizations representing youth in order to reach out and connect to the youth (GYIDS, 2015: 12-13). Importantly, the GPG also views civil society and the private sector as important stakeholders in the implementation of the province’s youth development strategy, and thus strives to create meaningful partnerships with organizations in both sectors in order to provide tangible benefits and opportunities for youth in the province (GYIDS, 2015: 13). Nevertheless, the OoP remains the champion of youth development in the province and is thus responsible for coordinating the whole strategy for youth development in Gauteng (GYIDS, 2015: 13).

The GPG identifies the following five strategic pillars as the basis for the implementation of the Gauteng youth development strategy:

- 1. Economic Transformation and Participation:** the GPG has identified the youth as strategic participants in growing the economy of the province. The GPG aims to combine increased economic growth, which comes with increased opportunities for employment creation, and efficient economic redistribution as an effective means of eradicating poverty. Measures to be taken towards increasing youth participation in the economy include: (i) increasing the number of youth owned start-up businesses; (ii) directing the spending of 30-40% of provincial government towards youth owned businesses, enterprises, SMME’s and cooperatives; (iii) mentoring and supporting youth small businesses and creating business awareness for young people and provide development support; and (iv) improving access to information with regard to employment opportunities, business advisory services, upcoming youth related activities and programmes as well as funding opportunities.
- 2. Education and Skills Development:** The GPG “seeks to create enabling support through the provisioning of career awareness opportunities, financial support and bursaries, internships and learnerships as part of transitional school to work intervention” (GYIDS, 2015: 49).

3. **Youth Safety, Reproductive Health and Substance abuse:** under this pillar the GPG aims to create “an environment where young people’s health and wellbeing are adequately supported and provided for. The pillar further recognizes the fact that health challenges are more than medical, they include behavior and lifestyle that contributes to ill-health” (GYIDS, 2015: 49). Thus, the goal here is to “improve the health and wellbeing of the youth to allow them to lead productive and fulfilled lives” by focusing interventions on issues of sexual and reproductive health, substance abuse, and the prevention of new HIV/Aids infections amongst youth (GYIDS, 2015: 51).
4. **Institutional Mechanism and Youth Mainstreaming:** “the effective implementation of [the youth development] strategy depends on optimizing intergovernmental relations between national, provincial and local government. All spheres of government need to work alongside the youth to involve them in planning and decision-making; build connections between the youth, national, provincial priorities and local communities; challenge stereotypes depicting youth as a “social problem”; channel the energy, leadership and fresh perspectives of the population into social, economic, cultural and environmental renewal; and promote young people as active citizens who are able to tackle social problems and act on opportunities” (GYIDS, 2015: 53).
5. **Nation Building, Youth Work, Civic Duties, Social Cohesion:** “many youth grow up in dysfunctional environments without support. In the absence of positive ways to meet needs youth will often engage in risky or unhealthy coping strategies to meet these needs. They need special attention and targeted programmes and opportunities. They also require support to reconnect to positive development choices. Thus the objective of this pillar is to facilitate the reconnection of disillusioned youth by providing effective services and support to reconnect, strengthen resilience and enable positive development” (GYIDS, 2015: 54).

This links to the National Youth Development Policy, 2015-2020, but also brings forth a vision of youth development as *civic engagement*. The strategy is thus aligned to the global approach to youth development which moves beyond job creation and skills development, but also focus on creating responsible and civic engaged youth citizens.

The GPG’s strategy for increasing youth participation in the provincial economy is also articulated in a separate policy framework called the Gauteng Youth Employment Strategy. The youth employment strategy also identifies a number of strategic pillars which will underpin youth employment initiatives within the province. These are:

1. Skills development initiatives that provide working and or income generations for young people.
2. Transition and placement mechanisms for the preparation and placement of Grade 12/NCV 4 graduates including establishment of a support mechanism

3. Direct employment mainly into public sector jobs which includes government facilitated private sector employment
4. Youth entrepreneurship development and training

A further list of key strategic objectives that build upon the strategic pillars is identified in the Gauteng Youth Employment Strategy:

1. Develop an integrated framework to guide interventions and programmes developed by Gauteng Provincial Government departments
2. Develop interventions and coordinate existing programmes that create employment opportunities for young people in the Province
3. Develop targeted skills development programmes that address the required skills to grow the economy of the Province
4. Partner with the private sector and non-governmental organizations in addressing scarce and critical skills gap in the Province
5. Develop a youth quota system on filling GPG vacancies and awarding procurement services
6. Encourage participation of youth in the mainstream economy through promotion of SMME's and cooperatives
7. Provide Gauteng youth with access to information

The Gauteng Provincial Government has a number of policy frameworks that have been put in place to address youth development. However, the policies face a number of challenges when it comes to implementation. For instance, the GPG policy on youth employment recognises that for the province to be able to increase the participation of youth in the economy much more needs to be done to encourage youth to partake in entrepreneurship, and to inculcate a spirit of entrepreneurship amongst the youth. However, the major challenge that youth owned companies, especially black youth owned companies, face is lack of access to finance. The government plays its role in this regard in terms of providing more opportunities for funding of youth enterprises through the National Youth Development Agency (NYDA) and other schemes. However, much work still needs to be done in getting the private sector, particularly the finance and banking industry, to become a more impactful partner in increasing the number of youth enterprises in the province by providing more opportunities and creative solutions for youth to access business financing. A majority of the province's black youth usually do not have the required assets to put up as surety for business loans.

In order to advance an appropriate and holistic youth development strategy, the GPG requires empirical data that describes perceptions of youth on various issues, including political trust, satisfaction with government performance, race relations, as well as the current *state of the youth* in the province. This is primarily due to a lack of academic studies that focus on youth in Gauteng.

4. Economic and Financial Spend

Subjective economic status is a good measure of an individual's relative position in the economic hierarchy of a society. It is commonly accepted that the perception of inequality and subordination in such a hierarchy has damaging effects on a person's wellbeing (see, for instance, Garbarski, 2010; Präg *et al.*, 2016; Singh-Manoux *et al.*, 2005). In this section we look at individual's subjective position on the socio-economic hierarchy and how accurate this self-assessment is. The outputs of our work will show that subjective status is a (more or less) accurate representation of objective position. The discussion will then turn to a gendered analysis of the self-reported expenditure and here we will show that patterns of expenditure do not align with existing gender stereotypes.

In our study respondents were asked to indicate how affluent their family was and most reported that their family was either reasonably comfortable (N=119) or just getting by (N=168). A substantial number said that they were in dire straits, describing their family as either poor (N=84), very poor (N=55) or destitute (N=30). Only a small segment (N=61) of the sample told fieldworkers that they were part of an affluent family. Compared to the Black African majority, racial minority members in the sample were found to be less likely to label their family as poor or destitute and more willing to place themselves higher up on the socio-economic ladder (see Figure 1). Of the different racial minorities in the sample, white individuals were the most likely to portray their position as above average.

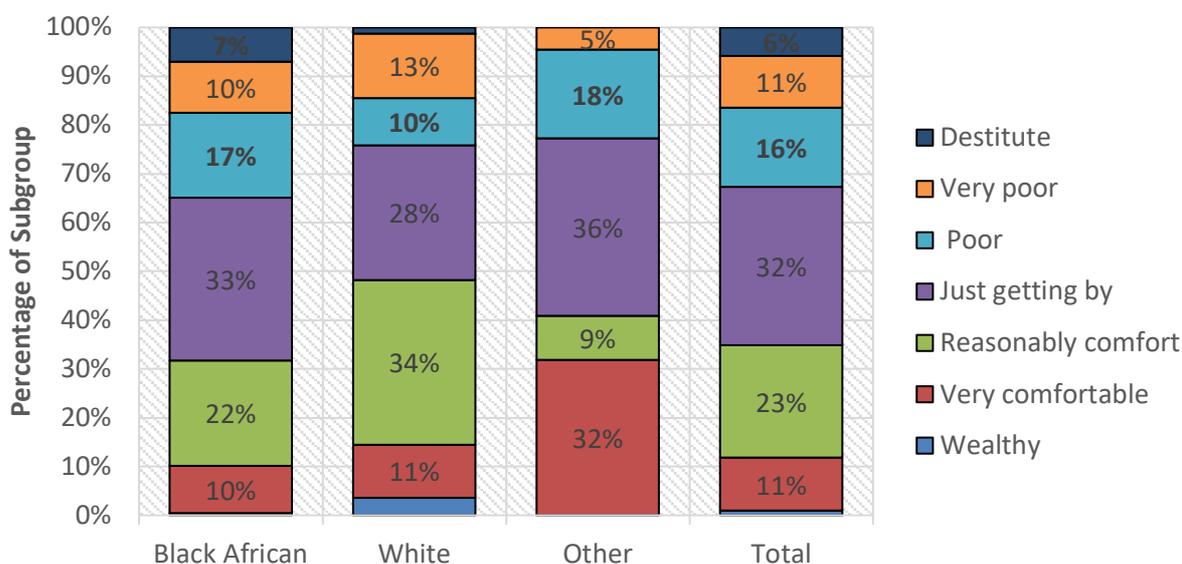


Figure 1: Subjective economic status by population group

An individual's subjective socioeconomic status could be a 'cognitive average' of their objective socio-economic markers. In other words, it could be functioning as an indication of their objective position on the socio-economic ladder (for an indepth discussion of this thesis, see Andersson, 2018). If we compared self-reported monthly household income with subjective status then we can observe a relatively robust correlation. Those study participants who describe themselves as comfortable tend to have much higher levels of household income, on average, than those who describe themselves as poor or just getting by. Multivariate regression analysis confirmed that subjective position was robustly correlated

with self-reported household monthly income. Even controlling for gender and population, subjective position was found to have a positive effect this objective measure. Unsurprisingly, the main source of household income was also a predictor of subjective position in our study¹. Given that so many in our sample describe themselves as poor, we will now look more closely at different types of deprivation.

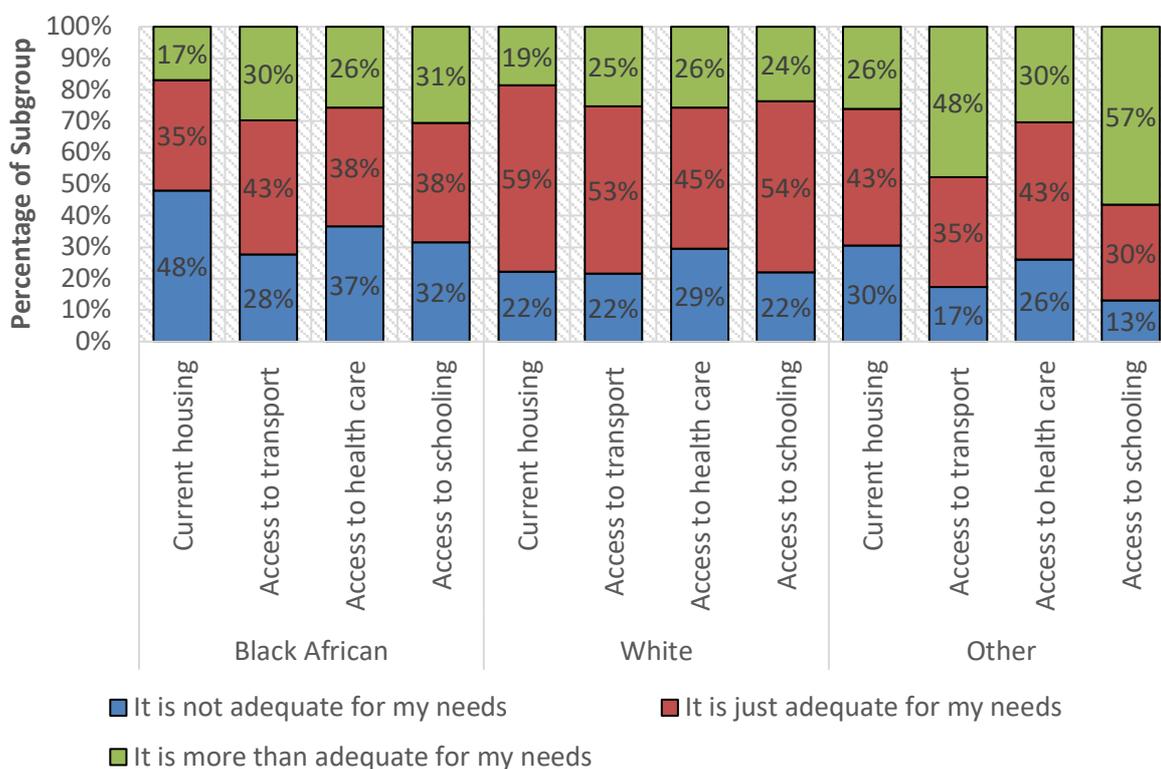


Figure 2: Different indicators of Household Deprivation Dimensions by Population Groups

Respondents were asked to indicate whether their household had adequate access to a range of essential services and the results from these questions are depicted by population in Figure 2. A substantial minority (N=233) of our sample thought their housing was inadequate and this outcome showcases the housing crisis that many young people in the province face. In contrast, smaller numbers said their health care (N=178), schooling (N=140) and transport (N=139) was inadequate. As can be observed from the Figure 2, Black African members of the sample were more likely than other groups to state that their access to essential services was inadequate. The Black African segment of the sample was particularly dissatisfied with their access to housing with almost half (47%) of this group describing their current housing as inadequate.

¹ Most respondents who described themselves as either comfortable or just getting along identified the household's main source of income as returns on employment. The situation was somewhat different for those individuals who thought of themselves as poor and poor respondents were more likely to receive some type of social grant. This group was much more likely to say that social grants were the main source of income in their households. These observed differences were found to be statistically significant according to a one-way ANOVA test ($F(3,514) = 3.00, p = 0.030$).

Table 3: Different Indicators of Household Deprivation by Income Type

		Household Income		Personal Income	
Current housing	It is not adequate for my needs	R4,991	(365)	R2,092	(371)
	It is just adequate for my needs	R10,385	(892)	R4,093	(629)
	It is more than adequate for my needs	R12,535	(1541)	R5,323	(1442)
Access to transport	It is not adequate for my needs	R5,358	(493)	R2,123	(347)
	It is just adequate for my needs	R9,355	(815)	R3,353	(546)
	It is more than adequate for my needs	R9,331	(968)	R4,338	(898)
Access to health care	It is not adequate for my needs	R6,396	(542)	R2,556	(420)
	It is just adequate for my needs	R9,014	(872)	R3,405	(585)
	It is more than adequate for my needs	R10,209	(1127)	R4,554	(1065)
Access to schooling	It is not adequate for my needs	R5,393	(477)	R2,499	(438)
	It is just adequate for my needs	R8,871	(842)	R3,156	(505)
	It is more than adequate for my needs	R8,502	(874)	R3,443	(804)

Note: Standard errors in parenthesis.

In order to better understand whether self-reported deprivation accurately reflects objective poverty, we look at the relationship between objective income and different indicators of household deprivation (see Table 3). As can be observed, individuals who describe their access to essential services as inadequate are more likely to report low household and personal income. In other words, it would appear that these forms of deprivation are accurately reflecting material disadvantage. This is consistent with other work by Kingdon and Knight (2006) on subjective deprivation in South Africa. To look at this issue in greater depth, we created a 0 to 10 household deprivation index from these four variables –a higher score on the index indicates a higher level of deprivation. We find that educational attainment is good predictor of this index. Individuals with a tertiary education had lower index mean scores (M=2.039; SE=2.839) than those with a matric (M=2.822; SE=3.606) and those with incomplete secondary education (M=3.719; SE=4.077) or those without secondary schooling

(M=5.690; SE=4.624)². It is important to remember that expenditure on any given item will be determined by the economic resources available to the household³.

Table 4: Mean Personal Financial Expenditure by Gender

		Male		Female	
LAST MONTH, respondent average spend	Food	R1,128	(162)	R1,392	(205)
	Housing	R682	(131)	R968	(276)
	Regular transport costs	R459	(39)	R849	(283)

PAST YEAR, respondent average spend	Child Care	R1,091	(307)	R1,603	(440)
	Health Care	R320	(99)	R678	(202)
	Clothing and Shoes	R1,950	(255)	R1,885	(278)

Note: Standard errors in parenthesis.

Now let us turn our attention to personal financial expenditure and look at what young people spend their money on. Table 4 depicts the mean amount spend on different essential products and services by month and then year. Respondents spent, on average, more on food (R1, 262; SE=131) per month than they did on housing (R827; SE=154) and transport (R659; SE=145). It is interesting to note that women spent more money, on average, than their male counterparts. The largest gender gap here was on transport where women spent almost twice what men spent. If we look at health and child care, we can also see that women outspent men here. Interestingly, on the only item where men spent more than women was on fashion apparel. As can be observed from the table, men and women spent more or less the same on clothing and shoes in the year prior to the interview.

5. Employment Profile of Gauteng Youth

Regardless of how it is measure used, many young people of working age are unemployed in Gauteng. Most labour market analyses will tell you that the bulk of the unemployment in South Africa is structural rather than transitional (consider, for instance, Banerjee et al., 2008): Search costs are one of the primary reasons for the kind of 'sticky issue' of youth unemployment in the country (see Posel *et al.*, 2014 for a more detailed discussion of this issue): One of the mechanisms to address this 'stickiness' would be assist young people with career guidance and development. This section of the report explores young people's job seeking behaviour and looks at the effect of career guidance programmes on different obtain outcomes. The section concludes that there is some positive effect of career guidance programmes and that they do seem to help the young people who participate in them.

² The observed differences in index mean score by educational attainment were found to be statistically significant according to a one-way ANOVA test ($F(1,543) = 7.38, p= 0.000$).

³ We found that households who mainly depended on wages or salary spent, on average, more on the items in table than those households who depended on social grants. It is interesting to note that the gap here was smallest for childcare (R1,718 vs R1,069) but much larger for food (R1,615 vs R509), transport (R871 vs R206), housing (R1,125 vs R143), , clothing (R2,340 vs R1,053) and healthcare (R690 vs R41).

Of all those interviewed for this study, 47% (257 out of 552) described themselves as unemployed. Female respondents were more likely to identify as unemployed when compared to men. There was a statistically significant difference between groups as determined by a one-way ANOVA test ($F(1,545) = 5.61, p = 0.018$). White respondents were less likely to experience unemployment than their Black African counterparts. But chi-square statistic testing suggests the difference here was not statistically significant⁴. Perhaps unsurprisingly individuals who were from wealthier households were the least likely to be unemployed. In fact, respondents who were employed lived in households with almost three times the monthly income of an unemployed respondent. Approximately three-quarters (182 out of 235) had been looking for work for more than a year and about half of unemployed respondents (121 out of 235) had been looking for work for more than three years. Study participants who were in long-term unemployment lived in households with much lower levels of income than those in short-term unemployment.

In this study we explored how individuals looked for work and fieldworkers asked our unemployed respondents what they had done to try and find a job in the twelve months prior to the interview. A number of strategies were put forward by respondents (see Figure 3). The most popular (178 out of 246) was using social networks (such as friends and relatives) to find work. Other frequently mentioned strategies included looking for a job on the internet (N=152), applying directly to employers (N=143) and looking for advertisements in newspapers (N=129)⁵. We also looked at why people thought they had not found work in the last three months. The main reasons given by our respondents varied but we discovered that most cited factors beyond their immediate control. Interestingly, many respondents (48 out of 221) reported that luck played a large part in why they had not located employment during the period under consideration. Other popular responses included not having the skills needed (N=57), no jobs in the community (N=27) and a lack of transport to look for work (N=24). Perhaps surprisingly, few people in our sample cited issues related to race as the main reason for not finding work.

⁴ There were cells with somewhat low frequencies here and, therefore, a Fisher's exact test was used to confirm this result.

⁵ We noted that individuals who were likely to have used the internet to find work were also more likely to have utilized newspapers to find work. Using a Pearson's product-moment correlation, we found that internet searches and newspaper searches were strongly correlated ($r(247) = -0.611, p < 0.001$). This suggests that new media is not replacing traditional media in the search for work in Gauteng.

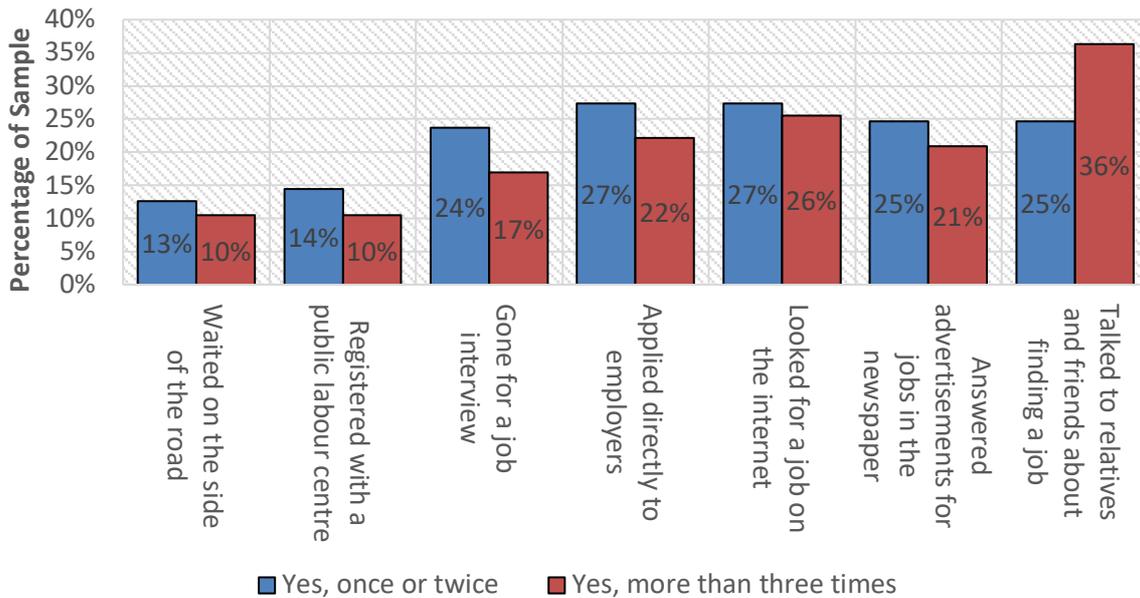


Figure 3: Employment search strategies in the twelve months prior to the interview

If we use subjective economic status as a robust measure of an individual's economic position in the province (for more information, see page 19) then we can observe a significant correlation between wealth and different job search tools. According to an ANOVA test ($F(3,303) = 10.37, p = 0.000$), the poor were far more likely than the affluent to use social networks as a job search tool. Unsurprisingly, the less affluent were also more likely to wait by the side of the road for a job than the other socio-economic groups ($F(3,312) = 6.09, p = 0.001$). Interestingly, we found that individuals who self-reported as poor were just as likely to use the internet to find work as the more affluent.

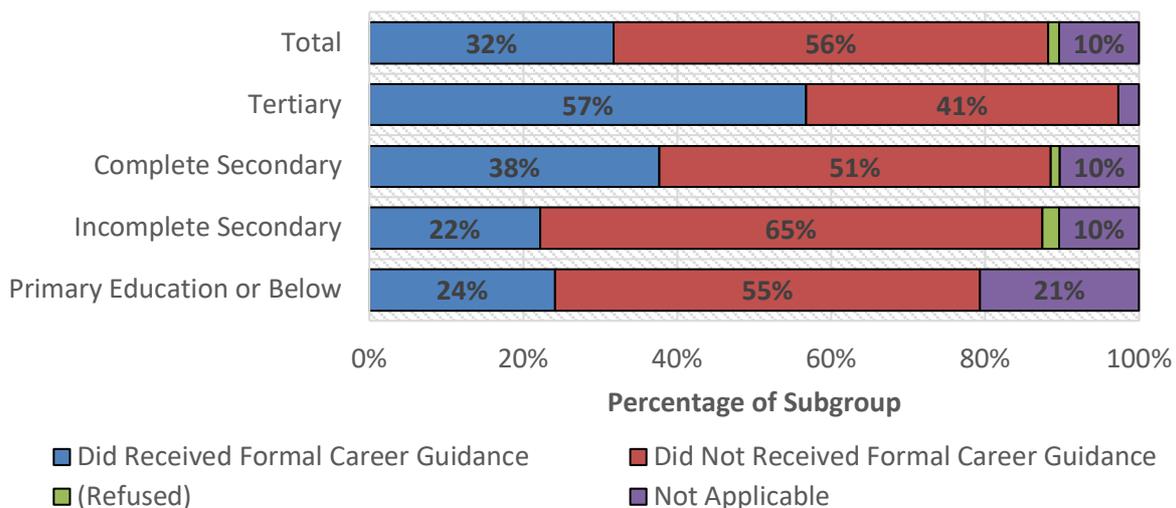


Figure 4: Formal career guidance recipients by educational attainment

Most career guidance in Gauteng consists of services that help students successfully manage their career development and achieve their career goals. While attending school, many study

participants (175 out of 552) said they had received formal career guidance or work-seeker support (see Figure 4). When compared to those who have not completed secondary education, individuals who had finished matric or tertiary were, on average, more likely to have received guidance of this type⁶. As determined by a one-way ANOVA ($F(1, 544) = 8.78$, $p = 0.000$), these differences are statistically significant. This result shows that formal career guidance programmes tend to be associated with educational achievement. When asked to evaluate the helpfulness of their career guidance programme on a scale of 0 to 10, most rated them positively and said that these programmes were helpful in their life choices. Individuals who participated in career development programmes at school gave these programmes a seven ($SE=0.212$) out of ten. The skewness on this satisfaction scale was -0.702 and the kurtosis was 2.654 – this result showed that the distribution is approximately symmetric and somewhat leptokurtic. In other words, the distribution's tails are longer and fatter than what would be considered normal.

Of all those interviewed for this study, 30% (165 out of 552) said that they were employed with 44 in part-time employment and 121 in full-time work. Of those who were working, 16% were employed as part of an internship or training programme. More than half of those employed as part of such a programme had a short-term contract (i.e. a contract with a duration of less than a year). Approximately two-fifths of these contracts required employees to work without a stipend which suggests that many of these workers may struggle financially. Most of these employees described their expertise as relevant to what they do every day in the programme and believed that their training is relevant to their current job. The majority are hopeful that they will get a permanent job at this organisation once their contract is completed. A number of young working people (63 out of 162) in our sample said that, in the twelve months prior to the interview, they had signed up for training to improve their job skills. This is because many employed respondents (85 out of 162) feel that the overall skill requirements of their position had increased since they began working⁷.

A number of people in the sample (77 out of 552) had been part of a work-seeker programme that tried to help them find employment prior to the interview. Compared to 17% of the unemployed and 5% of learners, about a fifth of individuals who are employed had been part of a programme of this type. As determined by a one-way ANOVA ($F(3, 547) = 5.45$, $p = 0.001$), we can see that these differences are statistically significant. Many of these individuals were part of a work-seeker programme provided by non-government institution like a charity or religious institution ($N=29$) or national government ($N=24$). Only a few people ($N=14$) were part of a programme offered by a for-profit company. Respondents were asked what was the main kind of support provided by these programmes was. We were told that the main kinds of support were curriculum vitae compilation ($N=19$), counselling ($N=19$) and job training ($N=15$).

⁶ We were concerned that family wealth may be driving this relationship and, consequently, we looked at the relationship between household income and having an individual attended career guidance or work-seeker support. The mean household income of those that had attended was not substantially higher than those who had and standard bivariate testing confirmed that there does not seem to be a relationship between objective measures of wealth and career guidance attendance. A similar result was seen if we look at the relationship between objective economic indicators and participation in a work-seeker programme. It is clear that this issue requires further study and examination.

⁷ Utilising a Pearson's product-moment correlation, we discovered that entering a job training programme was robustly correlated ($r(160) = -0.807$, $p < 0.001$) with a belief that the overall skill requirements had increased.

6. Education Access and Higher Education

The expansion of human capital in Gauteng could uplift the capacity of the provincial workforce and, consequently, the region's economic development. Recognising this possibility, government and the general public have invested substantially in education and young people are encouraged to go and finish school. The ultimate goal for many is tertiary education (especially a university degree) and post-matric qualifications have become increasingly valued in the provincial labour market. However, many struggle to access institutions of higher education and obtain high returns to educational attainment. This section looks at how young people enter and participate in tertiary education. The focus here are the obstacles faced by this current generation and what motivates them to try and obtain a post-matric qualification.

More than half (289 out of 512) of those aged 18-34 years in the sample had completed secondary education. The remainder (223 out of 512) were asked to explain why they had not completed matric. The main reasons given for not currently studying for their education included lost hope of completing my studies, took work to support myself or their family and lack of money to pay for fees, transport and school books. Interestingly, few individuals said that family issues (such as pregnancy and caring for children) were the main reasons that they were not studying to complete secondary education. Of the sample aged 18-34 years, 7% (38 out of 512) indicated that they had completed tertiary education (see Figure 5). A number of people in the sample were students at higher education institutions at the time of their interview. Let us look at these students and their experiences and motivations in more detail below.

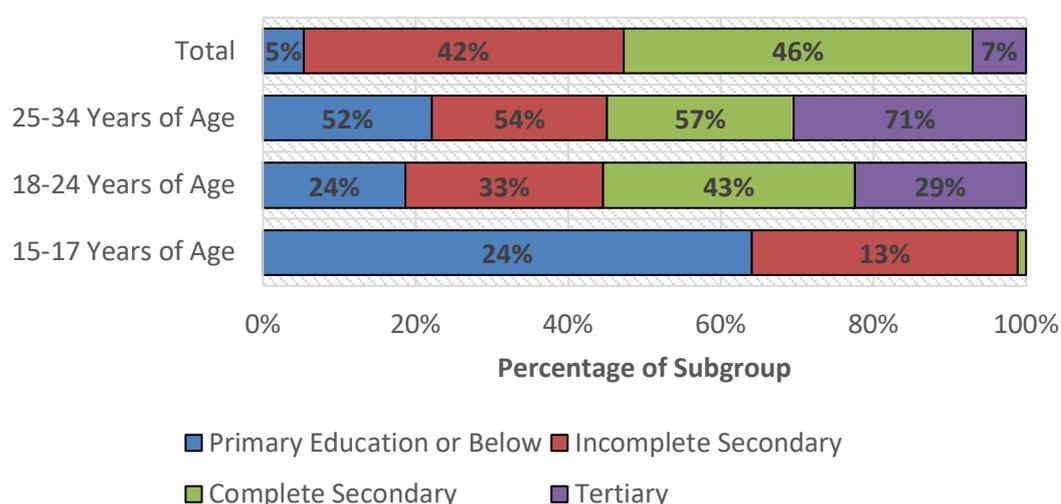


Figure 5: Educational Attainment Level by Age Group⁸

About two-sevenths of the sample (81 out of 549) told fieldworkers that they were currently attending higher educational institutions. Intriguingly, a majority of these attendees (46 out of 81) were female. Nearly a twentieth (14 out of 81) of those attending a higher educational institution in our sample were white and approximately three-quarters (64 out of 81) were

⁸ Note: Pearson $\chi^2(6) = 49.575$ ($Pr = 0.001$); Likelihood-ratio $\chi^2(6) = 56.491$ ($Pr = 0.000$).

Black African. Many of those (32 out of 78) attending these institutions described themselves as either very or reasonably financially comfortable. A minority of these students (14 out of 81) said that they had previously dropped out of a higher education institution (such as a university or vocational college). The main reason given for previously dropping out was lack of money to pay for fees, transport and school books. Interestingly, no one said that they dropped out because they were failing their courses or that pregnancy or childcare had compelled them to quit school.

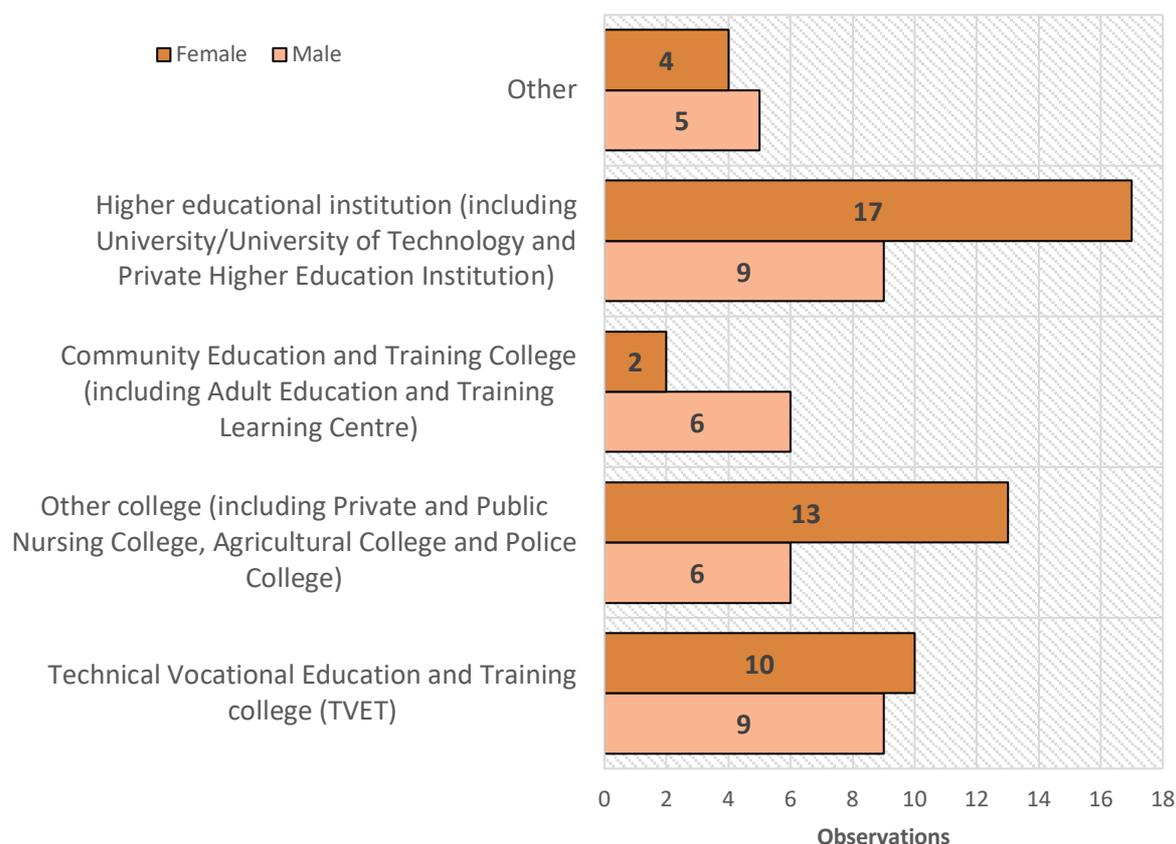


Figure 6: Higher Educational Attainment by Tertiary Students by Gender⁹

Of the tertiary education institutions respondents were attending, the most popular (N=26) of these institutions were universities (including universities of technology) followed by technical vocational education and training colleges (N=19) and community education and training colleges (N=9). The remainder (N=28) attended another type of college (such as nursing and police colleges) as well as post-matric study programmes. The majority of tertiary students in our sample were studying law and business followed by social sciences and then scientific disciplines. Tertiary students were asked why they had chosen their field of study. Most gave finding secure employment and earning money as the main reasons that they had opted for this field. A majority of these learners (54 out of 81) said that they had researched

⁹ Note: Pearson $\chi^2(6) = 49.575$ (Pr = 0.001); Likelihood-ratio $\chi^2(6) = 56.491$ (Pr = 0.000)

the employment opportunities afforded by their field¹⁰. A number of people also said they selected their subject of study because they found the discipline interesting. It is perhaps surprising that only a small number of tertiary learners (5 out of 81) said that they chose this field because it was useful to society.

About half of all tertiary students (39 out of 56) in our sample told fieldworkers that in the last three months there was a period a time when they were unable to afford study essentials (e.g. fees, textbooks or transport). This suggests that many people surveyed for this study experienced substantial financial burdens when trying to earn their tertiary qualifications. When faced with this type of difficulty, individuals adopt strategies to cope with this type of shortfall. The most popular was working overtime to earn extra money (12 out of 39) followed by borrowing from family or friends (11 out of 39) and cutting back on spending or doing without (10 out of 39). Few were able to turn to formal credit arrangements from banks or other financial institutions.

Given that many tertiary students (N=56) in the sample did not go to university and went to another institution, it is important to understand why these individuals selected this institution instead of studying at a university. When asked for an explanation on their higher education choice, these learners gave a number of different answers. The most popular (N=21) answer was that they could not afford to go which suggested that it was affordability that prevented these individuals from attending university and it was not disinterest that was responsible for this observed trend. Most of these non-university tertiary students (38 out of 56) told fieldworkers that their institution provided them with practical experience on the workplace. About half (28 out of 56) of these learners said that their institution provided them with training on how to start and run their own business. We looked at how these non-university tertiary students funded their studies. We found that many relied on social networks (22 out of 56) or bursary and financial aid schemes (18 out of 56). Only a minority (11 out of 56) of these learners were funding their studies through their own financial resources.

7. The Gauteng Youth's Family Relationships

A key strategic pillar for the GPG is Nation building, youth work, civic duty and social cohesion. To this effect, as highlighted earlier, the GPG noted that youth tend to grow up in dysfunctional environments without the necessary family and/or societal support structures. To this effect, the GPG would like to "...facilitate the reconnection of disillusioned youth by providing effective services and support to reconnect, strengthen resilience and enable positive development (GYIDS, 2015: 54).

A number of studies highlight a correlation between resilience in youth and family relationships (Theron and Theron, 2010; Lee, Cheung, and Kwong, 2012). There is general consensus that building a resilient is contingent upon family relationship, community support, and cultural protective resources (Theron and Theron, 2010; Lee, Cheung, and Kwong, 2012). To this effect, Norman (2007: 1) highlighted:

¹⁰ When asked why they did not research the employment opportunities afforded by their field, respondents gave a number of different answers. The most popular (6 out of 23) of these was that they don't know how to look for that kind of information. This was followed by those (5 out of 23) who said that they already had a clear idea of what they wanted to do. A few said that they were not interested in employment opportunities or earnings and that they unconcerned with what tomorrow will bring.

...youth perceived their environment as posing challenges to them in a number of areas, these included community resources, safety barriers to community development, the negative stereotyping of youth and specific dangers to the well being of youth...individual, family and community resources emerged as factors that supported the youth in maintaining their positive lifestyle...The family resources that were identified were effective parenting and family communication

Theron and Theron (2010) also state that “...to explain resilience among South African youth (from all four race groups) ...resilience [is] contingent on personal, familial, community and/or cultural protective resources”. It is thus important to consider how the youth view their family relationships, whether they assist with chores and their satisfaction with family relationships. Figure 7 presents the marital status of the sample. Although 66 % of the sample indicated that they were single, we noted that some were in fact in a long-term relationship. It is also not clear to what extent divorced people may have self-identified as single in the sample. The survey did not provide an option for *in a relationship*, but rather asked whether respondents were *separated from their spouse or partner*. This could have led to some confusion among the participants, even though this issue was not flagged during the pilot phase of the survey in June 2018.

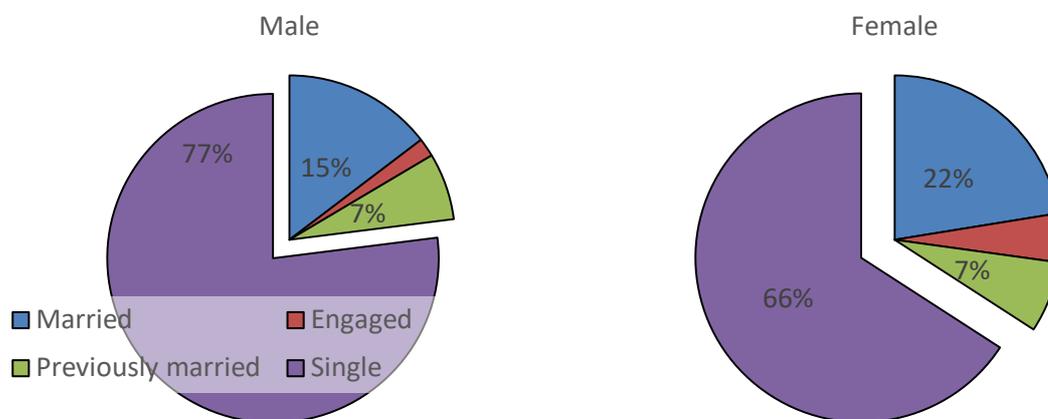


Figure 7: Marital status of sample

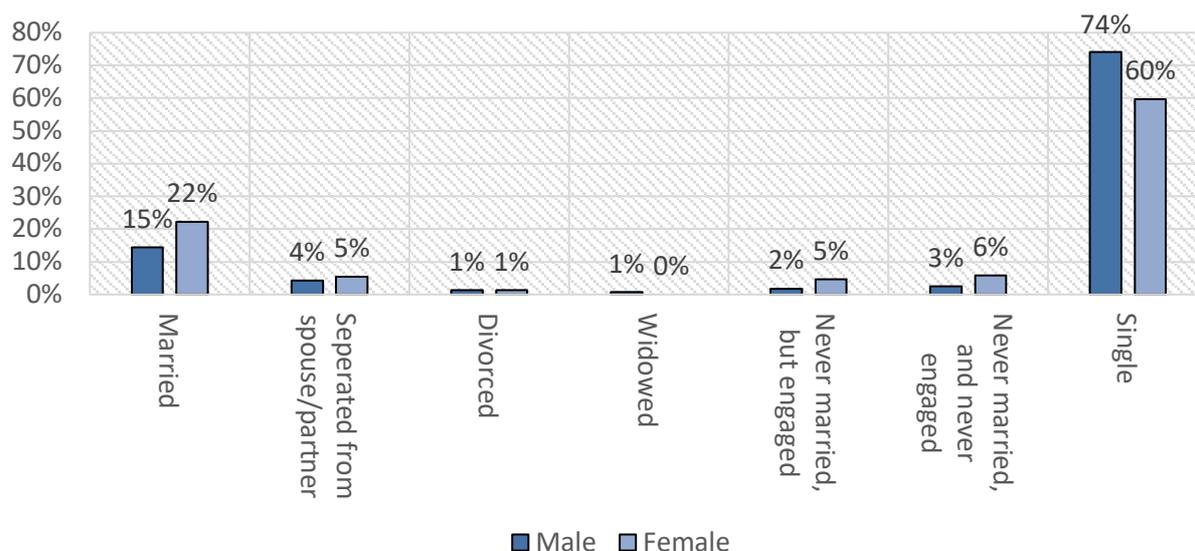


Figure 8: Gendered presentation of marital status

Figure 8 demonstrates that a higher proportion of females in the Gauteng youth population are either married or in a relationship, whilst a higher proportion of men indicated that they are single. Of the respondents who indicated that they do have a spouse or a partner, 21 % indicated that they lived in the same household, whilst 4.1 % indicated that they do not share the same house. On average, most couples who share the same household had been in a relationship for 4 – 7 years (44%) and 8-11 years (33 %). A majority of respondents indicated that they do not have children, while 22% indicated that they are parents or caregivers to one child and 15% are responsible for two children (Figure 9). Gauteng youth seem to have children between the ages of 25 and 34 years. Figure 10 demonstrates that 33 % of the sample aged 25 – 34 had childcare responsibilities compared with 6.2 % of the sample aged between 18 and 24. No respondent aged 15-17 indicated that they had childcare responsibilities. This is surprising given that teenage pregnancy is seen as a major challenge in the Gauteng province (SABC, 2019). However, it is reported that teenage pregnancy is notably higher among girls aged between 10 and 14 (SABC, 2019).

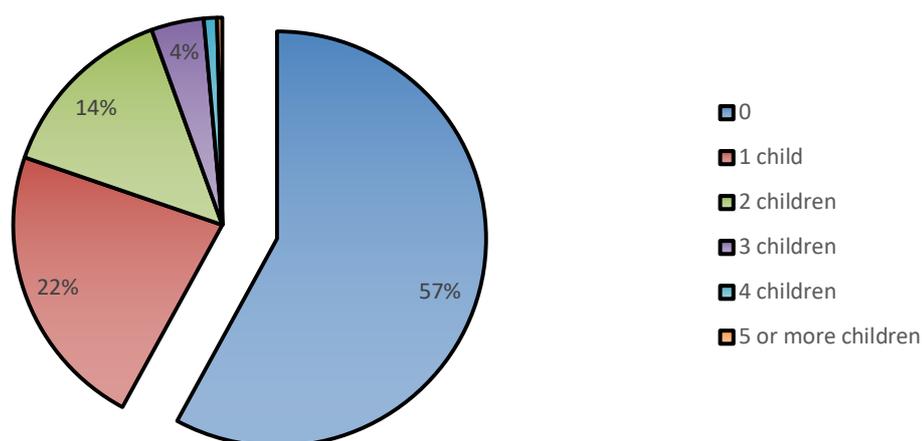


Figure 9: Gauteng Youth: Parental responsibilities

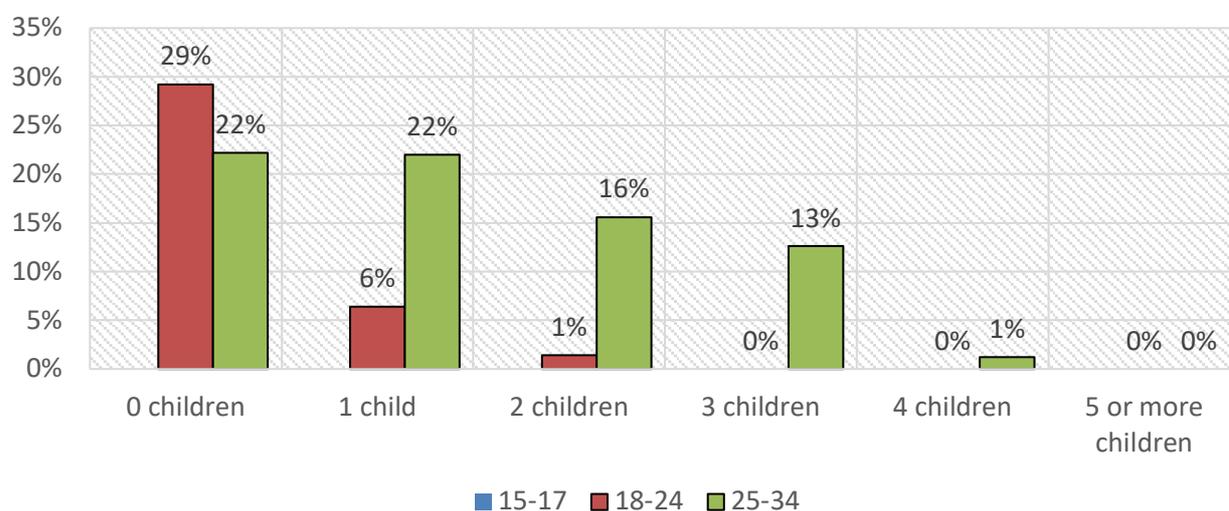


Figure 10: Parental and Childcare responsibility by age cohort

Of the respondents who indicated that they have children or childcare responsibilities, a majority of the sample indicated that they live in the same household as their children (n=194). Most respondents with children living at home indicated that they spent more than 12 hours on childcare responsibilities (53%) and that their partners help with childcare responsibilities (77%). 41.8% of respondents with childcare responsibilities indicated that their partner spend more than 12 hours on caring for children.

Women and girls constitute half of the global population and “therefore half its potential” (United Nations, 2015b). Similarly, Gauteng has a higher female youth population (51%) to men (49%) (YouthExplorer, no date). Indeed, gender equality is captured as a key policy directive in both international, national, and provincial policies and developmental directives. The UN Sustainable Development Goal 5 on Gender Equality “...recognises and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies, and the promotion of shared responsibility within the household and family as nationally appropriate” (United Nations, 2015). While some lauded the renewed

push for gender mainstreaming in global policy through the Sustainable Development Goals (SDGs) as essential steps to *transforming our world* (where women's empowerment is an essential element to achieving a just order) (United Nations, 2015a), others noted concern around ideological approaches to gendered development policies (O'Manique and Fourie, 2017, Esquivel, 2016), and some stressed the obstacles of gender stereotypes and traditional roles in achieving gender equality (Queisser, 2016). It is thus imperative to consider how family responsibility and care duties are spread across gender in Gauteng given the focus of gender equality and mainstreaming at a policy level.

Of the respondents who indicated that they had children, 43 % of females indicated they spent more than 12 hours on childcare compared to 11 % of males. Figure 11 presents the distribution of domestic work per gender for the Gauteng youth population. It is evident that female youth are responsible for domestic and unpaid care work. The division of domestic labour at home falls within what would be considered traditional male and female responsibilities, most notably in preparing meals and cleaning the home. Strong family structures are important for youth resilience. They also serve as a safety net and support network in order to build resilience and encourage positive youth development. Figure 12 presents findings on whether respondents had assisted a family member or received assistance in some aspect.

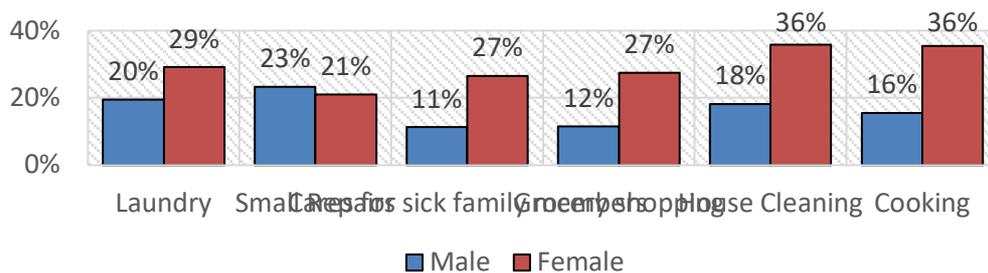


Figure 11: Division of domestic work at home by gender

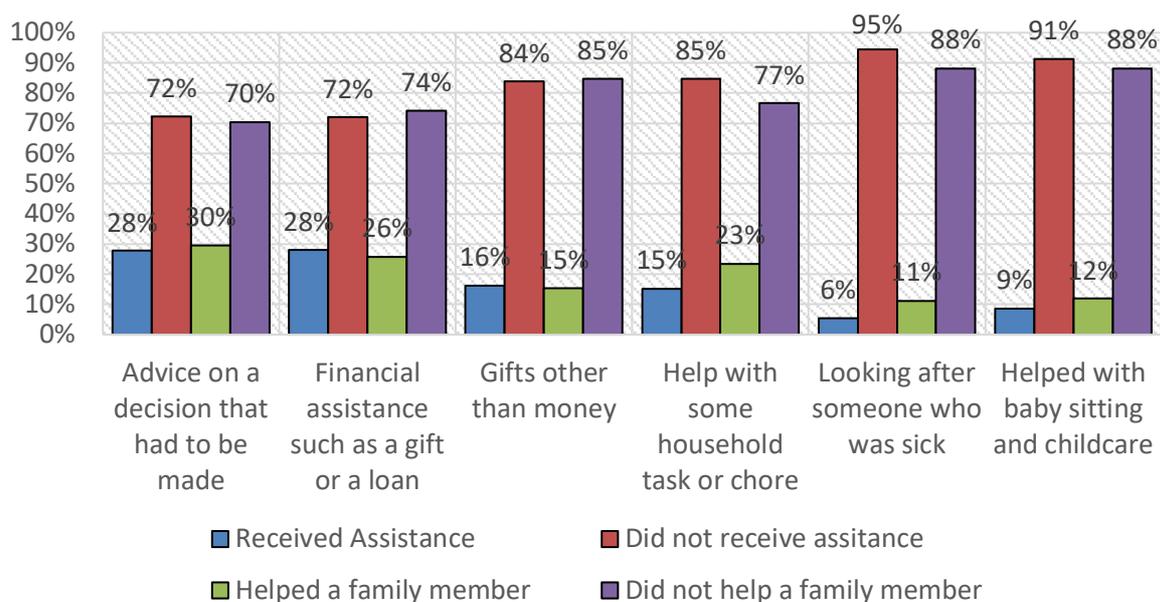


Figure 12: Family Support and Assistance

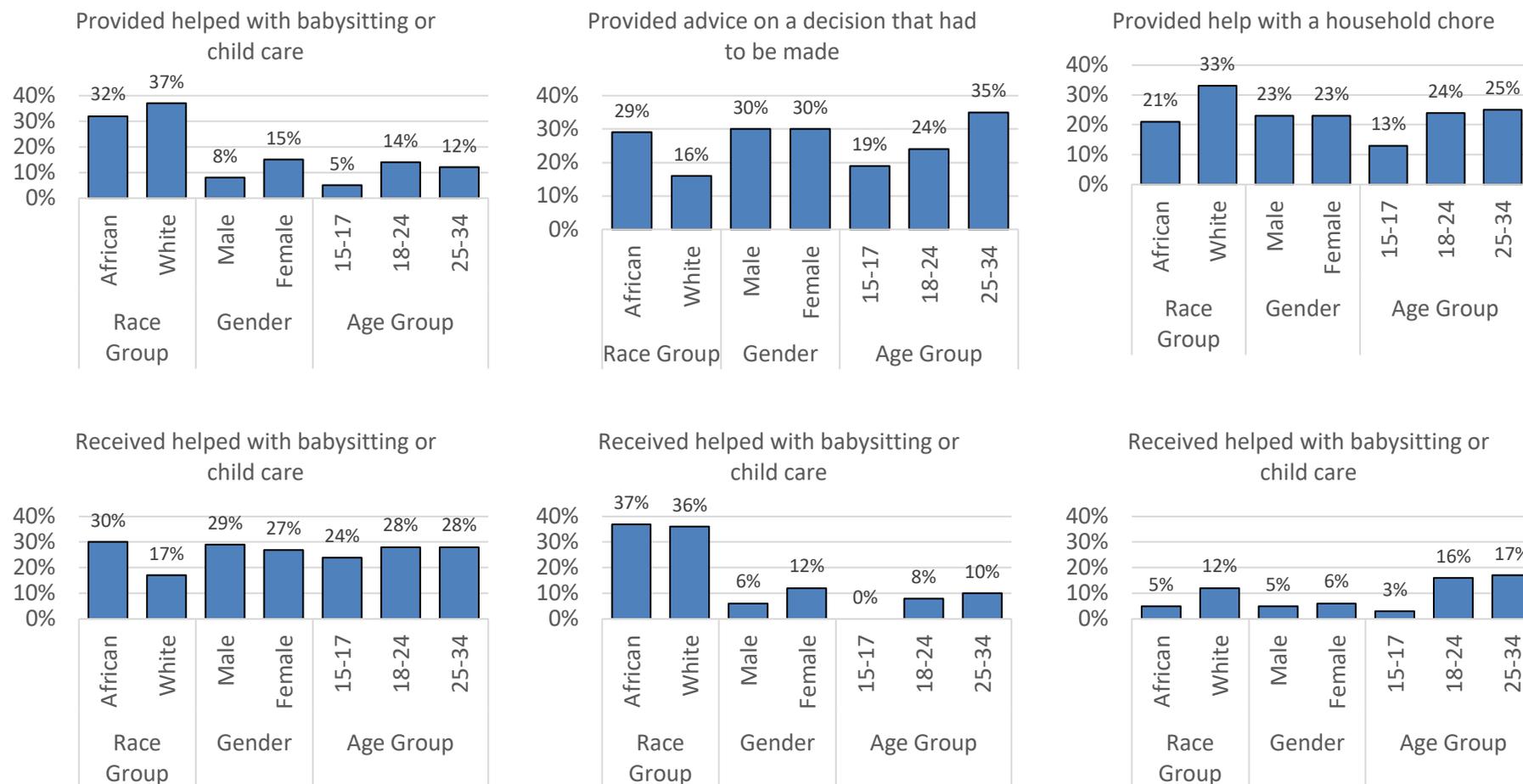
Table 5: Mean Levels of Satisfaction (0-10) with Family Life across Demographic Subgroups

	Mean	Std. Dev.	Obs.	Scheffe Sig.
Employment Status				
Employed	8.13	2.52	163	ref. group
Student	8.90	1.64	110	*
Unemployed	8.15	2.13	256	
Population Group				
Black African	8.48	2.15	441	ref. group
White	7.65	2.24	86	**
Other	8.09	2.00	23	
Gender				
				ref. group
Male	8.33	2.15	273	
Female	8.36	2.18	273	
Age group				
15-17	8.53	2.30	38	ref. group
18-24	8.31	2.22	201	

25-34	8.33	2.14	306	*
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Note: Reported levels of statistically significant are based on ANOVA testing. The signs *, **, *** indicate that the differences in mean scores are significantly different at the 5 percent ($p < 0.05$), 1 percent ($p < 0.01$) and 0.5 percent ($p < 0.001$) level respectively.

It is evident from Figure 12 that social capital within youth families are low. What is of interest however, is that a majority of respondents had indicated that they were satisfied with their family relationships and life (see Table 5). Family social capital (as a support network for positive youth development) seems to be quite low among youth in Gauteng as demonstrated in Figure 12. Yet, youth in Gauteng seem to be quite satisfied with their family relationships and life overall. A similar outcome is evident whether we look at attitudes by race, age, and gender groups. It is interesting to note that white individuals were somewhat less satisfied than their African counterparts. There may be a need to engage in a campaign programme to highlight the important role of family social capital in positive youth development.

Table 6: Race, Age, and Gender in Providing and Receiving Family Support Family Support¹¹

¹¹ Coloured and Indian populations are excluded due to small sample size. Selected indicators are chosen. Note that the age population group 15 – 17 is small. Care should be taken in interpreting the results.

In looking at family support and social capital, it would be useful to consider age. This is especially important if we consider teaching youth responsibility and helping through the family structure. Figure 13 demonstrates that different age cohorts do assist with different domestic and unpaid care work. It does seem that the age cohort 15-17 assists with housework such as laundry, cleaning house, and cooking. It is evident that generally domestic responsibilities are higher among the age cohort 25 – 35. This could be because of a move into adulthood with the associated responsibilities. However, the data points to youth cohorts aged 15-17 and 18-24 assist with domestic work. This could potentially explain that although there seems to be a lack of familial social capital, family members contribute to the domestic management and work of the home. This could potentially create a group sense of familial cohesion through working together in domestic chores.

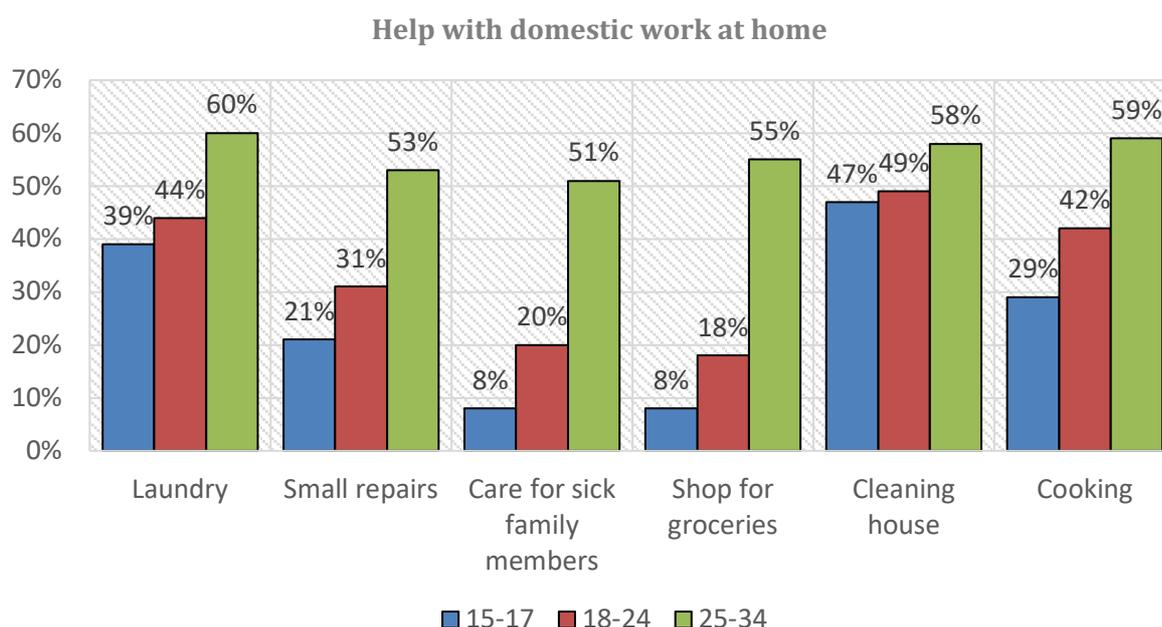


Figure 13: Assistance with domestic chores by age¹²

Overall it would seem that the youth population in Gauteng are satisfied with their family relationships and life. We note that certain trends, most notably on traditional gender roles in a domestic division of labour. Women tend to carry the bulk of domestic responsibility. An area of concern is the seeming lack of building social family capital, especially around issues of seeking advice, caring for sick family members, and other means of assisting within the family structure. A further area of concern relates to a lack of the age cohort 15 – 17 receiving little support in terms of advice on decisions, which is key to positive youth development. There may be a need to engage in a campaign to encourage conversations between youth and families. A strong familial social network and support system is important for positive youth development for the future.

8. Interpersonal violence among the Gauteng Youth

It is estimated that across the globe between 15 – 71 % of women have been affected by intimate partner violence (Halim, Steven, Reich, Badi, and Messersmith (2018). Parlermo, Bleck and Peterman, 2018: 602) highlight that rates of interpersonal or gender based violence varies significantly, from around 16 % in East Asia to 66 % in central sub-Saharan Africa. South Africa has

¹² The sample for the age cohort 15 – 17 is very small. Care should be taken in interpreting the results.

a high rate of gender-based violence. It is estimated that one in five women experienced some sort of abuse (Sonke Gender Justice, 2018).

Table 7: Types of gender-based violence

Types of Gender-Based Violence	
Sexual abuse	Broad category incorporating various forms of sexual violence, including, but not limited to, rape, sexual assault, sexual harassment.
Physical abuse	Any act or threatened act of physical violence towards another causing injury or trauma, including but not limited to, hitting, slapping, kicking, punching, pushing.
Emotional abuse	A pattern of degrading or humiliating conduct towards another, including verbal abuse, threats to cause emotional pain, manipulation and intimidation, and repeated exhibition of obsessive possessiveness or jealousy.
Psychological abuse	Subjecting another to emotional and verbal abuse which may result in psychological trauma, including anxiety, depression or posttraumatic stress disorder.
Verbal abuse	A form of emotional abuse, including constant criticism, repeated insults and name calling.
Cultural/Religious abuse	When a person is harmed as a result of

	practices that are part of their culture, religion or tradition.
--	--

Source: Sonke Gender Justice (2018).

The focus of this survey, however, focussed on physical abuse. This is evident in the nature of questions relating to partners inflicting physical violence against one another.

Gender-based violence remains an underreported phenomenon (Palermo, Bleck, and Peterman, 2018). To this effect, Palermo, Bleck, and Peterman (2018) highlight that

Underreporting and failure to seek help occur worldwide. Barriers to reporting or seeking care from formal sources include shame and stigma, financial barriers, perceived impunity for perpetrators, lack of awareness of available services or access to such services, cultural beliefs, threat of losing children, fear of getting the offender in trouble, fear of retaliation, discriminatory and stereotypical attitudes toward victims in courts and law enforcement settings, and distrust of health care workers (37). In addition, many women simply do not report or seek care because they believe that the violence is normal or not serious enough to report.

In analysing the results of the Gauteng Youth Survey on Interpersonal Violence, one should be cognisant that this particular phenomenon may be under-reported in this particular survey. We asked fieldworkers to hand over the digital tablet devices so that respondents may answer this section. However, only 21 % of respondents opted for the self-response option in completing this section of the survey. We also had two incidents where respondents requested psychological assistance which was communicated via the official channels as per the ethics requirements of this particular study.

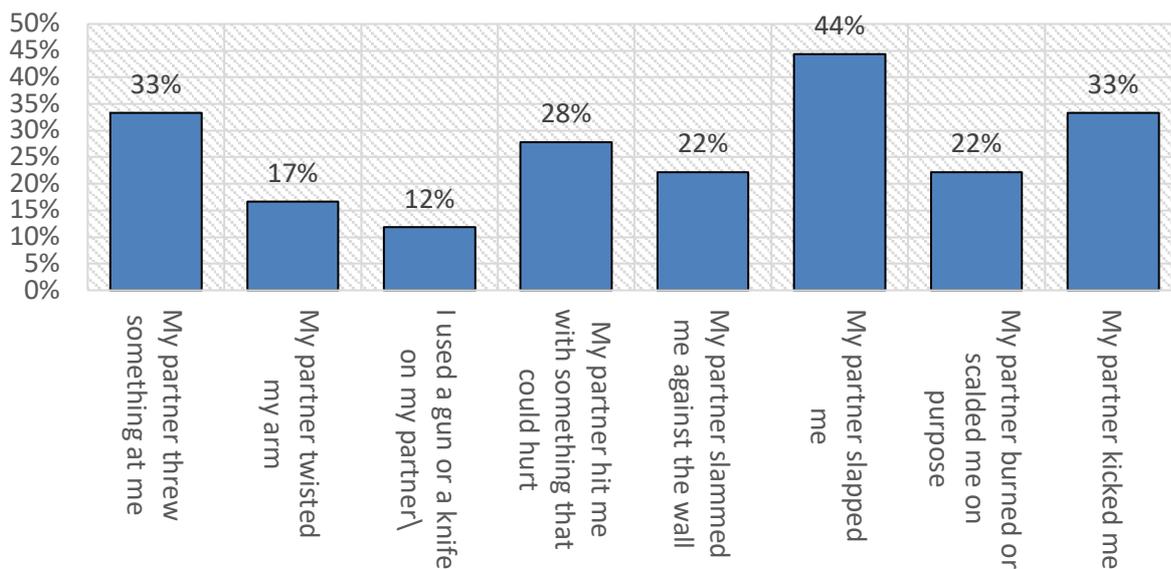


Figure 14: Types of physical abuse experienced

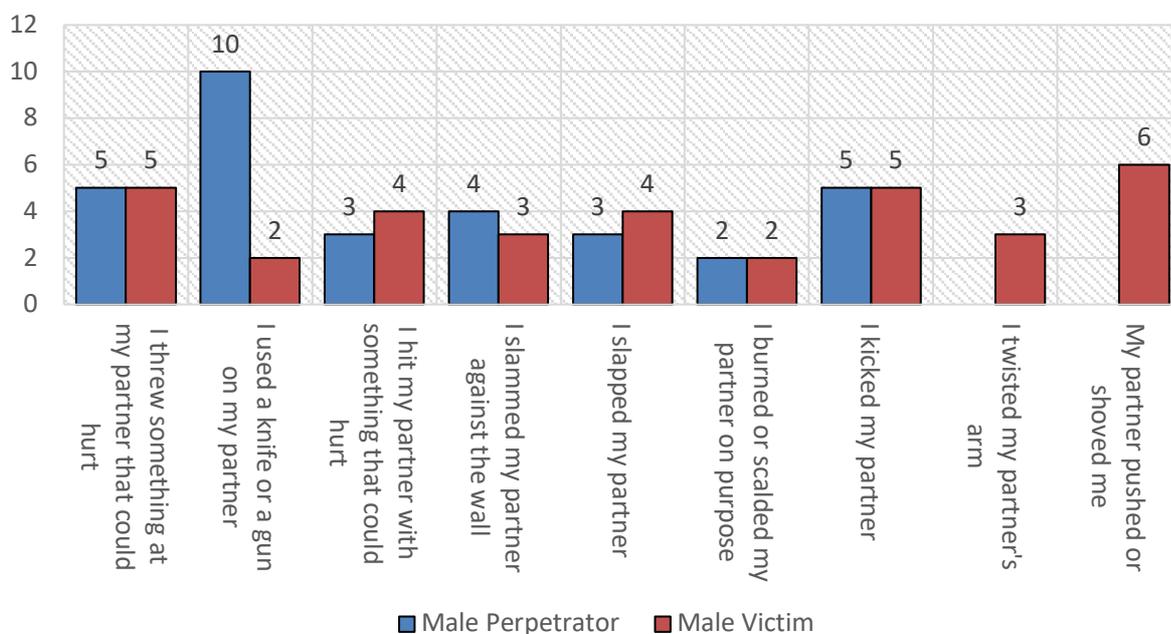


Figure 15: Violence against and perpetrated by males

Respondents were asked whether they believed they were in an abusive relationship. Only 2 % of respondents indicated that they did believe they were in an abusive relationship. In terms of race we found Africans (n=10) and white (n=4) who believed that they were in an abusive relationship. Interestingly, of the sample an equal number of males and females indicated that they believed they were in an abusive relationship (n=16). It is however unclear whether the response was based on physical abuse only. As demonstrated in Table 7, there are different forms of gender violence, and as such, future youth surveys should make provision for those to try and generate sufficient data. The range of questions focussed how partners may physically harm each other. This included throwing something that could hurt to using a gun or a knife on their partners. What is of interest was that generally males who indicated that they were in an abusive relationship indicated what they did to their partners.

9. HIV/AIDS Knowledge: An overview of the Gauteng Youth

Young people (especially women) bear a disproportionate burden of HIV infection in South Africa; a country where an estimated seven million people are currently living with HIV/AIDS. The country's National Strategic Plan 2017-2022 identifies young people as a key group at risk of HIV transmission and as critical beneficiaries of HIV prevention interventions. The following section presents results from the survey on issues related to HIV/AIDS knowledge and related behaviours. It provides a situational analysis of HIV knowledge, attitudes, practices and risky behaviours. First we discuss attitudes towards sexual behaviour that have been shown to place an individual at risk of HIV infection. Then we will turn to knowledge of HIV/AIDS and whether young people are aware of the different methods to prevent infection. Finally, we will look at whether respondents had reliable access to Anti-Retroviral Treatment drugs in their area.

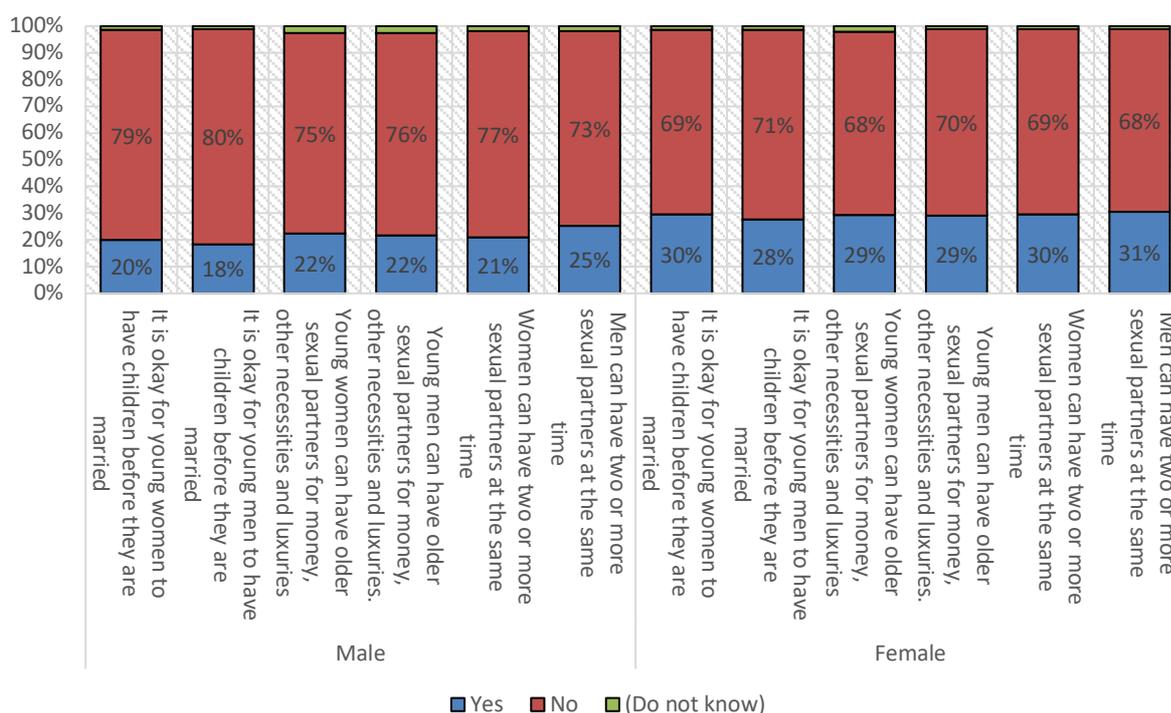


Figure 16: Gendered Socially Acceptable Practices by Gender

To better understand existing patterns of sexual behaviour, attitudes towards: (i) transactional sex; (ii) non-marital fertility; and (iii) multiple concurrent sexual partners were assessed in this study. For each behaviour, respondents were asked whether it was acceptable for a woman and then for a man. Most participants perceived that all three behaviour types were unacceptable (Figure 16). These behaviours were, on average, seen as improper regardless of whether the action was being performed by a man or a woman. Interestingly, women in our sample were found to view these behaviours as more socially tolerable than men. Perhaps surprisingly, we did not observe a gender bias on these social acceptability questions –respondents were not more predisposed to view a particular behaviour as acceptable if it was committed by an individual of the same gender. Of course, when reviewing this data, it is important to remember that individual responses may be affected by social desirability bias. But if we take these results at face value, they suggest that the youth in Gauteng had rather conservative and risk-averse attitudes towards sexual behaviour.

To obtain a better understanding of sexual attitudes in Gauteng, we produced an index from the six items in Figure 16 and we called this measure the Sexuality Permissiveness Index. The index was ranged on a 0-10 scale and indicated the extent to which the three sexual actions were considered acceptable. The higher the score on the index, the more permissive these actions were seen. The

average index score for the sample was 2.57 (SE=0.142) and the distribution of the index was platykurtic. In Table 8 we looked at the mean index scores across selected subgroups. As may have been anticipated, we noted that women were somewhat more laissez-faire, on average, in their attitudes on this issue than men. It is also noteworthy that young people in unemployment were slightly more permissive than students or the employed. But, on the whole it is interesting to note that we do not observe substantial differences between subgroups in the table. This suggests that these attitudes cut across important demographic and economic fault-lines in the sample.

Table 8: Mean Sexuality Permissiveness Index Scores across Selected Subgroups

	Mean	Std. Dev.	Obs.	Scheffe Sig.
Educational Attainment				
Tertiary	3.46	4.25	38	ref. group
Complete Secondary	2.53	3.26	248	
Incomplete Secondary	2.47	3.24	229	
Primary Education or Below	2.72	3.14	30	
Employment Status				
Employed	2.07	3.00	163	ref. group
Student	2.29	3.21	110	
Unemployed	3.02	3.50	254	*
Population Group				
Black African	2.65	3.39	441	ref. group
White	1.84	2.47	85	
Other	3.91	4.11	22	
Gender Group				
Male	2.14	3.12	272	ref. group
Female	2.94	3.43	272	**

Note: Reported levels of statistically significant are based on ANOVA testing. The signs *, **, *** indicate that the differences in mean scores are significantly different at the 5 percent ($p < 0.05$), 1 percent ($p < 0.01$) and 0.5 percent ($p < 0.001$) level respectively.

Participants were asked if they were aware of any strategies which they could use to prevent HIV transmission (Figure 17). A small number of individuals (N=47) told fieldworkers that HIV infections could not be prevented which suggests a worrying degree of fatalism amongst this minority segment of the sample. Most individuals said that they knew about at list one strategy to combat the spread of HIV/AIDS and 85% reported that they were aware of more than one. Most participants (86%) cited condoms as an HIV prevention method and no other method was as popular. A number of respondents listed certain sexual practices (such as reducing the number of partners and being faithful to one partner) as effective. A troubling low portion of individuals interviewed were aware

of medical services offered at clinics in the province such as Pre-Exposure Prophylaxis (N=47), medical male circumcision (N=71) and microbides (N=30).

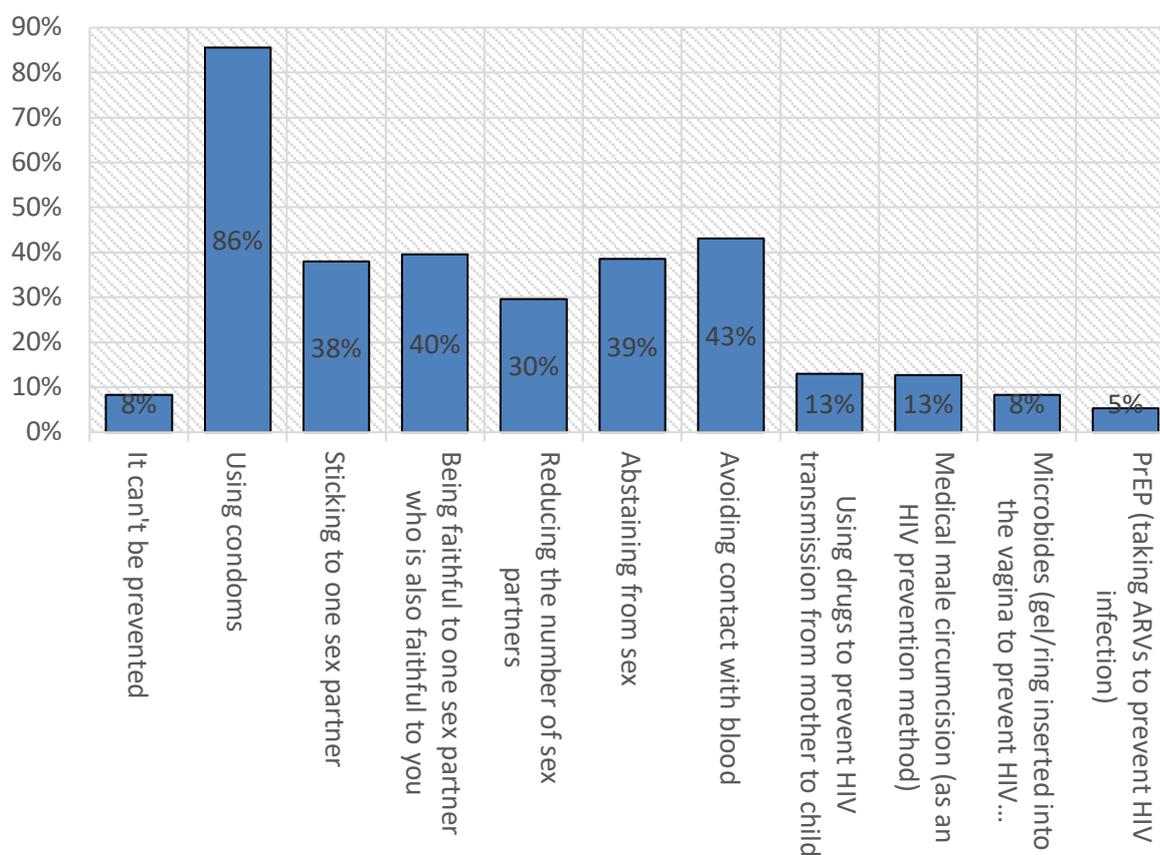


Figure 17: Level of Awareness of Different HIV Infection Strategies in the sample

Knowledge about disease transmission and self-protective behaviours have traditionally been considered one of the best determinants of HIV-risk behaviour. Participants were asked a number of different questions about HIV/AIDS – these were from an abridged version of the HIV Knowledge Questionnaire (for a discussion of this instrument, see Carey *et al.*, 1997). Responses to these questions are depicted in Figure 17 and show that participants tended, on average, to answer most of these items accurately. The questions that participants were most likely to answer incorrectly concerned whether anti-infection drugs could reduce the risk of HIV transmission through sex. A number of individuals also did not believe that a person could lessen the risk of HIV infection by having fewer sexual partners or were doubtful that medical male circumcision could decrease the risk of infection. This demonstrates that there are certain gaps in HIV/AIDS knowledge amongst the sample.

In order to better understand which segments of our sample reported the best level of HIV/AIDS prevention knowledge, we created a composite HIV/AIDS Knowledge Index based on correct answers to the items in Figure 18. Factor analysis confirmed the validity of this composite index – here we used the principal components method of extraction and then the principal components factor method. The index ranged from 0 to 10 with a high score indicating a high level of knowledge of disease transmission and self-protective behaviours. The mean index score for our sample was 6.2 (SE=0.085) and the distribution was skewed towards the left. In Table 9 we look mean knowledge index scores across selected subgroups. As may have been anticipated, we found that educational attainment was positively correlated with knowledge. Individuals with tertiary qualifications tended to have above average knowledge scores. It is also striking that young people in employment were

somewhat less knowledgeable than students or the unemployed. Overall it is clear from the table that we do not observe considerable dissimilarities between subgroups on this issue. A similar level of knowledge of HIV/AIDS was evident regardless of which demographic and economic subgroup we looked at.

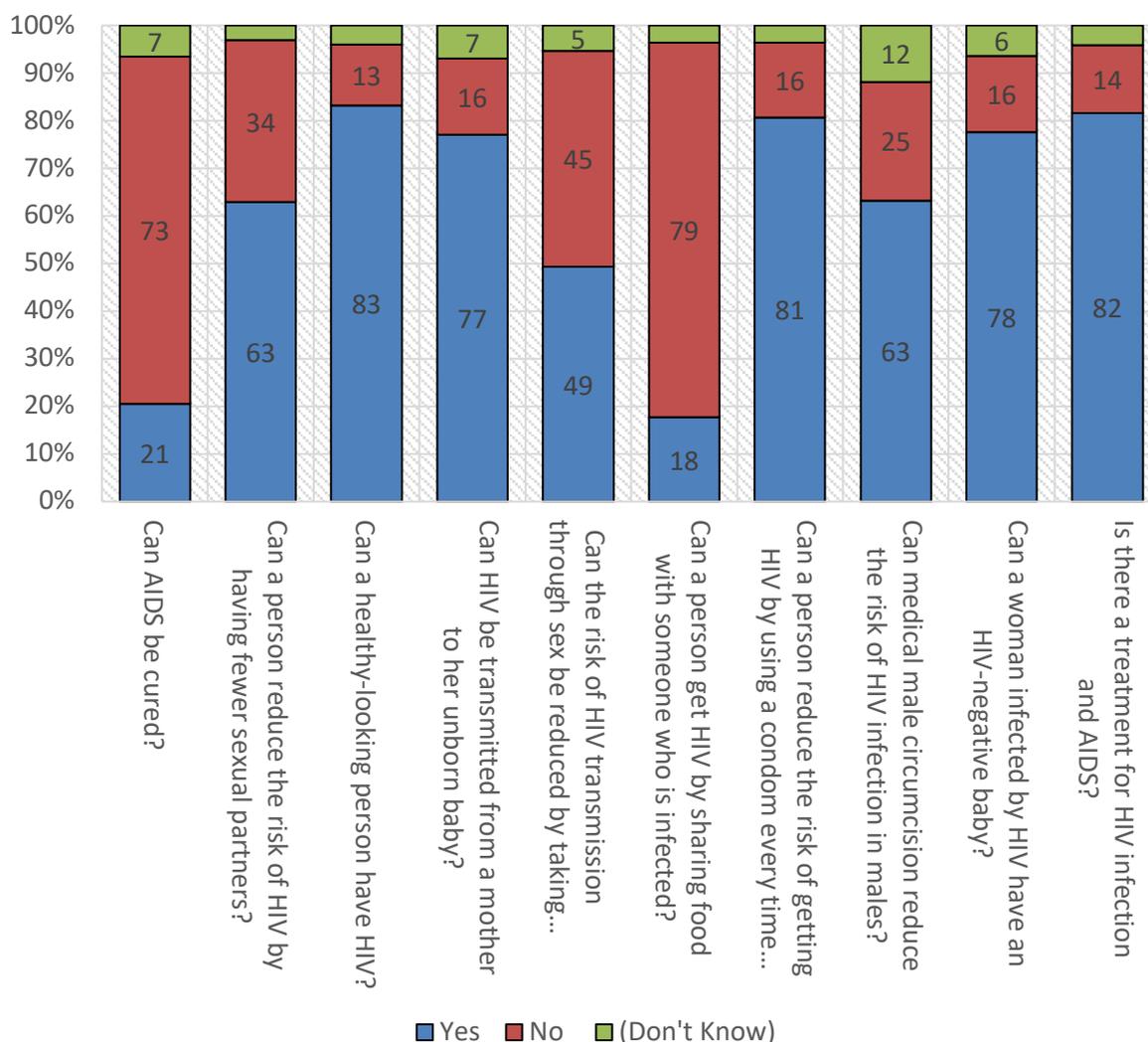


Figure 18: Sample Responses to HIV/AIDS Knowledge Questions

Table 9: Mean HIV/AIDS Knowledge Index Scores across Selected Subgroups

	Mean	Std. Dev.	Obs.	Scheffe Sig.
Educational Attainment				
Tertiary	7.31	1.28	38	ref. group
Complete Secondary	6.33	2.01	248	**
Incomplete Secondary	5.96	1.97	228	*
Primary Education or Below	6.00	2.08	30	
Employment Status				
Employed	5.66	2.14	162	ref. group

Student	6.72	1.62	110	***
Unemployed	6.41	1.97	254	**
Population Group				
Black African	6.52	1.90	441	ref. group
White	4.76	1.70	84	***
Other	5.91	2.04	22	
Age group				
15-17	6.23	2.08	38	ref. group
18-24	6.42	1.90	200	
25-34	6.10	2.02	304	

Note: Reported levels of statistically significant are based on ANOVA testing. The signs *, **, *** indicate that the differences in mean scores are significantly different at the 5 percent ($p < 0.05$), 1 percent ($p < 0.01$) and 0.5 percent ($p < 0.001$) level respectively.

We were interested in what young people knew about HIV/AIDS treatments in Gauteng. When asked to identify the correct treatment for HIV/AIDS, a number (101 out of 549) respondents said that there was no treatment for the disease. When asked what that treatment was, the vast majority of the sample (427 out of 447) correctly said that treatment was anti-retroviral drugs. Only a few respondents said that unscientific treatments – such as traditional medicine (N=7), homeopathy (N=2) and immune boosters (N=2) – were proper treatments for HIV/AIDS. This shows a good level of knowledge about how to treat HIV-infections amongst the youth in Gauteng. However, when respondents were asked how long they should stay on drug treatments, some study participants gave disconcerting answers. Although the bulk of the sample gave the correct answer, a few said that people should continue treatment as long as they want (N=43) or until they feel better (N=22). This implies that a certain subset of the youth population is dangerously misinformed about HIV-infection treatments.

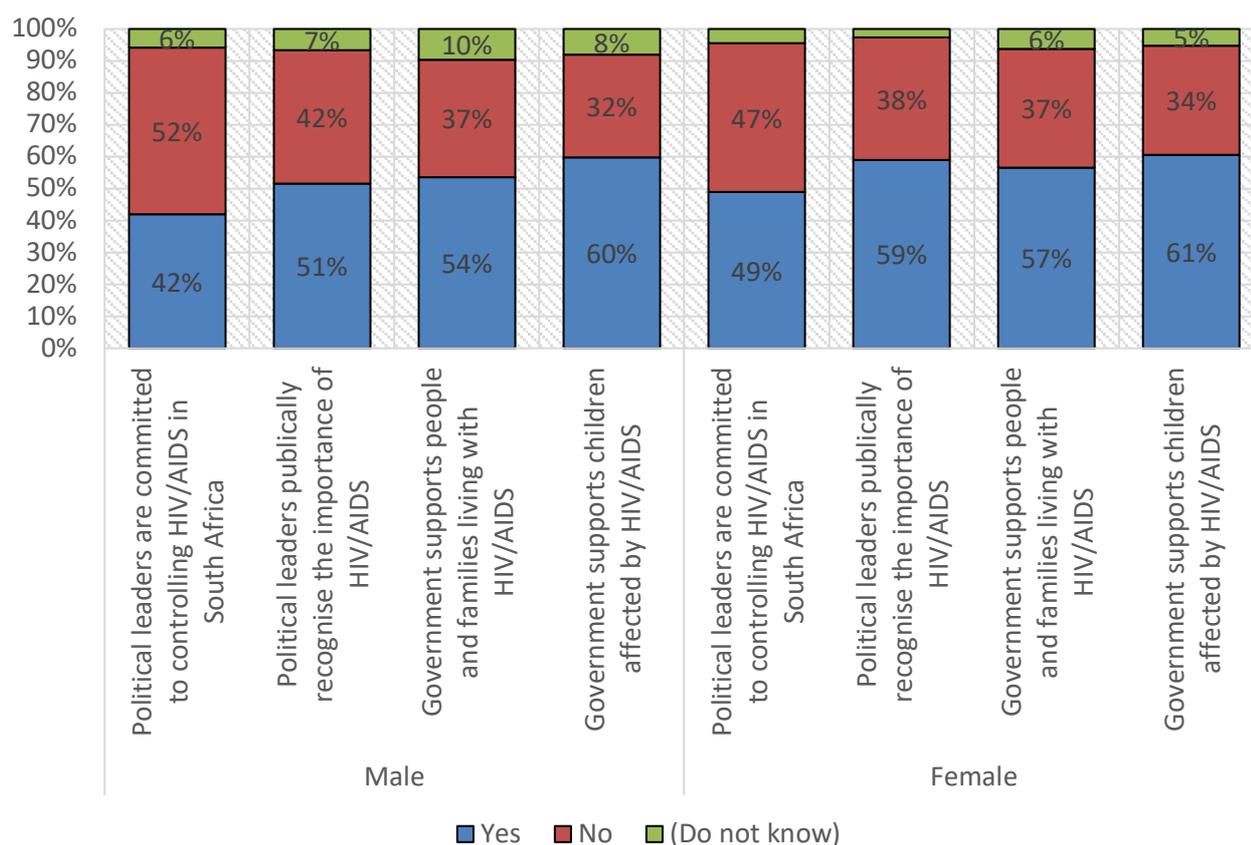


Figure 19: Gauteng Youth Appraisal of Government's response to HIV/AIDS

Respondents were asked to appraise government responses to the HIV/AIDS pandemic and we found decidedly mixed responses on this important subject (see Figure 19). About half (248 out of 547) felt that political leaders are committed to controlling HIV/AIDS in South Africa. A similar proportion thought that these leaders publicly recognise the importance of HIV/AIDS (300 out of 546). About three-fifths of the sample believed that the government supports children and families living with HIV/AIDS. To obtain a better understanding of the attitudes on this issue, we produced an index from the four items in Figure 19. The index was ranged on a 0-10 scale and indicated the extent to which government's response on HIV/AIDS was considered appropriate. The higher the score on the index, the more positive this response was evaluated. The index was labelled the Government Response on HIV/AIDS Index and the average score on this index was 5.80 (SE=0.166). The tails of the index's distribution are thinner than expected and the shape of the index's distribution was platykurtic.

Table 10: Mean Government Response on HIV/AIDS Index by Selected Subgroup

	Mean	Std. Dev.	Obs.	[95% Conf. Interval]	
Gender					
Male	5.684	3.878	267	5.217	6.150
Female	5.200	3.849	270	5.460	6.380
Population Group					
Black African	5.931	3.903	437	5.564	6.297
White	5.081	3.554	82	4.310	5.852

Other	5.909	0.354	22	4.213	7.605
Educational Attainment					
Primary or Below	4.667	4.086	38	3.201	6.132
Incomplete Secondary	5.815	3.846	226	5.312	6.317
Completed Secondary	5.782	3.830	244	5.300	6.264
Tertiary	7.127	3.581	38	5.986	8.268

Mean scores on the Government Response on HIV/AIDS Index were examined across selected subgroups in Table 10. Although men had a slightly more positive assessment of government on this issue, on the whole men and women in our sample displayed similar scores on this index. It would appear that, unexpectedly, different race groups in our sample also had analogous scores on the index. We did note a certain educational gradient in our analysis in the table –those with completed tertiary education reported higher, on average, scores than their less educated counterparts. It may be that attitudes on this issue are being driven by how an individual feels about the function of the government in South Africa. We found that individual responses on this index were not robustly correlated with knowledge of HIV/AIDS¹³. This suggests that individuals' evaluations of government here may be based on their preconceptions about the role of the state in society.

Respondents were asked if there were Anti-Retroviral Treatment (ARVs) freely available in their community for people who are HIV positive. A majority of the sample (456 out of 543) said that there were ARVs available in their community. We examined the percentage of individuals with access to ARVs in their community across selected subgroups in Table 11. Employment status or age group did not seem to affect whether an individual thought that they had access to ARVs in their community. Substantial population group differences were seen on this issue however. White youth in our sample were far less likely to report that they lived in a community in which free ARVs were available. It may be that this segment of the youth does not live near clinics that offer free ARVs or is unaware that ARVs are provided in their area.

Table 11: Percentage who have Anti-Retroviral Treatment (ARVs) Freely Available in their Community for People who are HIV Positive by Selected Subgroup

	Mean	Std. Dev.	Obs.	Scheffe Sig.
Employment Status				
Employed	0.767	0.424	163	ref. group
Student	0.882	0.324	110	*
Unemployed	0.863	0.345	248	*
Population Group				

¹³ Using a Pearson's product-moment correlation, we found a no correlation ($r(546)=-0.056$, $p<0.194$) between the HIV/AIDS Knowledge Index and the index on government response. We used a Bonferroni-adjusted significance level when conducting this test.

Black African	0.888	0.316	438	ref. group
White	0.573	0.498	82	***
Other	0.864	0.351	22	
Age group				
15-17	0.842	0.370	38	ref. group
18-24	0.869	0.339	198	
25-34	0.821	0.384	301	

Note: Reported levels of statistically significant are based on ANOVA testing. The signs *, **, *** indicate that the differences in mean scores are significantly different at the 5 percent ($p < 0.05$), 1 percent ($p < 0.01$) and 0.5 percent ($p < 0.001$) level respectively.

Study participants were asked if they knew where to get ARVs if needed and a majority of the sample (468 out of 536) told fieldworkers that they were aware of a place that could provide ARVs. Most respondents said that public clinic provided ARVs and this seemed to be the preferred choice amongst the sample. Other locations mentioned by the sample as sources of ARVs included public (N=332) and private (N=149) hospitals as well as pharmacies (N=135). If we just look at white respondents we found that 30% of this group did not know where ARVs could be located if needed. Examining the issue more closely we noted that white individuals were less aware of public clinics and public hospitals as sources of ARVs. It may be that white respondents are not as exposed to the public healthcare system as their Black African counterpart –this would explain the awareness gap between the two groups.

10. Gauteng youth perceptions on race relations

Over the past few years, a series of stories on bigoted racism in social media have generated widespread public debate about the state of race relations in South Africa. Student protests at major universities In Gauteng have also drawn attention to the deep discontent that many young people feel towards the slow pace of racial transformation in society. This section will look at public perceptions of race relations in the country, feelings of interracial threat and levels of interracial contact. The goal will be to provide a comprehensive picture of how young people in the province see the racial other. The results of this section will show that, while there is room for optimism and hope, racial mistrust and dislike are prevalent. This finding is disappointing given that many hoped that the so-called ‘born free’ generation would be more post-racial in their outlook.

Many in the sample felt that race relations in the country had improved since 1994 (Figure 20). About half of all respondents (258 out of 543) indicated that relations had improved, 30% indicated that they had remained unchanged and 17% felt they had deteriorated. There is significant optimism about race relations in South Africa amongst Black African members of our sample. A majority of this group (229 out of 436) thought that relations had improved over the last 24 years while less than a seventh of Black African respondents (57 out of 436) felt that race relations had worsen since 1994. Contrary to social media sentiment, many Black African respondents believed that race relations have been improving in the last year. More than half of this group (227 out of 440) indicated that relations had improved, 30% reported that they had remained unaffected and 13% felt they had depreciated. In contrast to black respondents, white participants were found to be less optimistic about race

relations. Nearly half (45%) of white young adults felt race relations had worsened since 2017 and roughly a third (37%) thought relations had worsened since 1994.

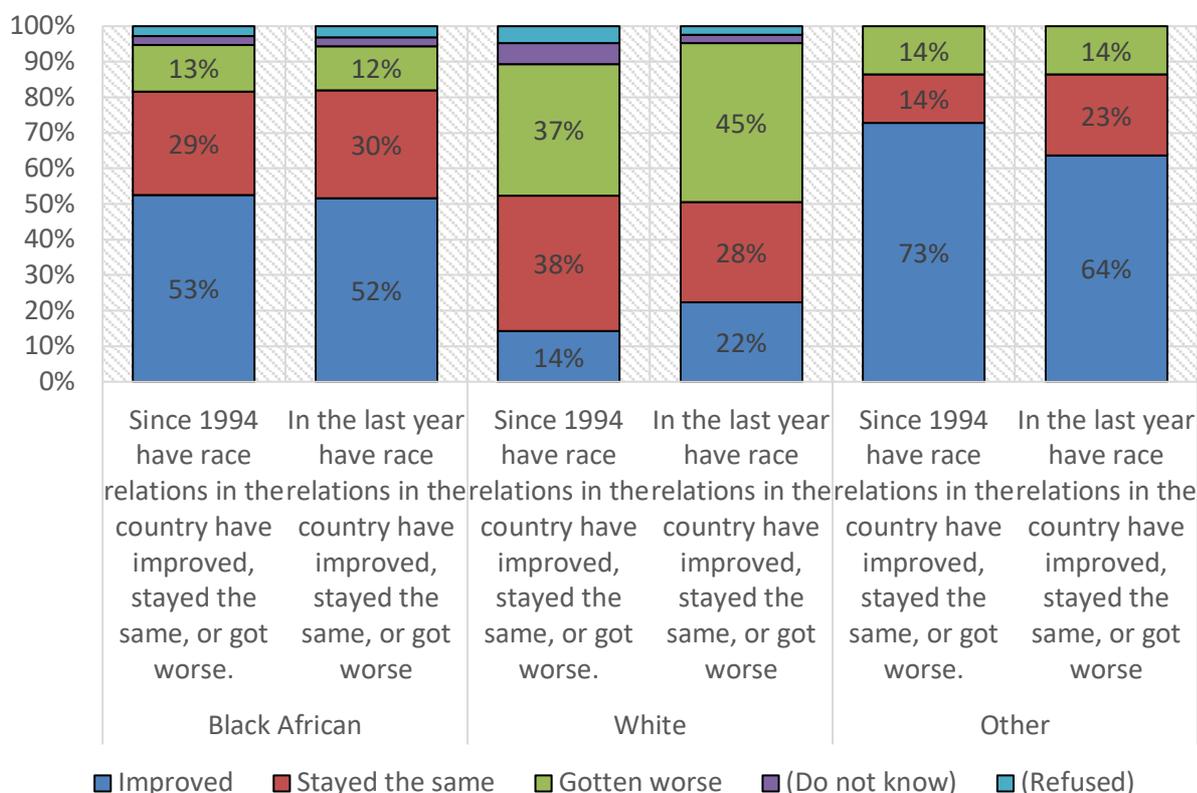


Figure 20: Sample evaluation of race relations in South Africa by population group

A substantial portion of our sample expressed concern that their racial group's position – economically, politically and culturally – was under threat from other groups (see Figure 21). More than three-fifths (61%) of the sample thought that people of other race groups were trying to get ahead economically at the expense of their own group. A similar share (58%) thought that people of other race groups were excluding members of their group from positions of power and responsibility. Finally, more than half (55%) believed that the traditions and values that are important to people of their race group were under threat because of the influence of other races. Given these results, it is perhaps not surprising to note that 59% of respondents agreed that other race groups in South Africa will never understand what members of their group were like. It would appear that a majority of our sample felt that their racial group was threatened by other groups – this result showcases a worrying level of interracial animosity.

In order to look more closely at feelings of interracial threat in our sample, we created a composite index from the four items in Figure 21. A standard Cronbach alpha test revealed a good level of validity and reliability for this combined index (Table 12). We ranked the index from 0 to 10 with the higher value indicating the higher level of perceived interracial hostility and labelled this variable the Interracial Threat Index. The mean index score for our sample was 6.2 (SE=0.086) and the shape of the distribution here was leptokurtic. Members of the Black African sample had, on average, higher index mean scores than other population group members. The observed difference here was statistically significant according to a one-way ANOVA ($F(1,540) = 7.65, p = 0.001$).

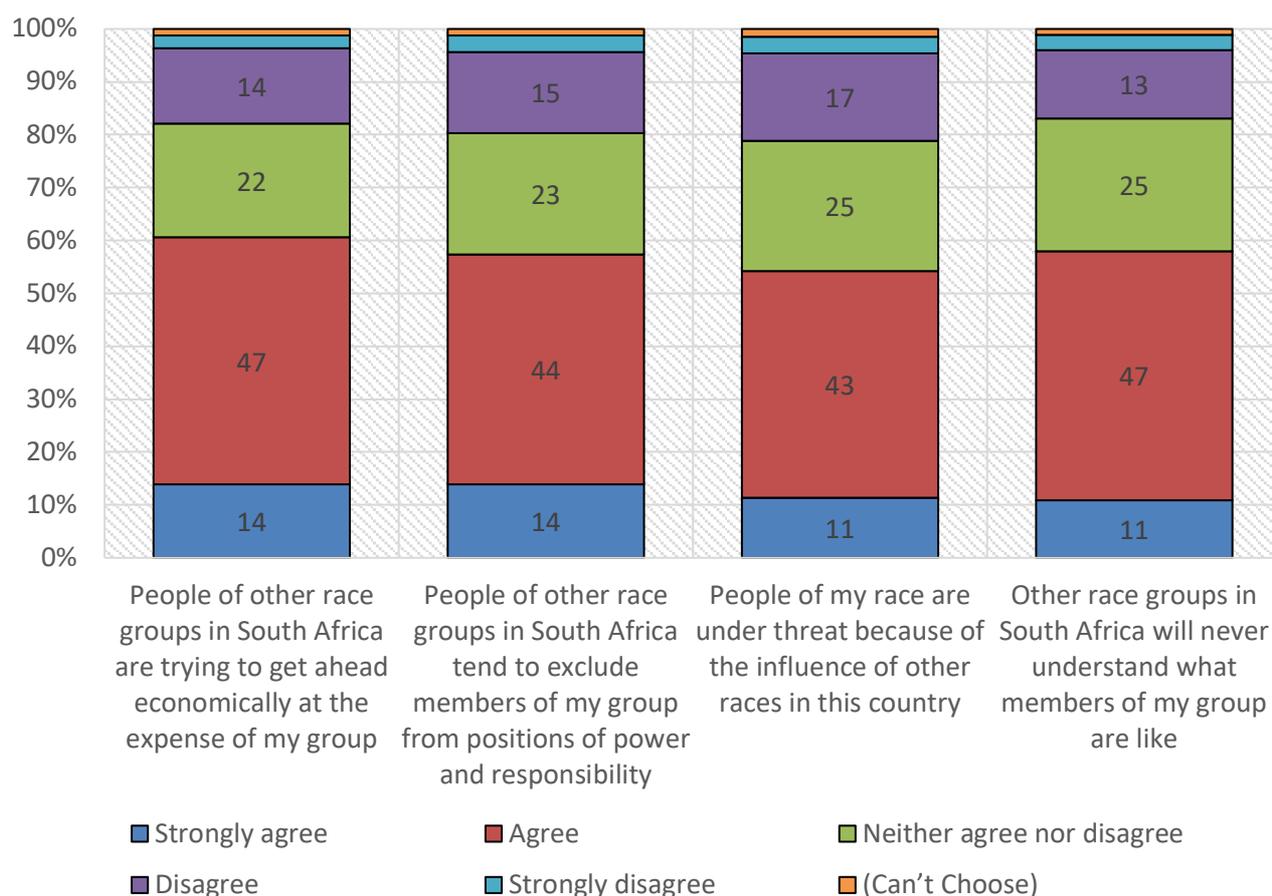


Figure 21: Sample attitude on the behaviour and attitudes of race relations

Table 12: Inter-item Correlations (Covariances) and Cronbach's Alpha on Interracial Group Threat Evaluation Indicators

	N	Mean	Std. Err.	Item-test correlation	Item-rest correlation	Average inter-item covariance	Alpha
Economic Threat	541	2.435	0.043	0.849	0.718	0.508	0.764
Political Threat	542	2.492	0.044	0.830	0.677	0.520	0.781
Cultural Threat	540	2.567	0.044	0.799	0.630	0.557	0.803
Knowledge Threat	539	2.484	0.041	0.786	0.621	0.581	0.807
Test Scale						0.542	0.833

Many people in our sample believe that their racial group is frequently discriminated against. Less than a quarter (22%) of the sample told fieldworkers that their group was not affected by racial prejudice while 40% said their group was sometimes discriminated against and 18% said this happened often and 14% said it happened always. Individuals who feel that their group faces prejudice tend to have a high mean Interracial Threat Index score. There was a statistically significant difference here as determined by a one-way ANOVA test ($F(3,508) = 23.91, p = 0.000$). We found that individuals are more likely to believe that their group is frequently racially discriminated against, if

they themselves have recently been the victim of racial prejudice. Respondents were asked if they had been subjected to racial discrimination in the year prior to the interview. A surprisingly large number (121 out of 546) said that they had experienced this type of bigotry and this finding demonstrates the persisting nature of racial disharmony in the country. Interestingly, a similar proportion of white (21 out of 85) and Black African (95 out of 438) respondents reported encountering racial intolerance. Age was found to be correlated with experiences of racial bias. Older respondents were far more likely to report having this kind of experience than their younger counterparts. One of the reasons for this finding could be the places where this type of prejudice is occurring¹⁴. Our results suggest that many young people are facing bigotry at work rather than at schools or in their local communities.

Interracial contact is often described as central to an individual's ability to reject harmful racial stereotypes and become more tolerant of others (for a discussion of contact theory, see Pettigrew and Tropp, 2005). It is also a commonly used measure of racial cohesion in a number of different studies (see, for instance, Chan *et al.*, 2006; Jenson, 2010; Struwig *et al.*, 2013). In this study respondents were asked about the types of contact they had with different kinds of racial others – here a distinction was made between acquaintances and intimate contact. Most of our sample had at least casual (i.e. acquaintanceship) contact with racial others and this result showcases the racially diverse nature of Gauteng. Friendship (i.e. intimate) contact was reported more infrequently by contrast and many (172 out of 543) in our sample said that they had no friends of other races. Given that friendship contact is thought to have the most positive affect on prejudice reduction (Brown, 2011), this result is somewhat disappointing.

Table 13: Inter-item Correlations (Covariances) and Cronbach's Alpha on Interracial Contact Indicators amongst the Black African Sample

	N	Mean	Std. Err.	Item-test correlation	Item-rest correlation	Average inter-item covariance	Alpha
Coloured Casual	435	2.078	0.052	0.749	0.589	0.358	0.790
Indian/Asian Casual	435	1.748	0.046	0.746	0.610	0.371	0.784
White Casual	435	1.987	0.051	0.751	0.597	0.356	0.786
Coloured Friend	432	1.756	0.044	0.723	0.585	0.382	0.789
Indian/Asian Friend	427	1.416	0.036	0.684	0.563	0.414	0.796
White Friend	428	1.670	0.047	0.717	0.575	0.382	0.791
Test Scale						0.377	0.818

In order to look more closely at levels of interracial contact amongst the Black African segment of our sample, we created a composite index of all the contact measures. This index was shown to be both valid and reliable according to standardised tests (Table 13). The index ranged from 0 to 10 with the higher value indicating the greater level of contact with racial others –we termed this variable the Black African Interracial Contact Index. The mean index score for our sample was 2.0 (SE=0.082) and

¹⁴ Many described facing this kind of discrimination on the roads or the streets (N=59), at work (N=38) and when applying for a job (N=33). In contrast, few reported experiencing this kind of problem at government departments (N=9) and at social clubs (N=13).

the distribution was positively skewed. Black African respondents who were 15-17 years of age had lower mean index scores ($M=1.41$; $SD=1.69$) than their counterparts who were 18-24 ($M=1.75$; $SD=1.61$) and 25-34 ($M=2.31$; $SD=1.71$) years of age. The observed difference here was statistically significant according to a one-way ANOVA ($F(2,431) = 8.30$, $p= 0.000$). As may be expected, the greater the level of interracial contact a Black African respondent had, the lower their score on the Interracial Threat Index¹⁵. Following the same procedure as described above, we wanted to look at whether interracial contact also reduced feelings of interracial marginalisation amongst the white segment of the sample. Our results revealed that it did not and there is some evidence that increased levels of contact may, in fact, heightened feelings of threat¹⁶.

The degree to which interracial contact can have a positive effect on prejudice reduction is contingent on the quality of that contact. If the contact is antagonistic or inimical then it may reinforce existing prejudices or even breed new animosities. Two items were used to measure the quality of interracial contact experienced by members of our sample. Respondents were asked to indicate whether contact with other race groups was usually: (i) equal and (ii) friendly. Many people in our sample said that they often experienced positive intergroup contact with more than half agreeing that their interactions with other races was friendly and equal (see Figure 22). However, a minority reported that they experienced inhospitable treatment when interacting with racial others. Examining the issue further we found that the more interracial contact an individual had, the more likely they were to be positive in their assessment of intergroup interactions. We also found the poor were more likely to have experienced unfriendly and unequal contact interaction than their more affluent peers. This suggests that economic disadvantage perpetuates patterns of inequitable interracial relations.

¹⁵ Using a Pearson's product-moment correlation, we found a modest association ($r(434)=-0.242$, $p<0.000$) between the Interracial Threat Index and the Black African Interracial Contact Index.

¹⁶ In order to look more closely at levels of interracial contact amongst the white segment of our sample, we created a composite index of all the contact measures for that group. This variable was labelled the White Interracial Contact Index and the mean score on this index was 2.5 ($SE=0.155$) and the nature of the distribution was leptokurtic. Employing a Pearson's product-moment correlation, we found a weak but positive correlation ($r(82)=-0.268$, $p<0.014$) between the Interracial Threat Index and this measure of white people's interracial contact.

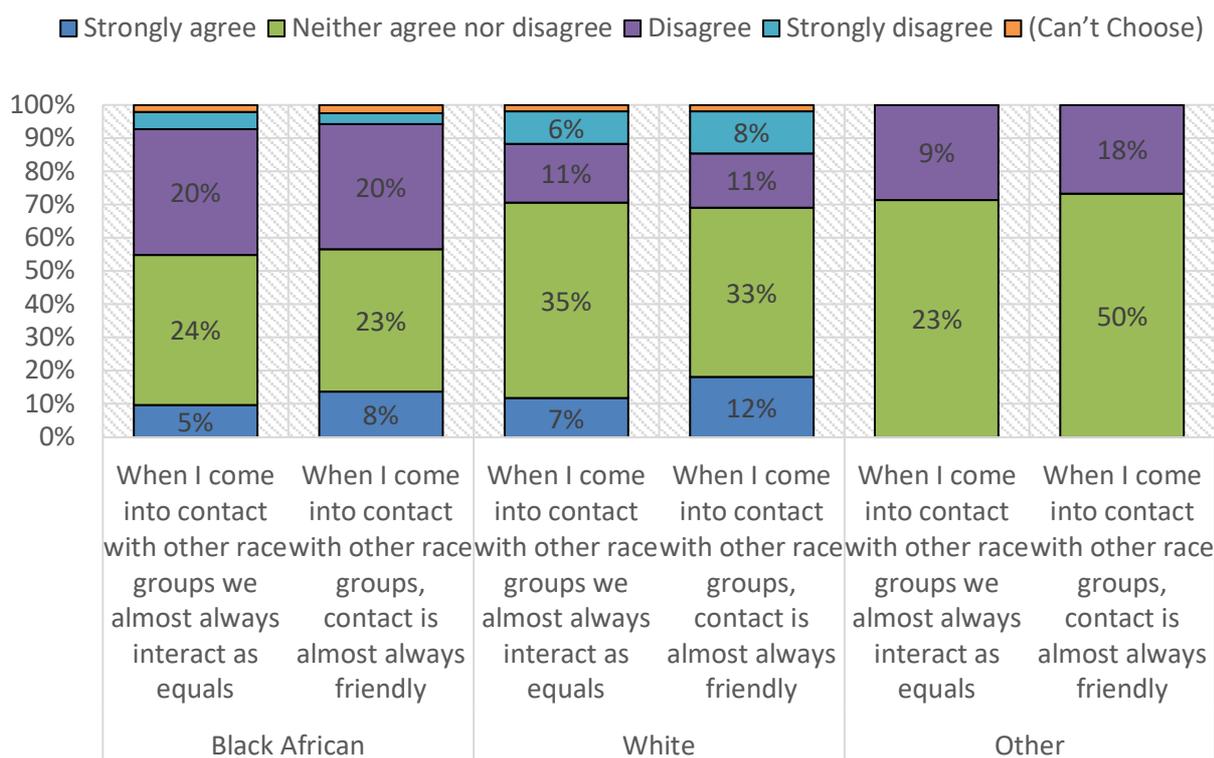


Figure 22: Sample attitude towards interracial interaction by population group¹⁷

Now let us consider how different race groups in Gauteng are seen by our sample. During the course of the survey, respondents were asked to indicate how they felt about the four main population groups in South Africa (i.e. white, Coloured, Indian/Asian and Black African people). Participants were required to rank their feelings towards these groups on a scale of 1 to 10 with 1 being 'strongly dislike' and 10 'strongly like'. Our Black African respondents were quite positive when asked to rate their own racial group and gave their group an eight (SE=0.110) out of ten. This segment of the sample was, in contrast, somewhat less positive about white (M=6.56; SE=0.126), Coloured (M=6.16; SE=0.130) and Indian/Asian (M=5.54; SE=0.137) people. Compared with the Black African majority, levels of racial amity were much more muted amongst the white minority in our sample. This group, on average, was relatively negative in their evaluations of black (M=5.17; SE=0.269), Coloured (M=4.75; SE=0.238) and Indian/Asian (M=4.69; SE=0.24) people.

Table 14: Inter-item Correlations (Covariances) and Cronbach's Alpha on Population Group Evaluation Scales amongst the Black African Sample

	N	Mean	Std. Err.	Item-test correlation	Item-rest correlation	Average inter-item covariance	Alpha
White People	436	6.512	0.122	0.826	0.611	4.346	0.767
Coloured People	433	6.100	0.126	0.853	0.652	3.833	0.721
Indian/Asian People	431	5.495	0.132	0.866	0.668	3.556	0.709

¹⁷ Note: Pearson χ^2 (10) = 16.105 (Pr = 0.097); Likelihood-ratio χ^2 (10) = 17.897 (Pr = 0.207) for the First Statement and Pearson χ^2 (10) = 29.319 (Pr = 0.001); Likelihood-ratio χ^2 (10) = 28.056 1 (Pr = 0.057) for the Second.

Test Scale	3.911	0.805
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It may be surprising to some that the interracial evaluations of Black African respondents are so similar. But, according to the data, how the Black African majority in our sample evaluates one racial minority is similar to how other minorities are appraised. To show this clearly, we computed inter-item correlations and Cronbach's Alpha on group evaluation scales amongst the Black African sample. The results show that how this group assesses other race groups are strongly correlated with how others are appraised (see Table 14). Based on these results, we created a 1 to 10 composite index to look at how the Black African majority evaluated racial minorities and termed this variable, the Racial Minority Evaluation Index. The mean on this index was 6.05 (SE=0.106) and the distribution could be described as platykurtic. We found that mean scores on the Racial Minority Evaluation Index did not differ significantly by age group¹⁸. This shows that young Black African individuals in our sample were (more or less) just as antagonistic towards racial others as their older peers.

11. Gauteng youth perceptions on political trust, service delivery and active citizenship

Civic youth engagement is not only important for the personal growth of young individuals, but has implications for democratic stability and durability as well (Flanagan and Levine, 2010). When considering the formation of civic engagement in a given polity, one cannot negate the importance of promises political parties make on the campaign trails. These shape expectations and create a policy dialogue on which voters may base their decision (Mattes, 1995; Steyn Kotze and Prevost, 2015). If political promises remain unfulfilled, it may create political instability evident in societal unrest and increased protest actions (Managa, 2012). It is important for researchers to look at the promises political parties make to Youth populations as well as to find avenues to measure the implementation and impact of those promises. This is especially relevant for the youth populations as:

With the global Youth population standing at 1.2 billion, the exclusion of young people from formal political processes threatens the legitimacy of political systems and structures, as a huge cohort remains unrepresented or underrepresented – which in many cases leads young people to find alternative means of political engagement (United Nations, 2016: 64).

Youth may disengage from formal politics and instead find political expression in protest to voice their dissatisfaction (United Nations, 2016: 64). Given the youth bulge found in the Gauteng province, it is imperative that the provincial government generates data on issues of political trust, satisfaction with governance and service delivery as well as civic engagement and citizenship of the youth. This section will also look at how informed youth in Gauteng are through following news content. In the South African case, Managa (2012: 2) stresses that political promises have led to a degree of unrest as “...politicians make temporary promises”. This in turn creates conditions for communities to generate concrete delivery expectations when the elections is concluded (Managa, 2012: 2).

A key component of political stability is trust in government and in this section we seek to determine to what extent youth in Gauteng have confidence in their national, provincial and local government. Respondents were asked to indicate the degree to which they trusted each of these different layers of government. Study participants were required to give their answers on a five point Lickert scale which ranged strongly trust to strongly distrust. Figure 23 demonstrates that 38 % of youth in

¹⁸ Observed differences in index mean score by age group were found to be statistically insignificant according to a one-way ANOVA test ($F(2,431) = 0.83, p = 0.437$).

Gauteng trust the national government, 32 % trust the provincial government and 31 % trust the local government. Levels of distrust in the national government is at 24 % and in the provincial level and local government level 35% and 40% respectively. It would appear that levels of distrust in the provincial and local government are relatively higher than national government, with the youth demonstrating the least trust in local government.

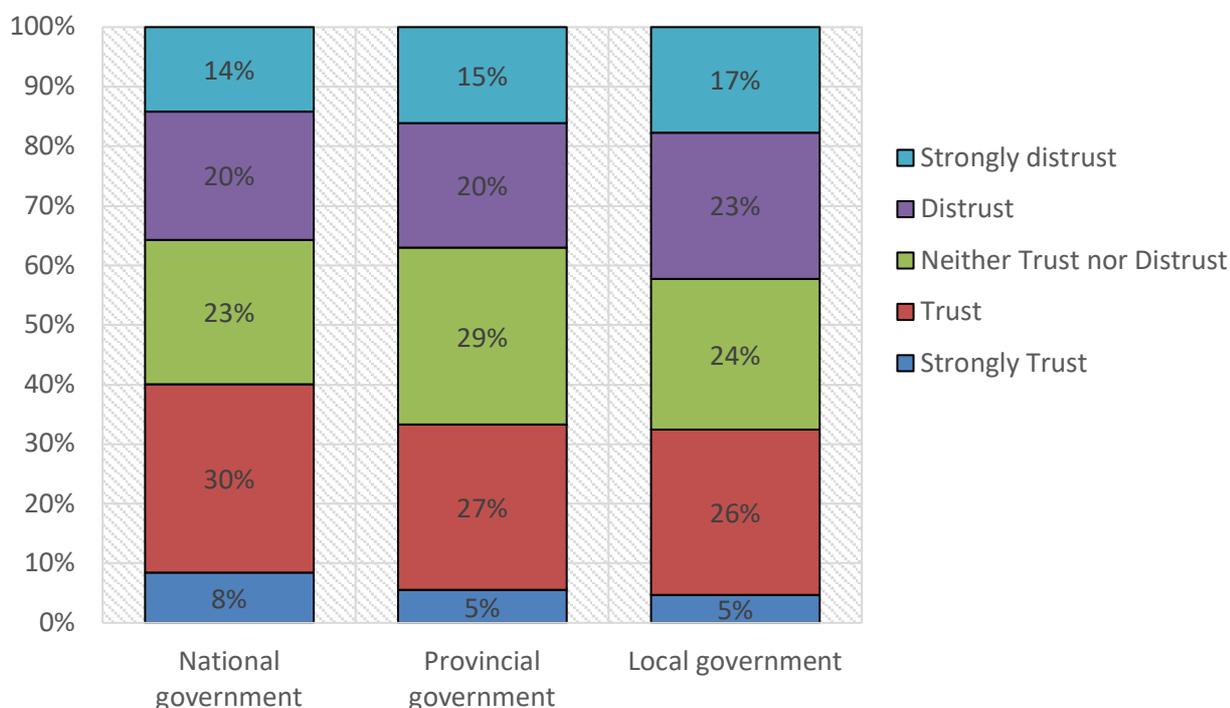


Figure 23: Levels of political trust in different levels of government

Given the character of post-apartheid politics, we were interested in how interracial hostility was driving political trust amongst the youth in the province. As a metric of interracial animosity, we used the Interracial Threat Index described on page 49. Using a Pearson's product-moment correlation, we did not find a statically significant correlation between the different types of political trust showcased in Figure 23 and the Interracial Threat Index. Service delivery could be another factor that may be driving low trust in our political institutions. We asked participants whether they were satisfied with how their provincial government was handling eight different types of basic service delivery provision. When reviewing the results to these questions, it is necessary to acknowledge an important caveat. The extent to which respondents can distinguish between the different levels of government is not clear. As such, the responses could be based on their lived experiences in the local government/community context.

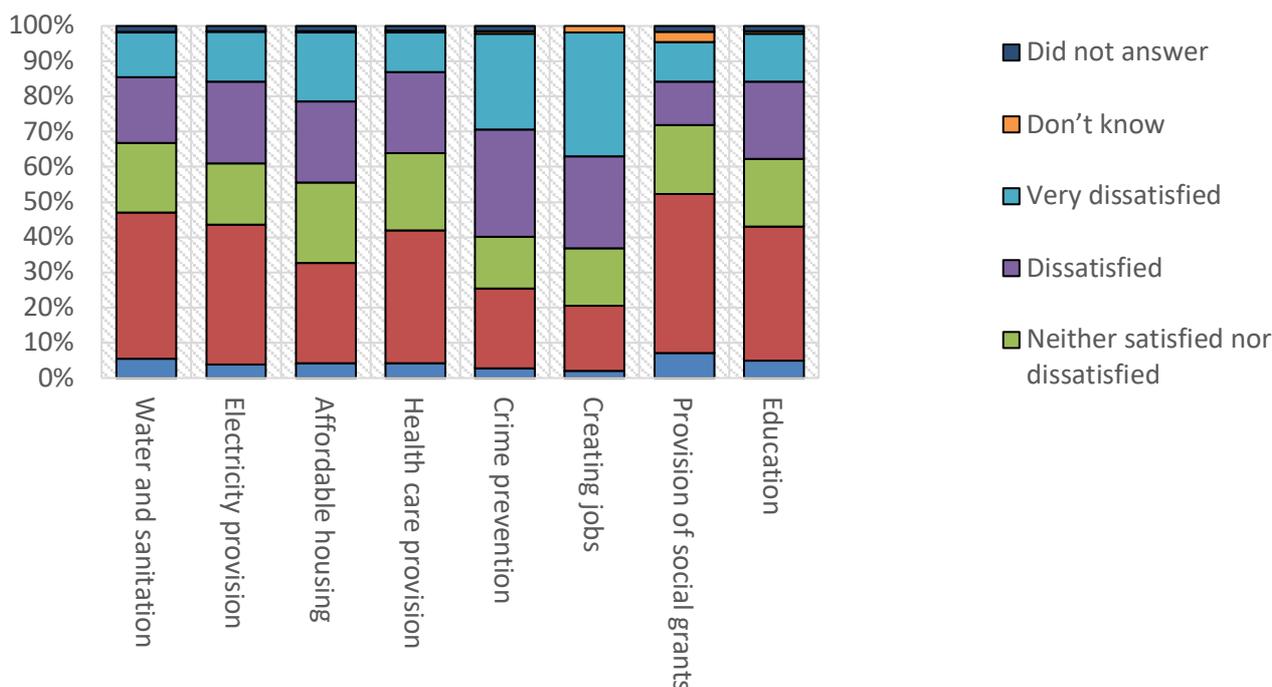


Figure 24: Satisfaction with provincial service and social delivery

When asked to rank their levels of satisfaction on a number of key services, respondents were required to use a Lickert scale ranging from 1 (very satisfied) to 5 (very dissatisfied). Figure 24 presents data on respondents' levels of satisfaction with eight types of service and social delivery using this scale. It is evident that respondents' levels of satisfaction was somewhat divided. The figure demonstrates that respondents' are particularly dissatisfied with crime prevention and job creation. Approximately half (52 %) of the sample were dissatisfied with the handling of crime prevention and 57 % are dissatisfied with job creation. This is not a surprising finding given that crime and job creation are key issues of concern, not only in Gauteng, but across the country. Only 28 % of our sample was satisfied with how the provincial government is handling crime and a fifth were satisfied with job creation.

Respondents indicated that they are relatively satisfied with the provision of basic services such as water and sanitation as well as electricity. To this effect, respondents recorded a 41 % satisfaction rate with water and sanitation provision and 41 % with electricity provision. Levels of satisfaction and dissatisfaction with health care are close, with 35 % of the sample indicating they are satisfied with health care provision, while 37 % were dissatisfied. Respondents were most satisfied with social grant provision, with 44 % of the sample indicating that they were satisfied and 29 % highlighting a level of dissatisfaction. What is worrying is the level of dissatisfaction with education. Of the respondents, 41 % indicated that they were dissatisfied with the provincial delivery on education and only 34 % said that they were education. Provincial government should consider a survey amongst learners as well as assess education facilities and schools to determine what key factors may influence respondents' dissatisfaction with education provision.

When we cross-tabulate by race, one notes that levels of political trust is low (see Figure 25). Of the sample, 41 % of black African respondents indicated that they trust national government compared to 34 % of white respondents. The largest discrepancy of political trust between black African and white respondents is at the provincial level. It is not clear why this large discrepancy exists. There may be a need to engage in qualitative research to determine why political trust seems to be so low among the white population in Gauteng.

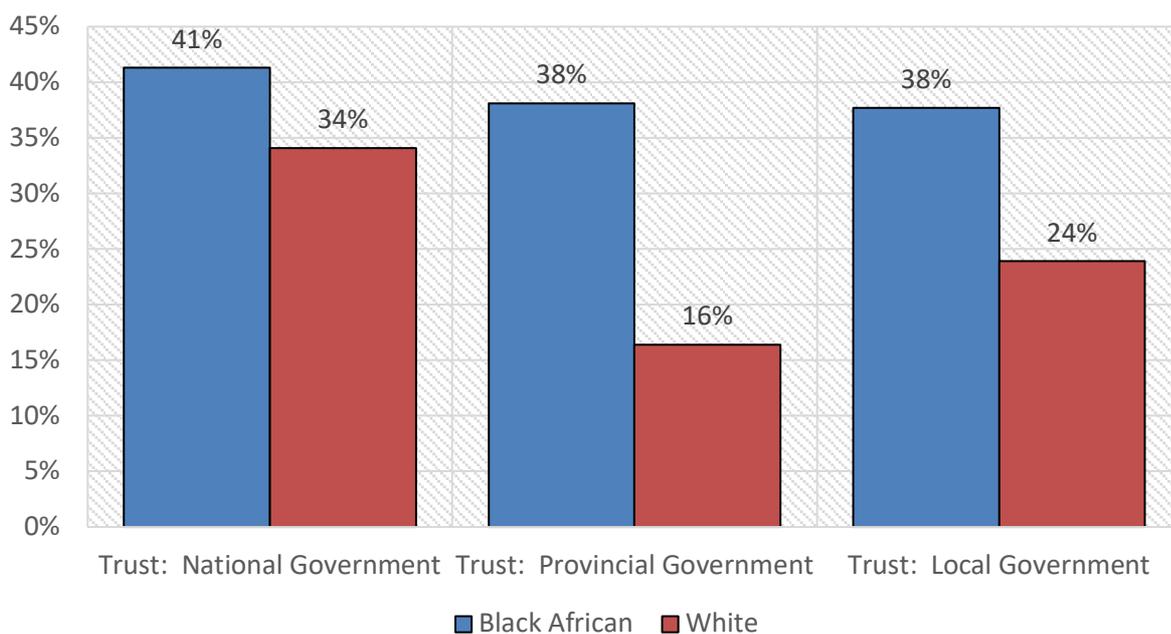


Figure 25: Cross-Tabulation by Race: Trust in Government¹⁹

When we cross-tabulate levels of satisfaction with provincial service and social delivery by race, we note that there are lower levels of satisfaction with provincial delivery among the white population. Whilst levels of satisfaction with provincial service delivery remains low, levels of satisfaction may be higher among the black African segment of the sample because this group may be using a different criteria for evaluations predominantly. As Steyn Kotze (2018) points out, this criteria may be based in their history of racial oppression. One cannot negate the fact that under the apartheid system, black communities were not provided with sufficient basic services.

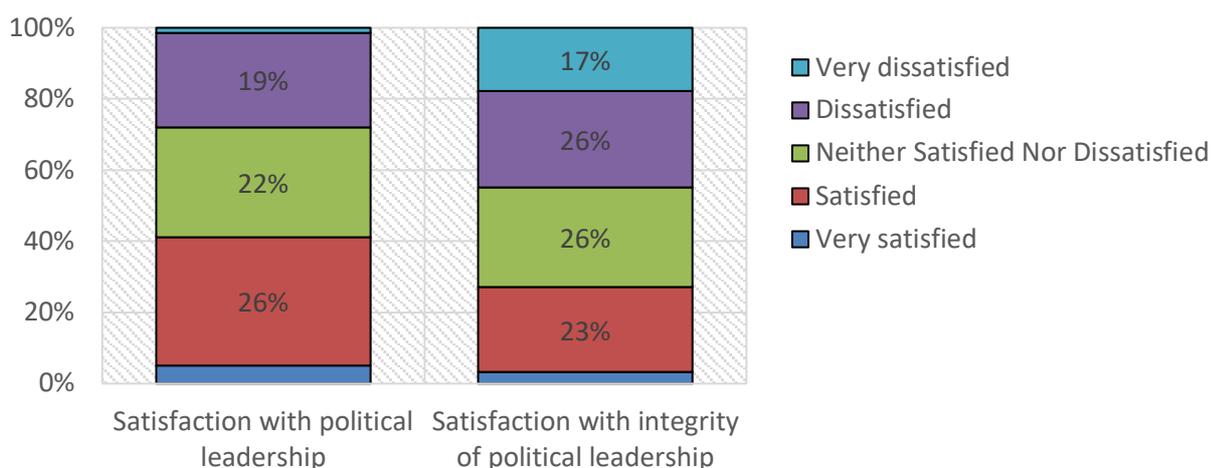


Figure 26: Satisfaction with political leadership and integrity of political leadership

¹⁹ Coloured and Indian minorities are excluded from this analysis due to low sampling.

We also cross-tabulated political trust by gender. There seems to be higher levels of trust for national government among male respondents (49 %) than females (38 %). Trust levels by gender in provincial and local governments are relatively close by gender, although females have a slightly lower level of trust in provincial government and slightly higher levels of trust in local government. We correlated race and levels of satisfaction with service and social delivery. We found evidence of a correlation between population group and levels of satisfaction. We also noted a correlation with age and population group with levels of satisfaction with service and social delivery. However we found no correlation between gender and population group with levels of satisfaction with service and social delivery.

One of the most important elements of political trust is public evaluations of political leadership. Respondents were asked to what extent they are satisfied with political leaders. Figure 26 demonstrates that most of the Gauteng youth did hold a favourable view of political leadership in the country. It is not clear, however, whether this question was interpreted as provincial political leadership or national political leadership. Of the respondents only 30 % indicated a level of satisfaction with political leadership whilst 20 % indicated that they are dissatisfied. Integrity is an important component of political trust, and as such, respondents were also asked to what extent they are satisfied with the integrity of current political leadership. Figure 26 demonstrates somewhat high levels of dissatisfaction with political leadership in the sample. Of the sample, 44 % indicated dissatisfaction with political leadership whilst 26 % were satisfied with the integrity of political leadership.

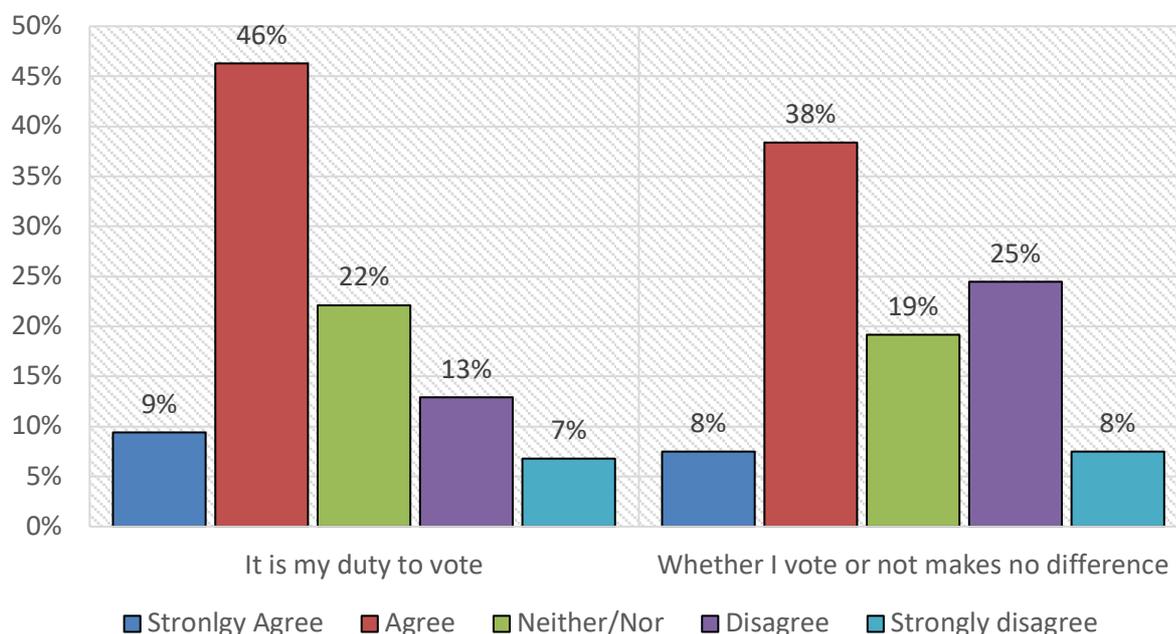


Figure 27: Civic duty to vote vis-a-vis voting makes no difference

Voting is an important part of active and engaged citizenship. There are concerns that South African youth are becoming somewhat disengaged from formal political processes such as voting. It was thus imperative to measure to what extent youth in Gauteng believe it is their civic duty to vote. Figure 27 demonstrates that Gauteng youth have a strong sense of duty to vote as an active citizen. Of the respondents, 55 % indicated that they agree that it is the duty of citizens to vote whilst only 20 % disagreed with the statement. Disconcertingly, however, we do note that 46 % of Gauteng youth believed that their vote did not make a difference compared to 33 % of the sample who disagreed

with this statement. This could be related to levels of dissatisfaction with basic and social service delivery.

Of interest is which political party youth in Gauteng may vote for. This is especially pertinent given the youth bulge in Gauteng as well as the change of political power in the two metropolitan municipalities in Gauteng following the outcome of the 2016 Local Government Elections. Figure 28 demonstrates that a majority of Gauteng youth would vote for the African National Congress with 41 % of the respondents choosing this party. The potential youth vote for the Democratic Alliance is 14 % and for the EFF 11 %. Of the respondents, 10 % indicated that they are uncertain who they will vote for whilst 7 % opted not to vote. The main reasons respondents who indicated that they will not vote was disinterested in politics (42.1%), not being registered to vote (10.5%), and a general disillusionment with the political order (21.1%).

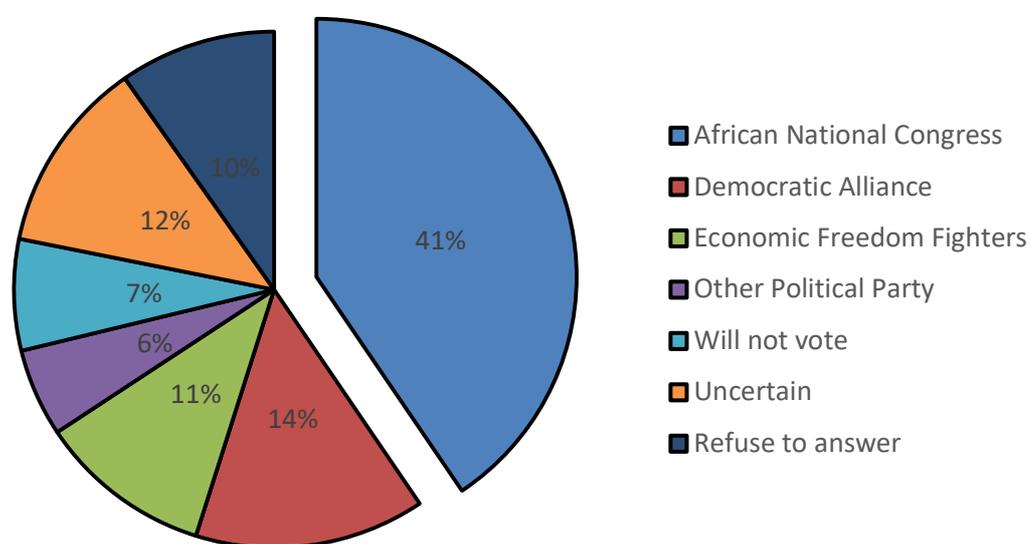


Figure 28: Vote for Political Party: Gauteng Youth

Due to the contested nature of post-apartheid service delivery politics, we were interested in how political orientation was affecting evaluations of service delivery. We found a statistically significant correlation between attitudes towards service delivery and support for the political party currently running the provincial government (i.e. African National Congress). Supporters of the ruling party were found to be, on average, less critical of how the provincial government is handling service delivery. As determined by one-way ANOVA tests, the following were found to be the most susceptible to this type of bias: health care ($F(4,535) = 14.21, p = 0.000$), education ($F(4,530) = 14.59, p = 0.000$) and affordable housing ($F(4,530) = 14.59, p = 0.000$). In addition, we looked at how racial enmity correlated with political orientation amongst our sample. Unlike what was observed when we considered the issue of service delivery, attitudes towards race relations do not seem affected by political orientation. In other words, we found relatively high levels of racial animosity regardless of which political group we looked at. However, it is worth noting that the political supporters with highest level of intergroup hostility in our sample were Economic Freedom Front partisans.

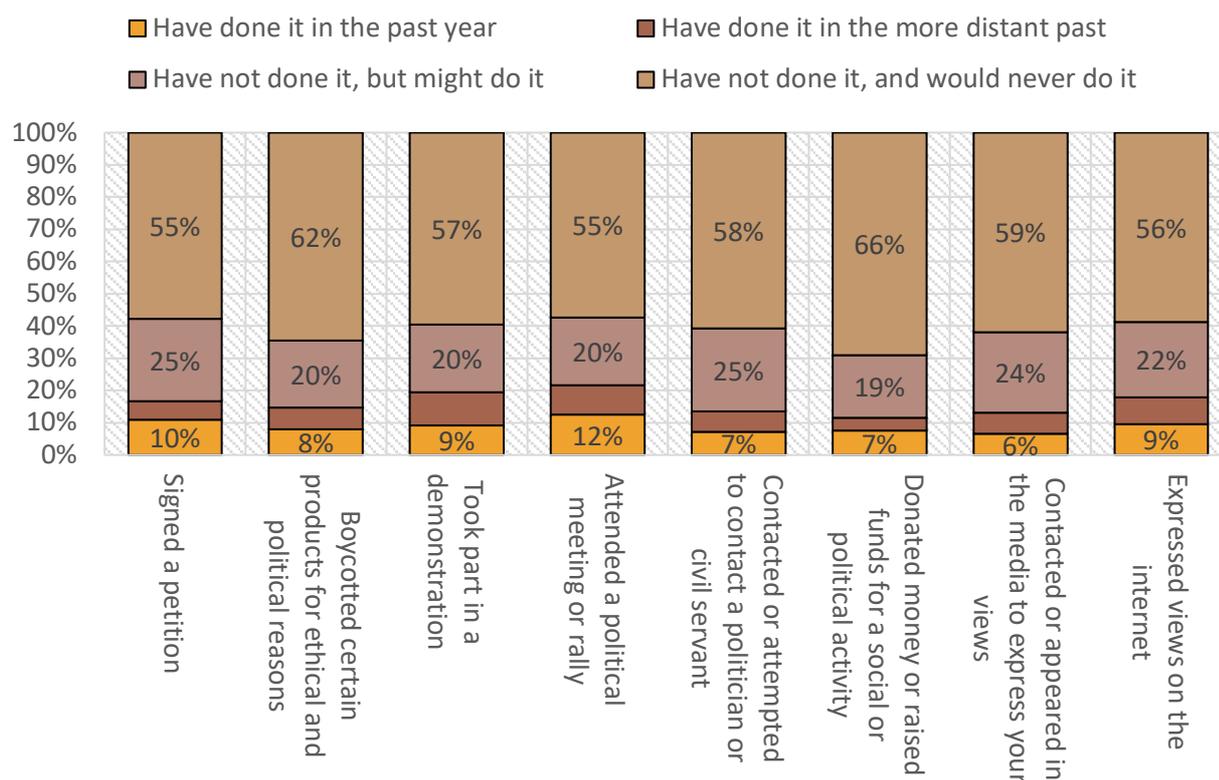


Figure 29: Public Participation in Different Civic Activities

Respondents were asked a number of questions on political and social activity such as signing a petition, boycotting products on principle, expressing views on social media platforms, and whether they attended a political rally. Figure 29 demonstrates that respondents tended to have low levels of civic activity and citizenship. The reasons for this is unclear and may be indicative of a need for the provincial government to more actively promote civic citizenship as well as the rights and obligations of citizens. The government could give greater funding and resources to existing civic education programmes in Gauteng or look into the establishment of new programmes of this type. In order to correlate relationships between civic citizenship and action, age, and gender we created a measure on Civic and Active Citizenry drawing on the variables to measure civic citizenship. There are no statistical significant correlations between gender and age when correlated with civic and active citizenship.

Table 15: Mean Social Participation Index by Selected Socio-Demographic Characteristics

	Mean	Std. Dev.	Obs.	Scheffe Sig.
Employment Status				
Employed	1.88	3.07	158	ref. group
Student	1.20	2.47	108	
Unemployed	1.46	2.50	249	
Population Group				
Black African	1.79	2.92	429	ref. group
White	0.45	0.98	83	***

Other	2.11	3.36	22
Age group			
15-17	0.57	1.60	37 ref. group
18-24	1.50	2.71	197
25-34	1.78	2.92	296 *

Note: Reported levels of statistically significant are based on ANOVA testing. The signs *, **, *** indicate that the differences in mean scores are significantly different at the 5 percent ($p < 0.05$), 1 percent ($p < 0.01$) and 0.5 percent ($p < 0.001$) level respectively.

To examine how this type of civic participation differs by the province's important demographic and economic fault-lines, we constructed a participation index from the eight variables in Figure 29. The index ranged from 0 to 10 and a lower score on the index indicates a low level of public involvement in these six activities. As may have been anticipated, we noted that the mean index was low and most of the subgroups assessed in our analysis did not deviate significant from the provincial average. However, we did find that members of the white minority were relatively less willing to engage in civic actions of the type discussed above. In addition, we found that adolescents in our study were less engaged in these activities, on average, than those in the 18-24 and 25-34 age cohorts. This outcome may indicate a certain growing cynicism towards politics amongst young people in the province.

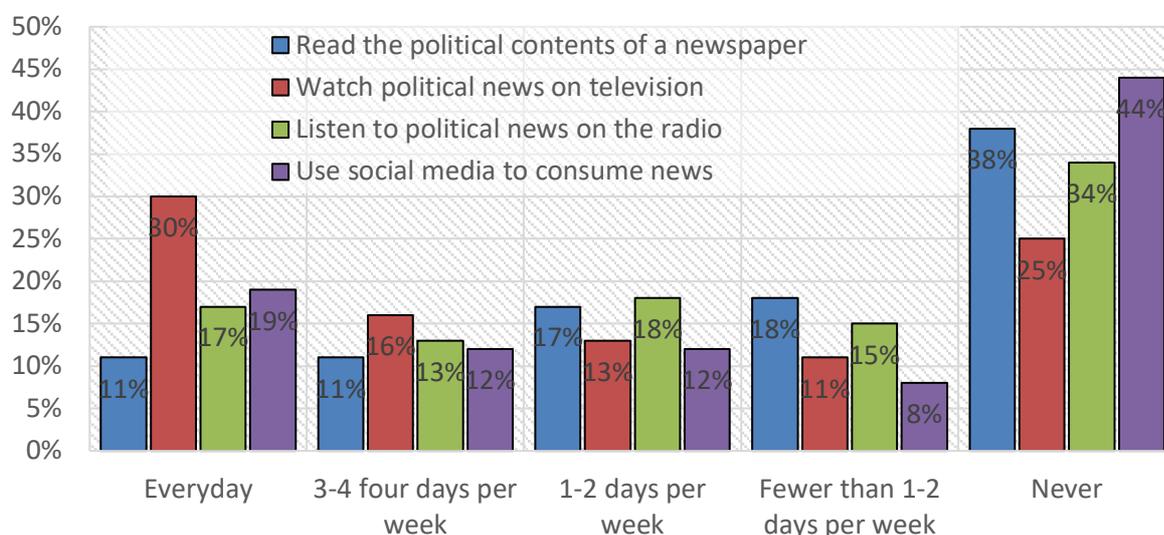


Figure 30: Informed citizenship

As an informed citizenry is important for democratic consolidation and durability, we were interested in how the youth engaged with political news. Respondents were asked on average how many times per week they read political content in newspapers, watched news on television, listened to news on the radio, or read news items on social media platforms (see Figure 30). We found that between 38 % and 44 % of respondents never keep up with current political and social news. It is interesting to note that of the sample, 41 % indicated that they read a newspaper either every day or 3 – 4 per week whilst 27 % indicated that they watch news on television either every day or 3 – 4 days per week. Given these results, there may be a need to create a campaign for citizens to remain up to date

with current affairs. Such a campaign would need to be conducted through trusted media platforms. When asked which media platform respondents trusted the most, a majority of the sample indicated that they trusted television the most (47.9%), followed by radio (13%) and social media (10%). Of the sample, 13 % indicated that they did not trust any media.

The lack of informed citizenship correlate with how often Gauteng youth discuss political matters with family, friends and co-workers, or engage in political debates. We created a new measure on informed citizenship through combining variables on averages of reading political contents of newspapers, watching political news on television, listening to political news on radio and using social media to obtain news. A one-way ANOVA proved that the relationship between how often youth consumes political content through various media and how often they discuss political matters with friends, family and co-workers is statistically significant as the p-value was <0.001. When we correlate informed citizenship with gender and age, no statistical significant relationship is evident. When we correlated Civic and Active Citizenship with Informed Citizenship, there is a correlation between the lack of informed citizenry and active and civic citizenship.

Socio-political involvement is also a necessary component for democratic durability and consolidation. To this effect, participants were asked whether they belonged to various civil society organisations (such as political parties, sport clubs or religious organisations). A majority of respondents indicated that they had never belonged to any civil society organisations. The organisation that members of our sample were most likely to belong to were religious organisations (such as churches). A quarter described themselves as active members of such organisations and 23% said that they were inactive members. We note that of the respondents, 13 % used to belong to a church (or other religious organisation) but had since left.

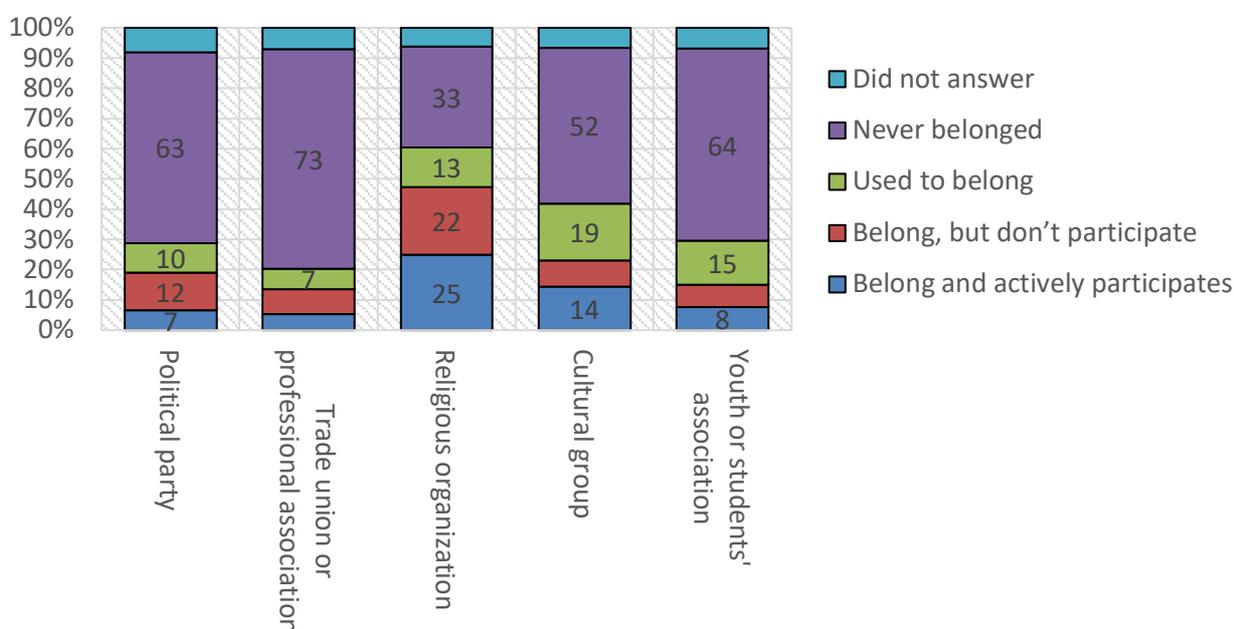


Figure 31: Social Citizenship and Civil Society Participation

Figure 31 demonstrates low levels of participation in civic organisations. Only 12 % of respondents indicated that they belong to a political party, but 5 % did not participate. Trade union membership and business (or professional) association participation rates were also low among the youth in Gauteng. Of the respondents, only 13 % belonged to a trade union or business association but only

5 % actively participates. Only 24 % of the sample indicated that they belonged to a sports, cultural or leisure group but 15 % of the sample actively participates in such a group. When we correlate social citizenship through belonging and participation in various civil society organisations, we note that there is no correlation between group participation and the demographic variables like gender and age. There are however correlations between how informed citizens are and their social and civic participation in broader civil society.

To look at the issue of social capital of this type more closely, we created a participation index from the five variables in Figure 31. The index ranged from 0 to 10 and a higher score on the index indicates a higher level of participation. The mean outcomes of this index are displayed across key subgroups in Table 16. We noted that white people were somewhat less active in community life in Gauteng than their Black African counterparts. It is also noteworthy that young people in unemployment were slightly less active than students or the employed. But, on the whole it is interesting to note that we do not observe substantial differences between subgroups in the table. This suggests that this type of behaviour cuts across important demographic and economic fault-lines in the sample.

Table 16: Mean Social Participation Index by Selected Socio-Demographic Characteristics

	Mean	Std. Dev.	Obs.	Scheffe Sig.
Employment Status				
Employed	3.04	3.16	151	ref. group
Student	2.68	2.55	107	
Unemployed	2.19	2.65	244	*
Population Group				
Black African	2.76	2.92	417	ref. group
White	1.56	1.99	78	**
Other	1.75	2.34	22	
Educational Attainment				
Tertiary	2.28	2.15	26	ref. group
Complete Secondary	2.11	2.58	212	
Incomplete Secondary	2.89	3.09	239	
Primary Education or Below	2.92	2.29	37	

Note: Reported levels of statistically significant are based on ANOVA testing. The signs *, **, *** indicate that the differences in mean scores are significantly different at the 5 percent ($p < 0.05$), 1 percent ($p < 0.01$) and 0.5 percent ($p < 0.001$) level respectively.

The Gauteng Office of the Premier is also interested in finding out how communities would like to receive feedback and information from the provincial government. We note that a majority of the sample would like to receive feedback through face-to-face platforms such as imbizos, ward committee meetings, and their ward councillors (see Figure 32). This, even though it respondents indicated low levels of civic citizenship and action (see Figure 29).

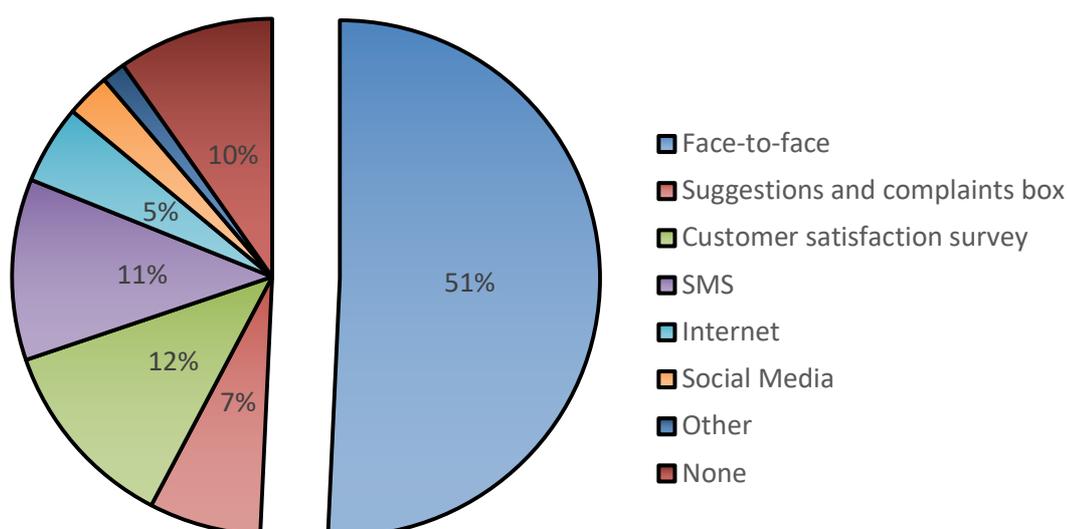


Figure 32: Media through which respondents wish to receive information and give feedback to the provincial government

The Ntirhisano programme is a provincial initiative that seeks to facilitate improved engagement between the provincial government and citizens in the Gauteng province through creating a collaborative service delivery system. Specifically the programme

aims to improve government's service delivery capacity and build an activist public service that is responsive to the needs of the people. It further seeks to empower communities to drive their own development. This service delivery model is anchored on three pillars – Respond, resolve and grow, which seek to respond to the community issues, resolve service delivery challenges and grow Gauteng communities (Gauteng Province, no date).

Specific focus areas of the programme are

1. Providing minimum services to the poorest households such as basic services: water, sanitation, electricity, indigent policies, social grants; and Social wage: ECD, education, health care, social development, food security, safety, public transport and sport and recreation.
2. Broadening economic participation through local economic participation with a focus on the youth, women, the poor and unemployed, and to activate the unemployed in the township communities.
3. Fighting social ills and building social solidarity through building social movements against drugs, preventing child neglect, eradicating violence against women and children, and reducing teen pregnancy.
4. Clean, healthy and liveable environments through refuse removal, preventing illegal dumping, greening communities, and engaging in clean up campaigns.
5. Partnerships and behavioural change through engaging in activities and campaigns to encourage and build community partnerships, including NGOs, CBOs, social solidarity and positive behaviour change.

This programme thus seeks to build a responsive government collaborating with communities to facilitate engaged, responsible, and active citizenship. This is a central programme of the Gauteng provincial government and as such, the Gauteng Office of the Premier needs to know to what extent

communities in Gauteng are aware of this programme. Only 15 % (n= 78) of the respondents were aware of the Ntirhisano programme and 85% had no knowledge of the programme. Of the 15 % who were aware of the programme, only 14 respondents indicated that they had attended meeting. The most common way that respondents who were aware of the programme found out about it was through friends and family. There is a need for the Gauteng Office of the Premier to engage in more active campaign to create awareness of this programme.

12. Youth Risk Behaviour: 15 – 17 year-old age cohort of Gauteng Youth

The Gauteng government is concerned about risk behaviour of adolescents in the province. Some of the more pressing behaviours involve alcohol abuse, drug abuse and sexual behaviour that might harm young people. Drug abuse and risky sexual behaviour are the main determinants of risky behaviours that the province is anxious about. Our survey included a module focuses on health risk behaviour, life skills and substantive abuse. There were only a small number of adolescents (N=38) in our dataset. Consequently, our dataset is well-suited to providing an accurate measurement of teenage risk behaviours in Gauteng. Acknowledging this caveat, our data showcased some worrying trends in adolescent behaviour and these will now be discussed in more detail below.

It is possible collaborate the results from our data with data from the Youth Risk Behaviour Surveys (YRBS) and the Out of School Youth (OSY) data. These surveys were concluded in previous years and show that the adolescents in Gauteng are in a better socio-economic state than adolescents from provinces such as KwaZulu-Natal and Eastern Cape. Gauteng adolescents have a stronger socio-economic background because the majority of parents were employed, learners have pocket money and access to basic services. In terms of risky behaviour, Gauteng adolescents also fare better compared to other provinces, despite some concerns that are registered in sexual behaviour. If we looked at our data on youth behaviour, we find similar results. However, the YRBS and OSY were designed specifically design to measure the behaviour of adolescents in South Africa.

A majority (35 out of 38) of adolescents interviewed for this study said that they had been taught in class about HIV infection and the HIV/AIDS disease. However, a number of adolescents in our sample reported that they had engaged in behaviour that put them at risk of contracting a sexually transmitted disease (like HIV/AIDS). Almost all of the sexually active teenagers in the sample reported that they had sexual intercourse with multiple partners and 27% reported that they had sex with more than three people. Seven of the thirty-eight teenagers interviewed for this study reported to fieldworkers that they had taken drugs (like nyaope, heroin or mandrax)²⁰. Five reported that they had used drugs the last time they had sex and four told fieldworkers that they had used alcohol. Only 42% of those teenagers who had sex recently said they always use a condom. Half of those teenagers who described themselves as sexually active told fieldworkers that they had not had a HIV/AIDS test. When reviewing these results it is important to consider the problem of social desirability bias. Adolescent respondent may be less inclined to give truthful answers on this type of sensitive question.

Few of those adolescents surveyed admitted to drinking alcohol. Most of adolescents (20 out of 38) interviewed for this survey claimed to have never had a drink of alcohol. When asked what do they would do if they were at a party and some of their friends are drinking alcohol. A majority (22 out of 38) said that they would decline to drink with their friends. Five indicated that they would feel pressurised and join them and drink. Of those who said that they do drink, eleven said that they engaged in this practice rarely while five told fieldworkers that they did this sometimes. Only two

²⁰ More than half (4 out of 7) of those who confessed to taking drugs said that they intended to stop this type of behaviour in the near future.

adolescents in our sample indicated that drank alcohol often or very often. Of those that conceded to drinking alcohol, only three confessed to having more than five drinks in the month prior to the interview. Three of the thirty-eight adolescents interviewed said that drank of alcohol at school in the last six months. More than half (11 out 18) of those who confessed to drinking alcohol said that they intended to stop this type of behaviour in the near future.

Given the low numbers of teenagers in our sample, it is important that we question the validity of the outcomes outlined above. These results, however, do tend to be collaborated by some of the YRBS and OSY data. Moreover, we must also acknowledge that the YRBS data showcased how Gauteng adolescents tend to feel sad or hopeless. This can be attributed to the high levels of unemployment faced by adolescents in not only Gauteng, but the entire country. The sense of hopelessness and sadness indicated that Gauteng adolescents are not feeling very secure or hopeful of things to come. This is why there is also a high rate of former learners who wish to return to school because they have failed to find things to do as they expected whilst in school. In comparison to YRB, it emerged that adolescents in school and those out of school face similar challenges in term of risky sexual behaviour that can result in negative health effects. However, Gauteng seems to be performing better in aspects such as access to service delivery than other provinces.

13. Focus Group Presentation of Findings: The State of the Youth and Perceptions of the Tshepo 1Million Programme

On the 4th of December 2018 researchers in the Democracy, Governance and Service Delivery programme conducted the focus group to determine perceptions and experience with the Tshepo 1Million programme. We are grateful to the Harambee Youth Employment Accelerator: Johannesburg who assisted in finding participants for this study. The purpose of the focus group is to understand the current situation of the youth in the Gauteng Province. Specifically, the dialogue covered issues related to youth development, general opportunities and challenges, as well as those opportunities and challenges specifically related to employment and finding employment. The dialogue also engaged participants on how best the provincial government can assist in youth development and employment opportunities in the province. Specifically, the dialogue engaged the following themes: (1) perceptions of state of the youth in Gauteng; (2) opportunities and challenges to finding employment in the Gauteng province; (3) perceptions of the township economy and the youth; (4) perceptions and assessment of the Tshepo 1Million programme; (5) perceptions of the interventions needed from the provincial government to address youth issues and unemployment; and (6) views on the current approaches of youth employment in the Gauteng province.

Participants were asked what some of the first words or ideas were when they reflected on the state of the youth in the Gauteng province. Participants were invited to share their perceptions about being a youth in Gauteng and to reflect on any issues that they felt affect today's youth. Figure 33 presents the primary themes that emerged with the idea and word association of Youth in Gauteng. Participants highlighted youth as generally held a negative perception of the youth in Gauteng. The first word to describe youth in Gauteng was drugs. Participants highlighted a sense of hopelessness, being unfocussed, disrespectful, entitled and a "...misguided generation". It is thus interesting to note that the discussion on word association and youth in Gauteng immediately drew a negative connotation.

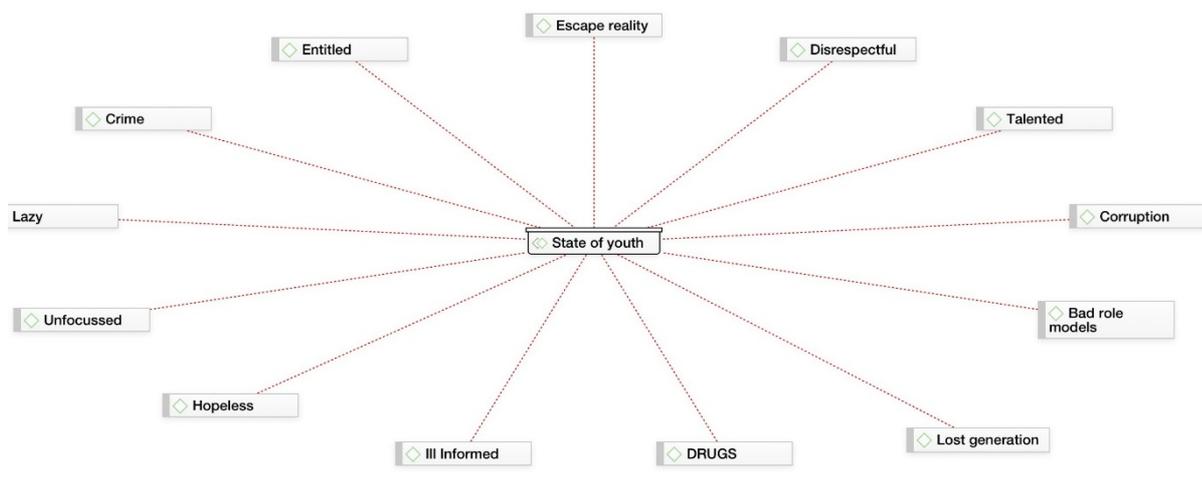


Figure 33: Word Association - Youth in Gauteng

Respondents were asked to elaborate on what they had meant about being “...a misguided generation...”.

Respondent 9: I think been misguided is part of the social media we go to, the social media and the things we see on television and the role models that we have that appear on television. That is what we have or think things should be and that is part of misguided generation

Respondent 12: Just to add on number 9's Point. Like she said a lot of young South Africans are misguided and it's based on social media. I'd like to say as well that medias in communities as well have a responsibility to tackle a problem while it's still fresh and there that the topic about nyaope it's something that is sensitive but it started a long time ago, but now it's escalating more way a lot of youth are getting into drugs. But whenever there was time way Society or Community leaders could maybe say mellow it down maybe to lower the rates. They haven't even bought a solution for that, you get someone arrested who smokes nyaope, tomorrow they are out. So basically that doesn't resolve any problems. It just takes us back.

It is thus interesting to note that social media influences and a sense that there is a lack of commitment to effectively deal with drug usage among youth populations in Gauteng. Respondents also flagged unemployment and a sense of hopelessness that may drive the youth towards drug use to “...escape reality...”

Respondent 4: Yes it is bad, due to this whole unemployment thing so a lot of youth go into drugs just to pass time. So it really affects a lot of people especially unemployed youth. The first thing in the morning they just want to get high, there is no focus, no hope. Yeah

Respondent 14: Yeah just to add on number four's point about. A lot of youths are into drugs basically because state of the environment where they are, it is based on the lack of employment, lack of resources there and that contributes to a lot of crime. Because at the end of the day you do not have the money to buy drugs so you must go out and try to get money to buy the drugs. So it contributes to that.

Respondents also drew a discursive relationship between drugs and role models, as well as having a lack of information and a “...negative mind set” because one found youth from “...good backgrounds...” on drugs (Respondent 10). Similarly, other respondents also pointed out that:

Respondent 13: I think adding to the crimes and drugs that no 14 has said, It's because a lot of youth are seeing their role models on television and internet that we have. Our youth these days is focused on mainly what they see, what is done by the celebrities, they come up with all these e drugs that they do, smoke and they popularise this as if it's a good thing. It makes you escape from the realities you are currently facing. So it is an escape plan for the youth, I think that is where our youth are driven to following their role models on television.

Respondent 10: Regarding drugs and nyaope in some instances you will find out that they are kids that come from good background but are doing drugs or nyaope. So I would say it is part of them having a negative mind-set and been ignorant in terms of what it can do to them at the end of the day.

All participants agreed that unemployment is a major challenge in the Gauteng province and highlighted that one may find a high level of drug usage due unemployment. However, in mapping the discursive relationship ideas around drug usage among the youth in Gauteng (see Figure 34) one notes that respondents drew discursive association of bad role models, a lack of opportunities, a sense of hopelessness, and as a means to escape difficult realities they find themselves in. Indeed, when asked to reflect on the state of the youth in Gauteng, the first response was that "...most of us still unemployed" (Respondent 6).

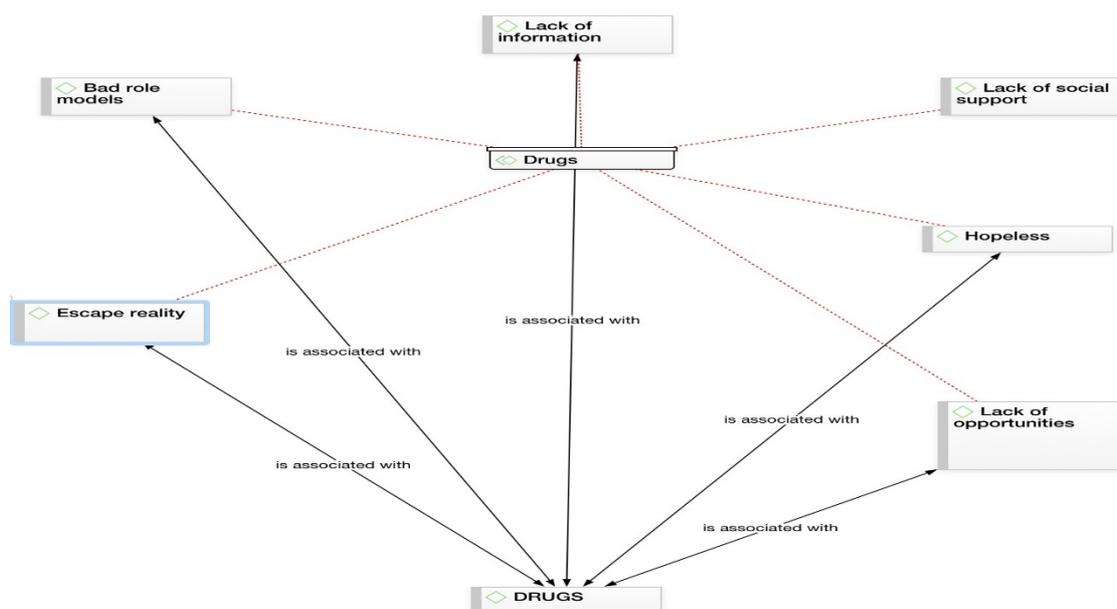


Figure 34: Discursive mapping: Drug use and youth in Gauteng

Indeed, respondents stated:

Respondent 3: The thing that I know is also because of lack of knowledge

Respondent 9: I would say related to this topic of drugs and nyaope, it could be that in the society, we at a point where these youths are more reliant and directed to a lifestyle that is happening in their hoods. Like if you have a problem or certain thing that is happening in your life and you do not have someone to talk to, the only thing you can do is to direct yourself to something that will take you way off what is happening, your state of mind. Sometimes it could be that you going through something, when you tell your friend who could say try this it will take the pain away only to find out that once you try it you go back to stage at where you at.

So you end up been distracted and reliant on this things as it gives you a different mind-set, it gives you the curiosity of doing something you don't care about anymore (Nomayini) that's the term they use these days.

Facilitator 2 (TZ): When you talk about pain, are you talking about depression?

Respondent 9: Yes it could lead to that direction.

Respondent 4: Yes it is, depression. Like you actually hear about it more and more on the radio that people undergo depression as respondent 9 has said. There is no one to reach out to and there is no one to talk to. Depression can be created from just simple things like a breakup between you and your girlfriend and things like that they just make people go into drugs.

Participants were asked to reflect on the state of youth in the Gauteng province. There was consensus amongst the participants that the situation of youth does not mirror the promises enshrined in the constitution. Most of them felt that the constitution and government policies are good on paper, but in reality, delivery on the full set of services and rights remains elusive. The biggest issue the participants highlighted was unemployment. This was a key priority the government should address. One participant criticised government for lack of implementation, while another pointed to a need for government to follow up on their policy directives. Thus, policy evaluation is a concern in this regard.

Figure 35 demonstrates the discursive mapping of ideas around the state youth populations in Gauteng find themselves in. Much like the word association around what it means to be a youth, we note similar themes as presented in Figure 33. Indeed, some respondents highlighted:

Respondent 13: So I think the state of the youth for now, most of them are confused as to where to go from now because most of them are now completing the matric but after matric way to go from there because they don't know what to study and they do not know after matric how do I get funding, even if I apply for funding there is a lot of negative words and sayings about going to University, that even if I go to university and get that degree I will still be unemployed with the person who has matric. So I think that is where we are right now.

Respondent 5: I would say we are a bit misinformed about how to get a job basically where it's more of a I must have a qualification to qualify for this kind of job where else they has to be tools to use to find a job, tools to use to empower yourself as an individual like soft volunteering could be form of those could be one of those things that could help the youth in finding opportunities not to say it's easy to find but it is also adding on I'd say additional experience needed to work in any environment. So for now I would say we're just lacking information regarding how to find opportunities even business opportunities in reality.

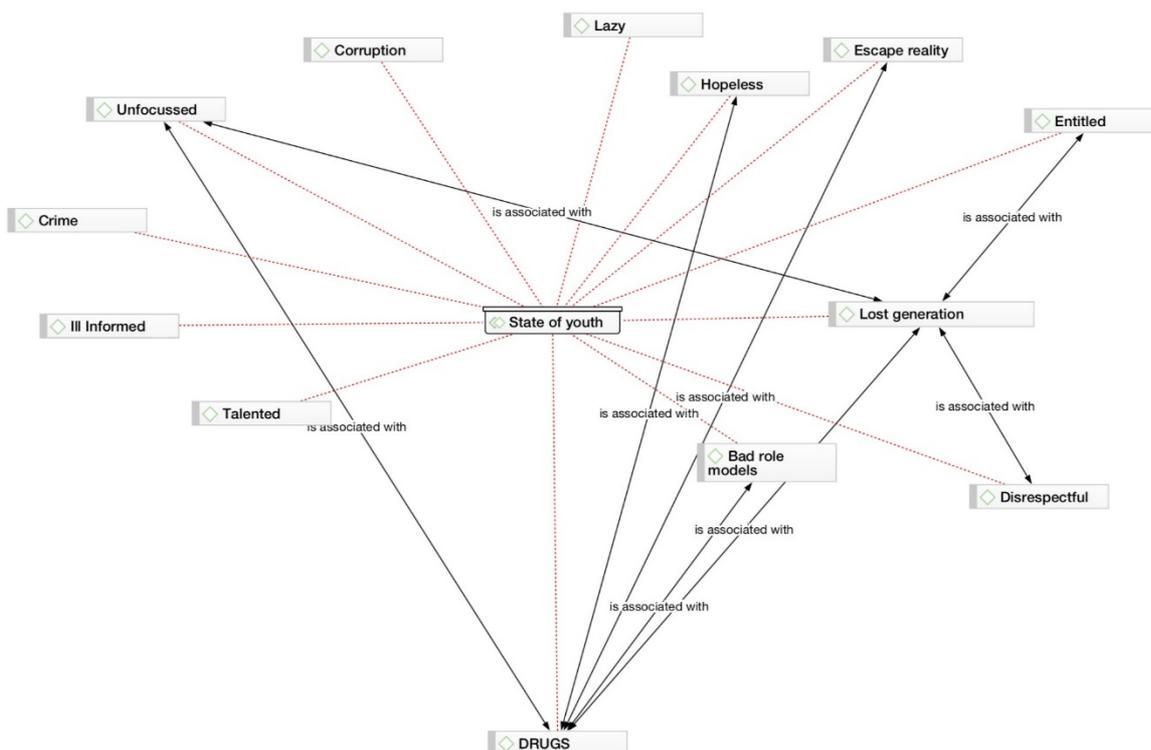


Figure 35: Discursive mapping: State of the Youth in Gauteng

Participants highlighted that nepotism is a key barrier to youth development, as well as lack of resources for education. A key obstacle to youth development related to challenges in securing employment that respondents flagged was the nature of the education system (see Figure 36)

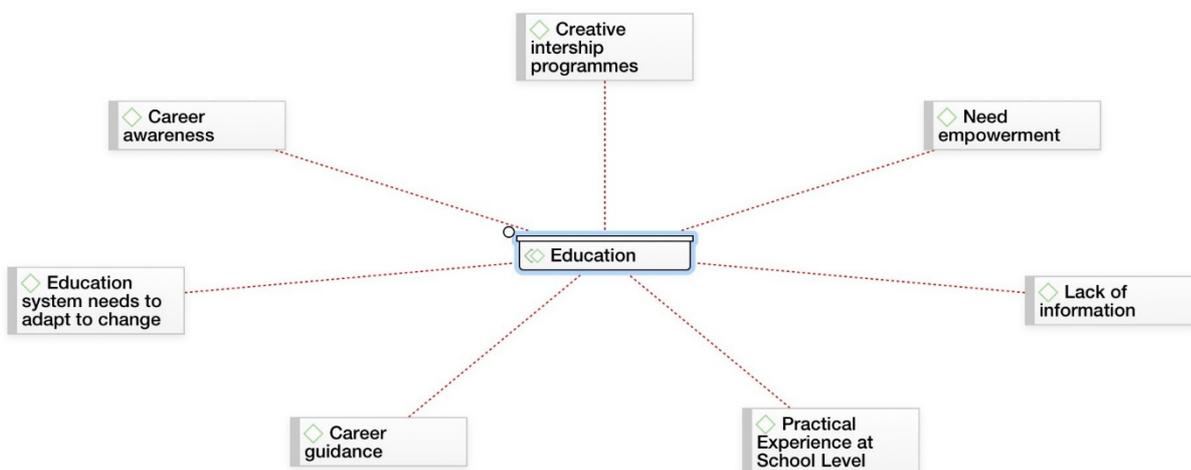


Figure 36: Discursive associations with challenges to education for the youth

Here respondents flagged issues around an education system that does not empower youth sufficiently for the job market as well as the need for the education system to change. There was a sense that practical experience should start at the school level and not necessarily during post-school education and training. For example:

Respondent 4: I think in terms of the education system, from high school level you are taught theory throughout your whole high school, so what is the schools role? I think if they could integrate more practical within the system then the youth would be more inclined as to what to go for in terms of career choice. In terms of subject not just having the theory part maybe from grade 8 or 9 you can do two weeks at a company where you go in and see this what they do so that the youth have a better understanding. They will have also better understanding when they go to varsity in terms of what do they want to study because even at varsity people will go there and find out that no, this is not what I really wanted and the dropout rate increases. So there should be career guidance from a high school level.

Respondent 9: I just like what respondent 4 said. I think the educational sector should invest more into career days, career awareness, into consultation where students should focus on where if you have a certain interest in a career, where to go, where to seek for information. Like it used to be back in the days there would be career day at UJ, go to San Paulo and see what is happening with science and technology. That is something that interests the youth to see the future and say this is something that I see direction in and I believe that educational sector should invest in this to give educational awareness into children's lives.

Respondent 1: Did you have it in which some of you may choose? I think I agree with respondent 4 because the education system must be changed to suit the generation that is coming up right now.

Respondent 13: The generation that is coming up right now is not a theoretical generation. They are a practical generation. So they wouldn't understand anything that you will put in front of them in black and white they want to see and touch so that they can understand. So I think the education system can change slightly to be different to accommodate them as to where they are going because right now we have a lot of matrics that they came out and they do not know where they are going. They don't know what to study, they do not know anything. They come to ask you. So why did you drop out of this? And you started that then you just tell them okay, I understood myself better when I was studying that that it wasn't for me, but they still do not understand because at school they took something that that did not suit them at all. They just went through school as like some part of babysitting for them to be just at school because they do not want to stay at home and do nothing.

When asked to elaborate on what is meant by a "...practical generation", Respondent 13 highlighted that

Respondent 13: So by practical I mean they can do something that is that they can see that they can touch as we do. After you are done studying. Maybe it's your third year you start doing your practical's. You start seeing that okay. I'm doing Law now and you go to a law firm and you see how they work. So I think they can do so when they are doing Humanities whether it's Sciences, they can be they can go to some expos that they can go to create some sort of an expo to go to a company that deals with something that has to do with those sciences that they are starting with school because if you take science studies that that has to do with something that you want to do in the future in the future. Then when you take Humanities you have to go to a humanities industry for you to see how it works. If you want to study something after that it will be in that department s it for you or it's not for you? That is where you get to see it.

It thus emerges that there is a sense that the current education system may not provide youth the necessary and needed skills. This was evident in some respondents flagging the need for cheaper

data to find job opportunities online as well as better training in using in the internet given that we are currently in a digital age. Respondents felt that better resources within communities were needed to empower the youth, for example, as Respondent 8 highlighted, “I think they should work on resources first of all, because as I grew up resources were not there. For example myself I had to travel far just to get to library, So resources as a start”.

A central question to understanding youth unemployment is the nature of skill and non-skill barriers that may impact on youth finding sustainable employment. Thus, a central theme of the focus group dialogue was to unpack the perceptions and views of participants in relation to obstacles that hamper or opportunities that facilitate youth employment in the Gauteng province. Obstacles would relate to skill and non-skill barriers (see Figure 37).

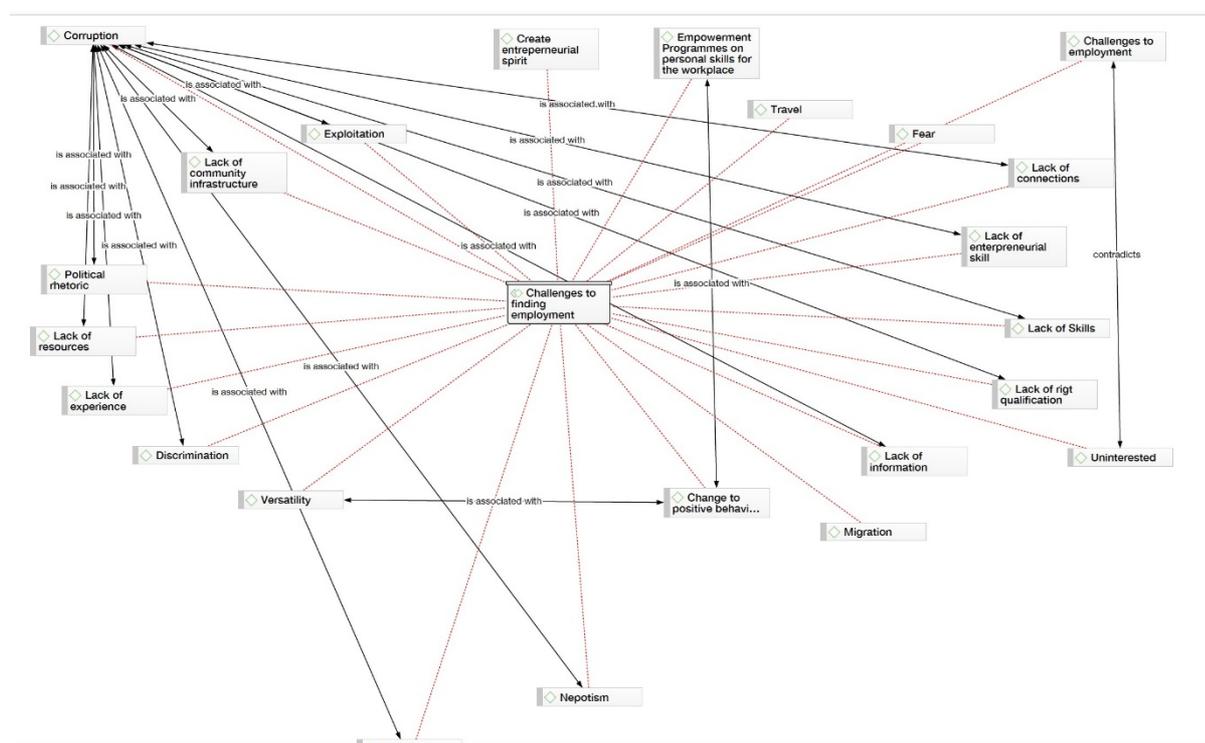


Figure 37: Barriers to youth employment

When discussing some of the barriers to youth unemployment in the Gauteng province nepotism emerged as one of the greatest non-skill barriers in finding employment. All participants highlighted this theme. To this effect, participants highlighted that companies seem to hire people that they know, for example when family members working at a certain company, chances of getting a job in that same company are greater than someone who does not know anyone inside the company. Participants shared a few stories and experiences of their friends and families were hired for positions without necessarily having the correct qualifications or experience. This included learnerships, internships, and other forms of experiential training and access to bursaries. For example:

Respondent 2: What I can say from my own experience is that it does not matter that you have this and this education but if you do not have connection you will struggle in South Africa. I can tell you I have a sister that works at KFC but she has Bachelor of Accounting degree. She is like me who did not go to varsity. So what I can tell you is that if you do not have connection, experience nothing will happen for you. To add another problem that is happening in South

Africa is I have a qualification form university but when I apply I must hide it because they won't accept it, they are jealous of your qualifications.

Respondent 13: Connections. Hypothetically speaking, let us say I'm in a position at work and there is a position that is a position that is opening soon. I have a brother that is not working and I say the position is advertised already and I decide to talk to someone so that they can consider my brother first. I think that is the connections that we are speaking about because I know someone and I'm part of the HR department or I'm part of the seniors then I talk to someone that can you consider my brother first before you consider others, even though the position is already been advertised. I think that doesn't give a fair chance to someone who is just applying and it's unknown for me though. Connections they call like that.

Participants also correlated nepotism with a lack of sufficient networks and corruption. In-group competition also emerged as a key theme in non-skill related barriers to employment. Here they highlighted

Respondent 10: The problem is that jobs are being sold to people whether you have qualifications or not. I once went for an interview in the biggest financial institute. Then one person called me afterwards saying that, you have the right skills and everything but if you want the job give me 50000 rands. My mum said tell him you will pay him after you are paid, then the man said that is not how he works so he refused. The problem is that you cannot report such a person because it was on the phone and difficult to prove because as my mother assumed, he could have called all the people who were interviewed.

Respondent 4: the problem is that as black people we do not network so much amongst ourselves. They do not care about networking like other cultures such as whites and Indians who have a strong network. Blacks do not have that strong togetherness. It is every man for himself. With other cultures, everyone wants to bring everyone and it is not about one person going forward but it is about everyone benefitting.

Respondent 2: in relation to what number 4 said, if you ask a friend for a job they won't give you. Ask from a stranger about an opportunity not a job they might help. I will share my personal experience. I went to this company to apply for a job, after failing to submit my application online. It is a retail job. I found someone there and when I told them I want to apply for a job, he asked. Do you know anyone from the company? Told him no then he took me to his manager. Then the manager asked how I found out about the job and if I knew anyone. In the end I gave him my CV but nothing happened.

Interestingly, a few participants argued that youth are very selective when looking for employment. Here a sense that certain jobs or strategies, such as waiting by the side of the road for construction and garden work, was seen as demeaning and as such youth would not consider doing this. For example:

Respondent 10: Adding onto the negative mind-set, I would say the youth are not hungry for opportunities. We still want to choose opportunities based on the qualifications that we have. So having that hunger and strive, going to doors going to companies and say I will volunteer. I think the youth are just too relaxed. They're not too hungry. They are hungry, but I think maybe

it might be because of lack of having finances, but I think that's can also be the obstacles that they facing .They are just not that hungry.

Respondent 14: I would like to add on what has been said by respondent 2 about career as a doctor, IT. So we as a call centre team we do call for opportunities in the retail sector. We do call people with doctorates and whenever you share that there is an opportunity in this kind of industry most of young South Africans are not interested. So not being interested in a job is actually an obstacle as well.

Figure 38 presents the skill related barriers to employment as highlighted by the participants.

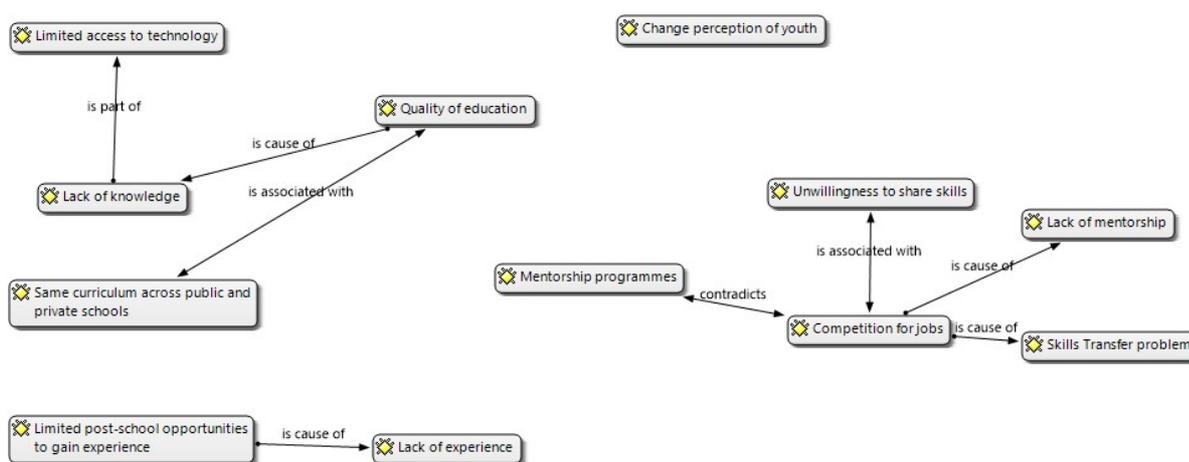


Figure 38: Skill-related Barriers to Employment

A key skills related obstacle to youth employment related to resources and creating an entrepreneurial mind set. There was a sense that limited access to technology, coupled with a lack of knowledge and that there are different skills being taught in private and public schools impacts on the ability of youth to find employment. A lack of experience emerged as a key skills-related obstacle to youth employment. A lack of access to technology undermines youth employment. Here participants noted that most jobs require one to apply online, but they do not necessarily have access to technology or the internet to do so. One participant highlighted that they must still pay to access the internet at a public library. Here some participants highlighted:

Respondent 6: the problem is that we are taught to work for other people and not to work for ourselves. So we are not taught to be entrepreneurs. At least youths should be taught to create employment for themselves.

Respondent 5: the problem of unrealistic experience expectations. After varsity, you go and look for a job and you are told that you need five years experience. Where do you get experience when they don't give you those opportunities.

Respondent 10: Government should invest in teaching people how to formulate a business plan. People know what they want but they do not have a plan. So government can find people who can teach the youth about the requirements of starting a sustainable business, for example, the education, skills needed as well as the risks and opportunities involved.

Respondent 4: internet connectivity, in terms of free Wi-Fi. If you have them, you can apply for jobs online. Data also helps people to educate yourself because it is not only about searching for jobs. Even after school, because your teacher will not be there so you can do your own research. For example, YouTube is a great place to learn. City of Tshwane now has many free hotspots, which is good, so if the government can do that everywhere it will be good.

Respondent 11: I think another problem that is costing youth not only in Gauteng but in South Africa as a whole is also the cost of data. Because we are now in the 21st Century so most companies they do advertise jobs online which means you do need to have data in order to access these jobs and apply for these positions that are advertised. So I think that's the biggest issue we are having right now. So in order to solve it I think they should actually make a plan, the government to make sure that they reduce data prices, data costs and make sure that data bundles don't expire at all.

Respondent 2: I come from rural areas so you can't use data there, even if you have it. So I think a lack of information is another challenge because if you can check if someone can come and prosper in life and say has done Information Technology (IT) then everyone at school will follow that not knowing they are other courses at varsity which someone can do. So if I do teaching then I change because I see someone successful in IT yet I do not need to change. Its only when you come to Gauteng that you realise oh they are a lot of other opportunities I can pursue.

There was thus a sense that one needed to change the perception of the youth in relation to what they are able to offer. However, there was also a sense that the behaviour of the youth in relation to work needs to change. The sense was that mentorship, training and empowerment should also focus on personal skills and behaviour for the workplace. Essentially the sense was that one may have the skills and experience, but not necessarily the qualifications. For example,

Respondent 12: I would like to talk about that behaviour. I think most of our youth struggles when it comes to behaviour's that I needed in a workplace and it is also sad that most employers are afraid of hiring the youth because they do to produce what it is needed. Most of them they will come late, they will be given assessments to do and they will not finish that will do this, they will not do that. So according to my view I cannot say like the opportunities are not there at all. The opportunities are there but then what do you do that what do you do about the opportunity that you are given? So I would suggest that the government must try to implement more behavioural change programs like Harambee. Before I came to Harambee. I had a learnership, I had a job somewhere else, but because of the bad behaviour's that I was displaying I couldn't keep the job. So I believe that if I came to Harambee before and learned what I learned I would have kept a job. I would have been in a permanent position.

Respondent 13: on the positive aspects about the youth. We are very versatile and talented. You can put me anywhere and I can do anything, as long as I put my mind to it. The problem is that they are disregarding the talent that the youth have. Nowadays people can do many things even what they did not study for. I have experience in sports fundraising. I have headed a campaign about sports but I have never played sports at school. I had no experience of sports fundraising and everything for me Sports at school was something that I go to while up time supporting not playing sports. So me being put on that campaign was a game-changer for me because I saw that I can do everything that I put my mind to that is why I refer to Self what I found out about myself and what I found out about the other youth that we were working with we were able to head the campaign and come up with good results. The problem comes when

you hear someone saying that they want a certificate to prove you are qualified. I did not study sports management but I can do the job well, for example, I was the head of the campaign. Employers should test drive the youth instead of asking us to prove that we are skilled. They test drive us like a car to see if we can work.

There was consensus amongst participants that the transport industry can play an important role in facilitating youth employment. Respondents highlighted that taxis in particular is a necessity as “...they can me where I want. Their routes are especially reliable because they take you exactly to where you want to go...they are also fast, cheap and convenient compared to trains” (Respondent 10). However Respondent 14 highlighted that

Respondent 14: trains play a big role in facilitating employment. It is cheap and at times, it can be free. Of course, illegal rides are the ones that are free. I do not have money since I am not working so I can go and drop my CV for free using a train. The good thing about trains is that they accommodate more people. The problem with trains is that they don't have many routes.

What was of interest was the view that taxis play an role in contributing to economic development. Here Respondent 6 highlighted that

...They take people from home to work and they take customers to businesses. Businesses or companies will fail without taxis transporting people. The taxis are a link between customers, sellers and buyers. Therefore, it contributes to the economy and the taxi industry is one of the important issues for socio-economic development.

A key recommendation from the participants in relation to the role of the transport industry in facilitating youth employment was creating free transportation.

Participants were asked to reflect on economic activity the township economy. There was a view that the township economy “...is improving compared to 5 or 10 years ago. A lot is happening, for example, development of malls and different places that the youth can go out to within the township...so yet, they are creating opportunities in the township and this contributed to economic development” (Respondent 4). What is worrying is a sense of xenophobia that foreigners are taking opportunities from youth in township economic development initiatives:

Respondent 14: My township is missing business because non South Africans own many tuckshops. It is a negative because they are not developing our economy but they use the money to develop their own economies. They tried to correct it before for them to leave but they are back again. Therefore, I think we are losing a lot because of foreign nationals.

Figure 39 presents the main discursive themes that emerged from the discussion.

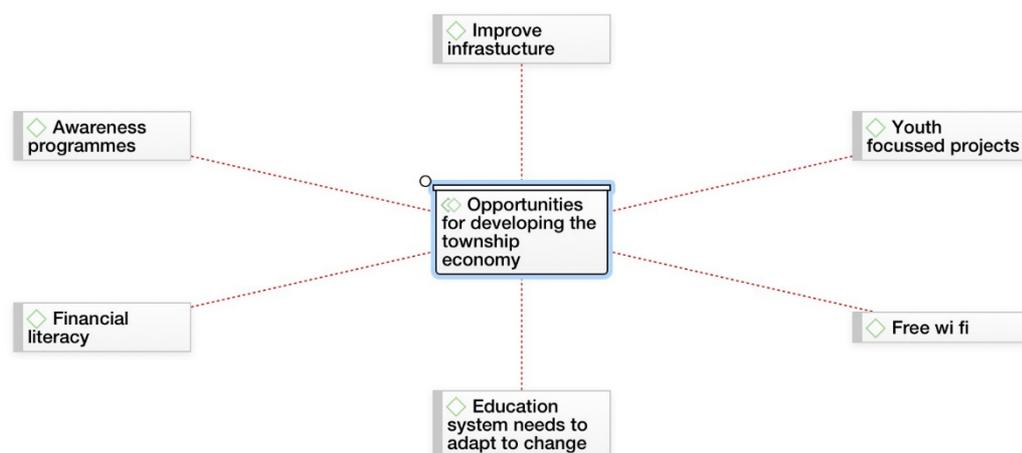


Figure 39: Opportunities for development of township economy

We note that participants flagged youth specific projects, improved infrastructure as well as awareness programmes and financial literacy as key opportunities. For example,

Respondent 5: improvement of infrastructure, for example shelter, water and electricity for female vendors. Female vendors are vulnerable and government should put infrastructure to protect them so that they work in a safe environment. Taxi drivers have their designated areas of operation and the same should be extended for female vendors.

Respondent 8: the government should create more projects that the youth can work on.

Respondent [unclear]: the government should introduce awareness programmes to empower youths for future business opportunities such as business programmes, marketing and web designing.

Respondent 2: there is need to consider changing the curriculum of our schools. I asked a Zimbabwean friend of mine why are you people so clever. He told me that in Zimbabwe, they give them the opportunity to do practical work in high schools and then going forward you knew whether you want to continue with it tertiary level and they will make an informed decision instead of wasting time.

Respondent 13: issue of excessive spending amongst the youth. Because you can find that the youth every money that they get they spend it on something that doesn't benefit them. Even though you can give them that project they are going to spend that money on something that doesn't benefit the project that was supposed to be done and nother problem is that projects are not structured properly, so you find youths working for projects and those projects end without getting paid for that which is unfair. That is why we find the youth unemployed maybe a week later. You just started the project and you will do it just employed you were taking on in that project but because it was not structured you find that they use is unemployed again, and they were not paid.

Respondents were asked to reflect on challenges to the development of the township economy. Here issues of corruption, extortion, lack of sufficient infrastructure, and drug use emerged as key issues:

Respondent 5: The problem of extortion. Challenge is of the vendors because they have to bribe police. Police are used to Nigerians paying them the money but our mothers do not have the money.

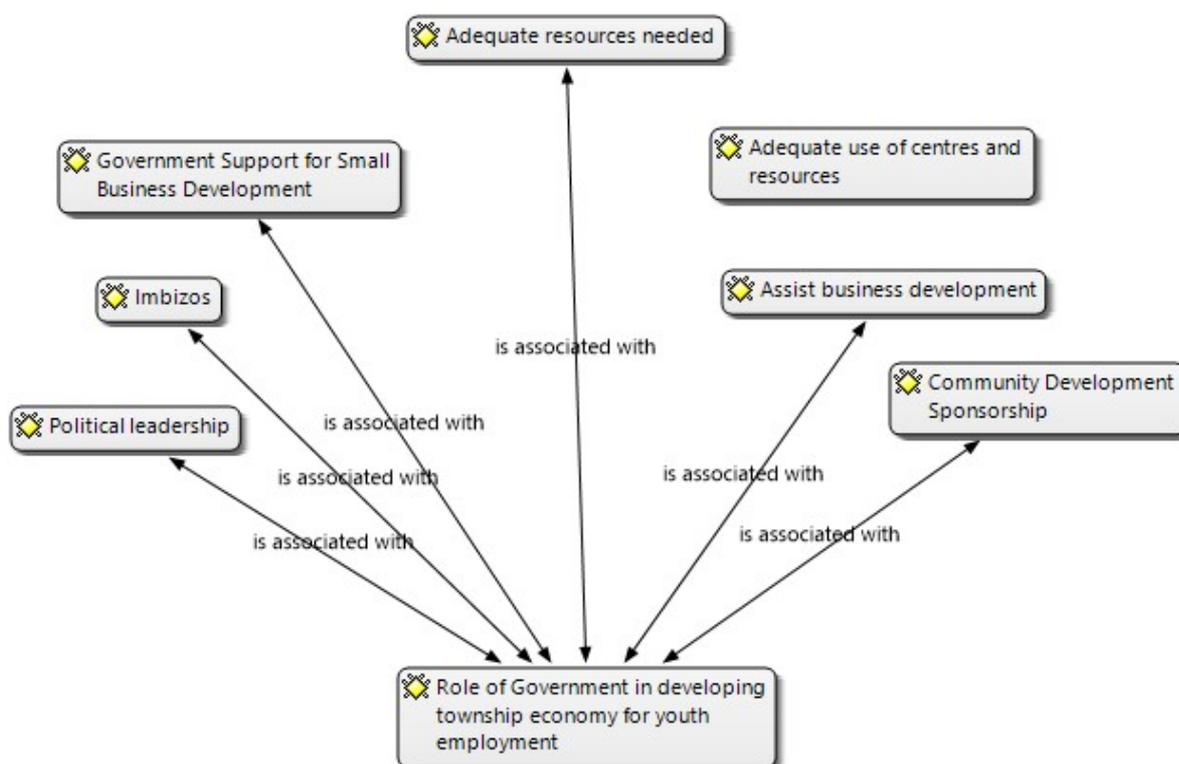
Respondent 6: There is a lot of corruption in the mayor's office. For example, they can get money for the improvement of infrastructure from government but they use money for something different. They buy cheap staff that is not sustainable such as that in 5 years' time we are back to square one. So it's corruption that prevents government from developing townships.

Respondent 11: What the government can do is to focus or to put a lot of effort and money into indigenous knowledge systems. These indigenous knowledge systems are good for authenticity within that township. For example, they can build cultural zones. If it is a Zulu culture, in Soweto we do a Zulu culture zone that explores their culture. This attracts tourists and tourists will bring money and develop our economy.

Respondent [unclear] : Government should invest in infrastructure e.g. schools and putting more medication in clinics, that way they will be investing to the community.

Respondents were asked how government can support the development of the township economy (see Figure 40).

Figure 40: Role of government in developing the township economy



Respondent 10: My top three will be Unemployment, Crime and Drug Abuse. In terms of **unemployment**, government should prepare the youth through for example career expos and providing access to internet. With **crime**, government should set up police who work for 24 hours and be on the lookout for people who commit crime. The police should be able to listen to people who report crime and not expose them publicly when they report or complain about crime. Therefore, we should get people who actually want to help not police who make people scared of reporting. When it comes to **drug abuse**, police should arrest those who sell drugs. It is not as if they do not know where they stay, people do not feel safe to speak out about those drug sellers. Drug users should be forced to go to rehab or sent to jail where they can be cleaned or something. If the government can invest, in those three, the communities can be uplifted and we can see change.

Respondent 3: I think it starts at the top; the President has to lead by example. He has to be someone who can inspire a nation unfortunately, we have not seen much. Zuma did a lot for him, for example, Nkandla and not his community.

Respondent 14: A point about education system is that you choose a stream after grade 10, and government can provide people with an introduction of FET colleges in communities. FET is a specific field, which is helpful, for example, you can specialise in marketing. Government should create a platform where communities discuss problems and participate in finding solutions for those problems.

Respondent 10: To add on, most companies do not know what FET does. Therefore, the government can go to businesses and educate them what FET does, because most times these companies hire graduates from Wits, UP etc. but when it comes to FET, they are not clear about what it is. Government should explain to businesses. FET is more practical than theoretical. Therefore, government should take ownership in explaining to companies.

There was a sense that if one is to assist the youth in the townships, government support for small businesses and community development sponsorships were essential. Political leadership was also flagged as an important aspect. Participants highlighted the need for qualified political representatives and community leaders in order to prevent corruption and nepotism. Corruption and nepotism creates the view that there is limited interest in developing the community and undermines equal opportunities for youth in the township economy. Participants highlighted that government should better use and exploit available resources. This included the facilities and services in public libraries and developing youth centres.

A key recommendation from the participants was the need for platforms to engage youth on issues of youth employment and development. There was a sense that young people do need to come together and discuss issues that directly affect them, engage government, and also offer solutions and proposals on facilitating youth development and employment in the township economy. Participants highlighted that government also need to revise the manner in which support for local small businesses is given.

The need to unpack the political economy of the township economy also relates to issues of corruption and wasteful expenditure as flagged by the participants. Participants stated that corruption is quite embedded in the political economy of the township, most notably having to pay bribes for small services councillors provide, such as proof of address, to larger tenders where a political representative would demand a large portion of the tender people were applying for.

Participants stressed that a key priority is the necessity to create a platform where youth from different areas can engage community leaders, ward councillors and government. This platform would serve to discuss various youth issues and problems as well as engage strategies on how to address problems and issues. A second priority is the need to upgrade or fix public facilities. This includes libraries, youth centres and other public facilities youth may rely on. In addition, services that should be free are not such as internet connectivity.

In the survey conducted amongst the youth population in Gauteng, a large majority of youth were not aware of the programme. Only 13% (n = 70) of respondents had heard of the Tshepo 1Million programme. Of the 70 respondents who had heard of the programme, only 12 had registered and 8 of the respondents felt the programme was not helpful, while 6 informed fieldworkers that the programme would not make a difference. Similarly, most respondents in the focus group did not know about the Tshepo 1Million programme. The facilitator then explained the purpose of the programme and content shared on its website. Respondents were then asked their perceptions of the programme (see Figure 41).

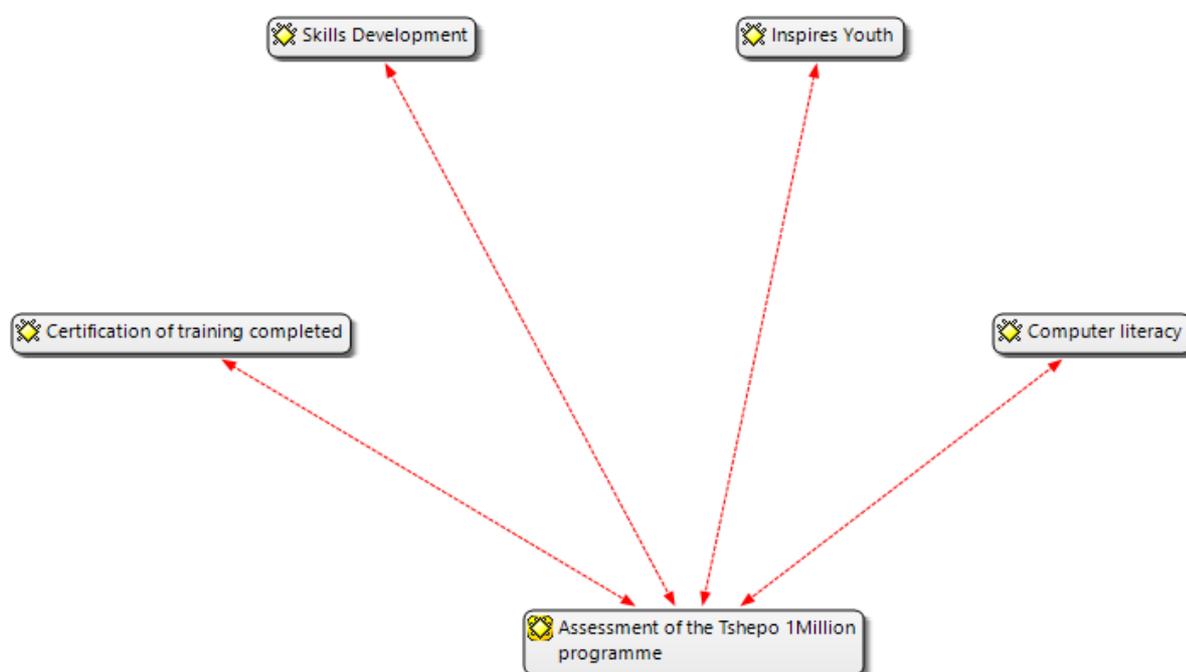


Figure 41: Assessment of Tshepo 1Million Programme

As with the pilot focus group, a similar assessment of the Tshepo 1Million emerged in the main focus group. Respondents saw the programmes as “...giving the youth somewhere to start....It gives them a mindset through, for example, learnerships and internships” (Respondent 13). Respondent 14 also highlighted the that the programme “...gives opportunities to the youth...to empower the youth”.

Respondents highlighted that the programme is not advertised enough. When asked what key strategic interventions government needs to develop and implement to facilitate youth development and growth, participants flagged more practical experience, lower requirements for certain jobs like physical science, invest in infrastructure, provide free access to internet, and subsidize or provide free transport.

Participants were asked what they believed the Gauteng provincial government should prioritise in order to deal with the critical issues identified. To this effect, participants flagged six focus areas for the Gauteng provincial government. These related to issues of policy implementation, dealing with corruption and wasteful expenditure, addressing gaps in the criminal justice system, prioritise resources for developing the township economy for youth development, and career guidance and counselling in schools to facilitate career planning from a young age (see Figure 42).

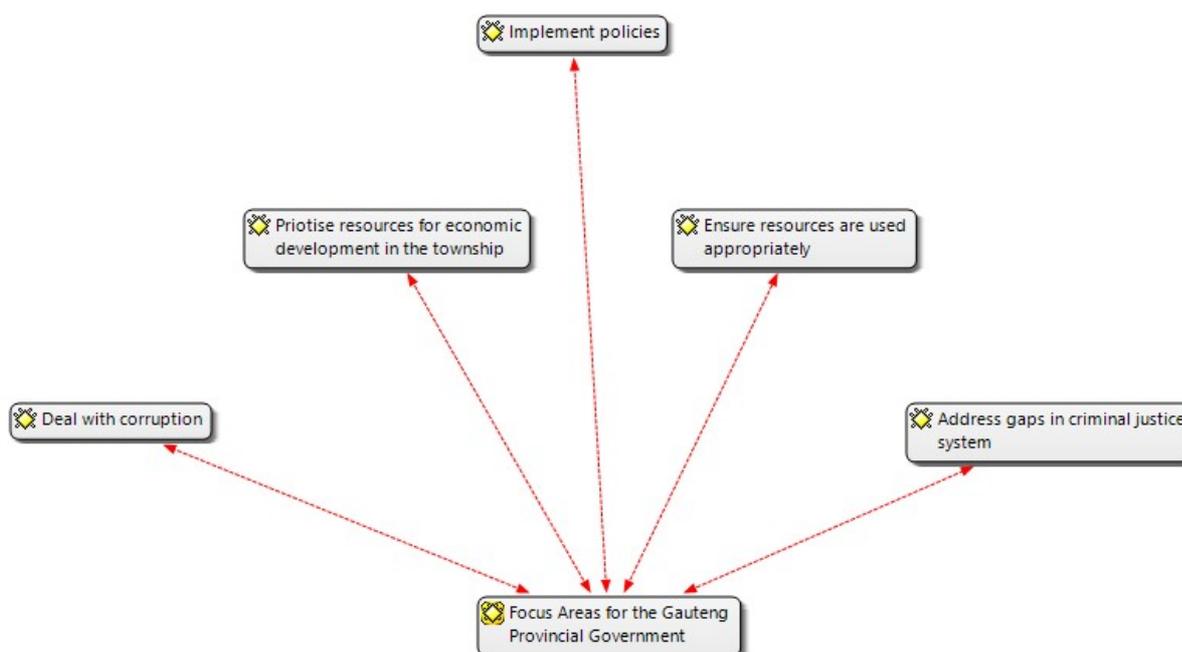


Figure 42: Focus areas for the Gauteng Provincial Government

Participants noted that there is a need for government to prioritise resources for developing the township economy in order to facilitate youth employment. Participants correlated this with avoiding wasteful expenditure found in using resources to change street names, and so forth. This speaks to a need for the budget to reflect the key priorities and focus areas. Participants flagged corruption and stressed that the provincial government must ensure that resources are used for the intended purpose and developmental project. This also linked with policy implementation, where one participant felt that the “...the government should follow up on whether things are done properly”. Oversight and policy evaluation will thus be a key issue for the provincial to address.

14. Conclusion and Recommendations

Youth unemployment in Gauteng is high and our data suggests that many in this group are in long-term unemployment. Young people are adopting a variety of strategies to find work although the most popular was seeking help from friends and family. This outcome suggests the reliance that people have on social networks. Clearly there is a need to intervene in the lives of young people and help them find decent work. One of the main ways that youth unemployment can be addressed in South Africa is through career guidance and development programmes. In this report we looked at youth attitudes towards, and participation in, these programmes and whether they had a positive

effect on employment outcomes. We concluded that career guidance programmes have a beneficial impact on the lives of young people in Gauteng and those that participate in them evaluated their helpfulness as, on the whole, favourable. Existing career guidance and development programmes are, however, inadequate to meet the needs of the province's youth. We recommend the further promotion and funding of these initiatives. It is also recommended that emotional and psychological support services be offered to assist the youth with mental health. This issue emerged in the focus group, most notably around feelings of hopelessness, depression, and a need to escape difficult realities. It is recommended that the Gauteng Provincial government engages in an awareness campaign of the Tshepo 1Million programme. This is especially important given the positive assessment of the programme in both focus groups once respondents understood what the programme was about. It was seen as a vehicle for youth empowerment, creating skills, and facilitating youth development.

It is commonly accepted that an individual's view of their position in a polity's socio-economic hierarchy has an effect on their wellbeing. A substantial segment of the youth population in Gauteng think of themselves as poor and described their access to basic services as insufficient. This suggests that a considerable part of the province's youth is dissatisfied with their lives and felt that they did not have proper access to the essential services and support. The Black African proportion of the sample was particularly dissatisfied and felt that their access to services was poor. Housing was singled out as a central issue and almost half the Black African population described their housing access as inadequate. There is a need to redress low wellbeing in the youth population and tackle this group's problem with housing.

Most young people in Gauteng want to acquire a tertiary education but many struggle to access institutions of higher education. Our data shows that post-matric educational attainment is associated with a higher quality of life. In this report we looked at how young people enter and participate in post-matric education. The focus of our analysis was not only on universities but looked at other types of higher education institutions. The data showed that there are numerous obstacles that young people face when trying to obtain a post-matric qualification. The most important of these hurdles was financial –students face economic barriers when trying to complete their tertiary studies and struggle to pay for study essentials (e.g. textbooks or transport). These results show the importance of current efforts to reduce the financial burden of attending higher education institutions. Consequently, we recommend the need to support efforts to empower youth to access institutions of higher education and buttress them with new programmes of aid. Here a partnership with the private sector to create bursaries for youth educational empowerment may be explored.

The youth in Gauteng bear a disproportionate burden of HIV infection and many young people in the province are currently living with HIV/AIDS. Our report examined public attitudes towards HIV/AIDS related knowledge, attitudes, practices and risk behaviours. The data was quite positive and showed that many people recognised that risky sexual behaviours (such as transactional sex, non-marital fertility, and multiple concurrent sexual partners) as unacceptable. We also found that most of our sample had a good level of knowledge of HIV/AIDS and are able to identify risk factors associated with the disease. In addition, we found that a majority of the sample said that there were anti-retroviral drug treatments available in their community. These outcomes show the success of current efforts to treat HIV infection rates and how the province's youth have benefited from existing HIV/AIDS education campaigns. However, evidence of risk behaviour amongst teenagers in the sample suggest the need for a greater focus on this group. In the future allocation of resources for HIV/AIDS prevention, adolescents should be given greater priority.

In our report we drew attention to the profound dissatisfaction that many young people in Gauteng feel towards the current level of racial transformation in society. The results of our analysis show that, despite certain signs of progress, interracial mistrust and dislike are widespread amongst the province's youth. This finding is discouraging given the hope amongst policymakers that the self-styled 'born free' generation would be more post-racial in their viewpoint than their elders. The province's white youth were particularly hostile towards racial others. We found that interracial contact had a positive effect on intergroup attitudes (especially feelings of interracial threat) and we recommend promoting more spaces of interracial contact. Despite the racial diversity of the province, the share of the youth population with interracial friends is low. More must be done to promote interracial cooperation and improve the quality of interracial contact. In addition, the data results point to higher than expected levels of racial discrimination with many Black African respondents reporting experiences of racial bigotry. Our results seem to have occurred at workplaces and when applying for a job. This highlights the importance of accelerating existing efforts to fight racial discrimination in Gauteng society.

Interpersonal violence may be more widespread than reported on. There is a need to reconsider flagging and potentially dealing with interpersonal violence. A key recommendation would be for nurses and doctors who work in public hospitals and clinics perhaps advise the Department of Social Development if they suspect domestic abuse so that appropriate investigations and interventions can be conducted. One also needs to expand the definition and view of interpersonal violence to look at other forms of abuse. A key recommendation is the creation of an awareness campaign at schools and other public facilities on the different forms of violence and abuse and where one can find emotional and psychological support.

The youth in Gauteng are ill informed on current political news, demonstrate low levels of civic citizenship, and low levels of civic participation. A key recommendation is creating a civic education module in schools to educate youth from a young age on their rights as well as responsibilities as citizens. Civic education is a key component in facilitating responsible citizenship; a set priority for the Gauteng provincial government.

It is recommended that given the low levels of political trust, the provincial government conduct an audit of local governance structures. As local government is the structure closest to communities, and noting the levels of dissatisfaction with service and social delivery, the provincial government will need to engage local government to determine any governance and/or delivery deficits. This is especially important given the focus and priority campaign around the Ntirhisano programme which aims to facilitate collaborative and engaged governance, delivery and build community solidarity and responsible citizenship for economic development and human well being.

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Addendum A: Final Questionnaire: Gauteng State of the Youth Survey

Section 1: Demographic Information

1. Kish Grid Sheet Number:

2. Person No.

3. How many people live in the household?

4. How many people between 15 and 34 live in the household?

5. How old are you?

1	15-17
2	18-24
3	25-35

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6. Researcher to tick appropriate box

1	African
2	Coloured
3	Indian/Asian
4	White

7. What gender are you?

1	Male
2	Female
3	Other
4	Did not respond

Researcher to note area where survey was conducted: _____

Time of Interview: _____

Date of Interview: _____

Section 2: Education and Employment

8. What is the highest level of education you have ever completed?

1	No schooling
2	Grade 0/Grade R
3	Sub A/Grade 1
4	Sub B/Grade 2
5	Grade 3/Standard 1
6	Grade 4/Standard 2
7	Grade 5/Standard 3
8	Grade 6/Standard 4
9	Grade 7/Standard 5
10	Grade 8/Standard 6/Form 1
11	Grade 9/Standard 7/Form 2
12	Grade 10/Standard 8/Form 3
13	Grade 11/Standard 9/Form 4
14	Grade 12/Standard 10/Form 5/Matric
15	NTC I
16	NTC II
17	NTC III
18	NCVI 1
19	NCVI 2
20	NCVI 3
21	Diploma/certificate with less than Grade 12/Std 10
22	Diploma/certificate with Grade 12/Std 10
23	Degree
24	Postgraduate degree or diploma
25	Other
26	Don't know
27	Did not Answer

9. Which of the following higher educational institutions are you currently attending?

1	Technical Vocational Education and Training college (TVET)
2	Other college (including Private and Public Nursing College, Agricultural College and Police College)
3	Community Education and Training College (including Adult Education and Training Learning Centre)
4	Higher educational institution (including University/University of Technology and Private Higher Education Institution)
5	Other, specify (e.g. finished post-matric studies)
6	None

Fieldwork note: If the response is None skip to Question 20. If the response is Question 4 skip to Question 13.

10. Why did you choose this institution instead of studying at a university? (Researcher: Only ask if respondent is **NOT** attending university).

1	I could not afford to go to university
2	I did not qualify to go to university
3	The course I wanted to study was not offered at university
4	I was not interested in university
5	I knew that university would be too much work
6	Universities are a waste of time
7	Other (specify)
8	Don't know

11. Is your institution providing you with practical experience on workplaces?

1	Yes
2	No
3	Did not Answer

12. Is your institution providing you with training on how to start and run your own business?

1	Yes
2	No
3	Did not Answer

13. How are you funding your studies at this educational institution?

1	National Student Financial Aid Scheme
2	Scholarship
3	Bursary
4	Family/friends
5	Part-time work
6	From personal savings
7	Bank loan
8	Other (please specify):
9	Do not know
10	Not currently studying

14. In the last three months has there been a time when you were not able to afford things that you needed for your studies (e.g. fees, textbooks, transport)?

1	Yes
2	No
3	Did not Answer
4	Not currently studying

15. What did you do to make ends meet the last time this happened?

1	Draw money out of savings or transfer savings into current account
2	Cut back on spending, spend less, do without
3	Sell something that I own

4	Work overtime, earn extra money
5	Borrow food or money from family or friends
6	Borrow from employer/salary advance
7	Pawn something that I own
8	Take a loan from my savings and loans clubs
9	Take money out of a flexible home loan account
10	Apply for loan/withdrawal on pension fund
11	Use authorized, arranged overdraft or line of credit
12	Use credit card for a cash advance or to pay bills/buy food
13	Pay my bills late; miss payments
14	Other (specify)
15	Don't know
16	Not currently studying

16. In which field of education are you currently studying?

1	Agriculture, agricultural operations and related sciences
2	Architecture and the built environment
3	Visual and performing arts
4	Business, economics and management studies
5	Communication and information sciences
6	Education
7	Engineering
8	Health professions and related clinical sciences
9	Family ecology and consumer sciences
10	Languages, linguistics and literature
11	Law
12	Life sciences
13	Physical sciences

14	Mathematics and statistics
15	Military sciences
16	Philosophy, religion and theology
17	Psychology
18	Public management and services
19	Social sciences
20	Other (please specify):
21	Don't know
22	Not currently studying

17. What was the main reason that you choose this field of education?

1	To find secure employment
2	To make a lot of money
3	The field is interesting to me personally
4	The field is useful to society
5	I knew that I'd manage to pass a degree in this field without doing too much work
6	Other (please specify):
7	Not currently studying

18. Before choosing your field of study, did you research the employment opportunities afforded by your field?

1	Yes
2	No
3	Did not Answer

19. If you did not do research, please give the MAIN reason. (Fieldwork Note: only ask if response is No above).

1	Don't know how to look for that kind of information
2	Do not know anyone who could give me advice
3	I already had a clear idea, I didn't need research
4	Not interested in employment opportunities or earnings
5	I tend to live for today and let tomorrow take care of itself
6	Other, specify
7	Don't know
8	Not currently studying

20. Have you ever dropped out of a higher education institution (such as a university or vocational college)?

1	Yes
2	No
3	Did not Answer

21. If yes then please give the MAIN reason that you dropped out of a higher education institution such as a university or vocational college)? **(Fieldwork note: Only ask if response was yes above)**

1	Lost hope of completing my studies
2	Took work to support myself or my family
3	Lack of money to pay for fees, transport and school books
4	Failing the programme
5	Health reasons
6	Pregnancy
7	Caring for own children/relatives
8	Other family/community responsibilities
9	No desire to complete my studies
10	Other, specify
11	Don't know

22. Are you currently studying towards receiving your matric at a high school or some other education institution?

1	Yes
2	No
3	Did not Answer
4	Not applicable

23. If you not are currently studying for your matric, please give the MAIN reason? (Fieldwork note: Only ask if response above is no)

1	Lost hope of completing my studies
2	Took work to support myself or my family
3	Lack of money to pay for fees, transport and school books
4	Failing the programme
5	Health reasons
6	Pregnancy
7	Caring for own children/relatives
8	Other family/community responsibilities
9	No desire to complete my studies
10	Other, specify
11	Don't know

24. While attending school did you receive formal career guidance or work-seeker support?

1	Yes
2	No
3	Did not Answer
4	Not applicable

25. Thinking back on that experience, please tell me how helpful it was for your life choices? Please tell me on a score of 0 to 10, where 0 means extremely unhelpful and 10 means extremely helpful.

(Fieldwork note: Only ask if response was yes above)

01	2	3	4	5	6	7	8	9	10
Extremely unhelpful				Somewhat helpful					Very helpful

26. Have you ever been part of a work-seeker programme that tried to help you find work?

1	Yes
2	No
3	Did not Answer
4	Not applicable

27. Who provided this work-seeker programme that tried to help you find work? (Fieldwork note: Only ask if response was yes above)

1	National government
2	Provincial government
3	An NGO or charity
4	Religious institution
5	Private company
6	Other (Specify)
7	Don't know
8	Not applicable

28. What kind of support did this work-seeker programme offer you? (Fieldwork note: Only ask if response was yes in Question 24)

1	Help with your curriculum vitae
2	Aptitude test
3	One-to-one guidance counselling

4	Group guidance counselling
5	Help in securing interviews with potential employers
6	Training in how to start a business
7	Job training
8	Other (please specify):
9	Don't know
10	Not applicable

29. Thinking back on that experience, please tell me how helpful this work-seeker programme was for you. Please tell me on a score of 0 to 10, where 0 means extremely unhelpful and 10 means extremely helpful. **(Field work note: Only ask if response was yes in Question 24).**

01	2	3	4	5	6	7	8	9	10
Extremely unhelpful				Somewhat helpful					Very helpful

30. What is your current employment status? (Which of the following best describes your present work situation?)

1	Employed full time
2	Employed part time
3	Employed less than part time (casual work/piecework)
4	Temporarily sick or incapacitated
5	Student/learner
6	Unemployed, looking for work
7	Unemployed, not looking for work
8	Domestic (looking after the household)
9	Permanently sick or disabled
10	Other (specify)

31. Do you hold a post-secondary Post-matric qualification? (Fieldwork note: Do not ask if respondent is a scholar attending school).

1	Yes
2	No
3	Did not Answer
4	Not applicable

1. Were you able to find employment with your post-Matric qualification? (Fieldwork note: Do not ask if respondent is a scholar attending school).

1	Yes
2	No
3	Did not Answer
4	Not applicable

32. Are you employed as part of an internship or training programme? (Fieldwork note: Do not ask if respondent is a scholar attending school).

1	Yes
2	No
3	Did not Answer
4	Not applicable

33. How long is your internship or training programme? (Fieldwork note: Do not ask if respondent is a scholar attending school. Only ask if response was yes above).

1	Less than three months
2	3 months to 6 months
3	7 months to 1 year
4	1 year to less than three years
5	3 years to 5 years
6	More than 5 years
7	Don't Know
8	Did not Answer
9	Not applicable

34. Are you paid a stipend at your internship or training programme? (Fieldwork note: Do not ask if respondent is a scholar attending school. Only ask if response was yes in Question 30):

1	Yes
2	No
3	Did not Answer
4	Not applicable

35. To what extent do you agree or disagree that the pay and benefits you receive are fair for the work you do? (Field work note: Only ask if response is yes on Question 33).

1	Strongly agree
2	Agree
3	Neither/Nor
4	Disagree
5	Strongly disagree

36. To what extent is your expertise relevant to what you do every day in your internship or training programme? (Fieldwork note: Only ask if respondent is in an internship programme)

1	To a very large extent
2	To a large extent
3	To some extent
4	Not at all
5	Don't know

37. How likely do you think it is that you will get a permanent job at this organisation once your internship or training is completed? (Fieldwork note: Only ask if respondent is in an internship programme)

1	Very likely
2	Likely
3	Unlikely
4	Very unlikely
5	Don't know

38. To what extent is your training relevant to what you do in your job every day? (Fieldwork note: Only ask if respondent is employed or in an internship programme).

1	To a very large extent
2	To a large extent
3	To some extent
4	Not at all
5	Don't know

39. Since you began working on your current job, have the overall skill requirements of the position increased, stayed the same, or decreased? (Fieldwork note: Only ask if respondent is employed).

1	Increased a lot
2	Increased

3	Stayed the same
4	Decreased
5	Decreased a lot
6	Don't know

40. Over the past 12 months, have you had any training to improve your job skills (either at the workplace or somewhere else)? **(Fieldwork note: Only ask if respondent is employed).**

1	Yes
2	No
3	Did not Answer
4	Not applicable

41. If you are unemployed, what occupation (the name or title of a job) do you want to work in? **(Fieldwork note: Only ask if respondent is unemployed).**

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42. For how long have you been without work and trying to find job? **(Fieldwork note: Only ask if respondent is unemployed)**

1	Less than three months
2	3 months to 6 months
3	7 months to 1 year
4	1 year to less than three years
5	3 years to 5 years

6	More than 5 years
7	Don't Know
8	Did not Answer
9	Not applicable

43. What do you think was the MAIN reason why you did not find work in the last three months?
(Fieldwork note: Only ask if respondent is unemployed)

1	Lack of money to pay for transport to look for work
2	I do not have the skills needed
3	I do not know the right people
4	I have been unlucky
5	I do not belong to the right race group
6	No jobs in the community where I live
7	Childcare responsibilities
8	I have been lazy when looking for work
9	Other, specify
10	Don't know

44. Thinking about the last 12 months, have you done any of the following in order to find a job?
(Fieldwork note: Only ask if the respondent is unemployed)

	No	Yes, once or twice	Yes, more than twice
Talked to relatives, friends, or colleagues about finding a job	1	2	3
Answered advertisements for jobs in newspapers	1	2	3
Looked for a job on internet	1	2	3

Applied directly to employers/made enquiries to prospective employers	1	2	3
Gone for a job interview	1	2	3
Advertised for a job in a newspaper or journal	1	2	3
Registered at a public labour centre	1	2	3
Waited on the side of the road	1	2	3

45. Have you heard of Tshepo 1Million

1	Yes
2	No
3	Did not Answer

46. Are you registered for the Tshepo 1Million programme? (Fieldwork note: Only ask if response is yes above).

1	Yes
2	No
3	Did not Answer

47. If you are not registered with the Tshepo 1Million programme, please give the MAIN reason why? (Fieldwork note: Only ask if response is No in Question 44).

1	Don't know where to register
2	Don't know how to register
3	Facilities to register are not easily accessible
4	Not interested in the Tshepo 1Million programme
5	Have not yet got round to it

6	The programme would not make a difference
7	Other, specify
8	Never heard of Tshepo 1 Million
9	Don't know

48. Thinking about the Tshepo 1Million programme as a whole, please tell me how helpful it has been. Please tell me on a score of 0 to 10, where 0 means extremely unhelpful and 10 means extremely helpful. **(Fieldwork note: Only ask if respondent is registered with Tshepo 1Million).**

01	2	3	4	5	6	7	8	9	10
Extremely unhelpful				Somewhat helpful					Very helpful

49. How likely do you think it is that you will find a job through the Tshepo 1Million programme? **(Fieldwork note: Ask only if respondent is unemployed).**

1	Very likely
2	Likely
3	Unlikely
4	Very unlikely
5	Don't know

50. Did you start your own business?

1	Yes
2	No
3	Did not Answer
4	Not applicable

51. If yes, is your business registered? **(Fieldwork note: Only ask if response is yes above).**

1	Yes
2	No
3	Did not Answer

52. What is the main focus of your business? (Fieldwork note: Only ask if respondent started their own business).

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53. What was the MAIN reason you did not start a business? (Fieldwork note: Only ask if respondent did not start his/her own business).

1	Lack of money
2	Lack of training or knowledge
3	No opportunities in the area
4	Too much risk involved
5	Too much effort required
6	Not interested
7	Other, specify
8	Don't know

Section 3: Relationship with Family (and Children)

54. What is your current marital status?

1	Married
2	Separated from spouse / partner
3	Divorced
4	Widowed
5	Never married but engaged
6	Never married and not engaged
7	Single
8	Did not Answer
9	Don't know

55. Do you have a spouse/partner and if yes, do you share the same household?

1	Yes, I have a spouse/partner and we live in the same household
2	Yes, I have a spouse/partner but we don't live in the same household
3	No spouse/partner
4	Not applicable
5	Did not Answer
6	Don't know

56. How long have you and your spouse/partner been living together? (Fieldwork note: Only ask if respondent lives with partner/spouse)

57. How long have you and your spouse/partner been in this relationship? (Fieldwork note: Ask if respondent is in a relationship).

58. How many children are you the parent or caregiver to?

59. How many of your children that you are the parent or caregiver to live at home with you?
(Fieldwork note: Only ask if respondent is a parent or caregiver to a child)

60. On average, how many hours a week do you personally spend on childcare? (Fieldwork note: Only ask if respondent is a parent or caregiver to a child)

61. Does your spouse or partner help you with childcare responsibilities? (Fieldwork note: Only ask if respondent is a parent or caregiver to a child)

1	Yes
2	No
3	Did not Answer

62. On average, how many hours a week does he/she spend on childcare activities? (Fieldwork note: Only ask if respondent is a parent or caregiver to a child)

63. Do you pay for someone to look after your children (such as a crèche or daycare) during the average week? (Fieldwork note: Only ask if respondent is a parent or caregiver to a child)

1	Yes
2	No
3	Did not Answer

64. To what extent is your childcare affordable in your area? (Fieldwork note: Only ask if respondent is a parent or caregiver to a child)

65. In your household who does the laundry and how often?

1	Always me
2	Usually me
3	Usually other family member or members
4	Always other family member or members
5	Someone else
6	Domestic worker
7	Don't know

66. In your household who usually makes small repairs and how often?

1	Always me
2	Usually me
3	Usually other family member or members
4	Always other family member or members
5	Someone else
6	Domestic worker
7	Don't know

67. In your household, who usually cares for sick family members and how often?

1	Always me
2	Usually me

3	Usually other family member or members
4	Always other family member or members
5	Someone else
6	Domestic worker
7	Don't know

68. Who in your household usually shops for groceries?

1	Always me
2	Usually me
3	Usually other family member or members
4	Always other family member or members
5	Someone else
6	Domestic worker
7	Don't know

69. Who in your household usually does the house cleaning and how often?

1	Always me
2	Usually me
3	Usually other family member or members
4	Always other family member or members
5	Someone else
6	Domestic worker
7	Don't know

70. Who in your household prepares the meals and how often?

1	Always me
2	Usually me
3	Usually other family member or members
4	Always other family member or members
5	Someone else
6	Domestic worker
7	Don't know

71. Please tell me if you have helped a member of your family who does not live with you with any of the following activities in the past three months?

1	Advice on a decision that had to be made
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2	Financial assistance such as a gift or a loan
3	Gifts other than money
4	Help with some household task or chore
5	Looking after someone who was sick
6	Helped with babysitting and child care
7	None of these

72. Please tell me if you have received help with any of the following activities from a family member who does not usually live with you in the past three months?

1	Advice on a decision that had to be made
2	Financial assistance such as a gift or a loan
3	Gifts other than money
4	Help with some household task or chore
5	Looking after someone who was sick
6	Helped with babysitting and child care
7	None of these

73. Overall, how satisfied are you with your relationships with your family?

01	2	3	4	5	6	7	8	9	10
Completely dissatisfied				Somewhat satisfied					Complete satisfied

Section 4: Economic Status

74. Is your current housing adequate for your and your family's needs?

1	It is not adequate for my needs
2	It is just adequate for my needs
3	It is more than adequate for my needs
4	Don't know
5	Did not answer

75. Is the access to transport in your area adequate for your and your family's needs?

1	It is not adequate for my needs
2	It is just adequate for my needs
3	It is more than adequate for my needs
4	Don't know

5	Did not answer
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76. Do you feel that your access to health care is adequate for your needs?

1	It is not adequate for my needs
2	It is just adequate for my needs
3	It is more than adequate for my needs
4	Don't know
5	Did not answer

77. Do you feel your access to schooling is adequate for you and your family's needs?

1	It is not adequate for my needs
2	It is just adequate for my needs
3	It is more than adequate for my needs
4	Don't know
5	Did not answer

78. Would you say that your family are

1	Wealthy
2	Very comfortable
3	Reasonably comfortable
4	Just getting by financially
5	Poor
6	Very poor
7	Destitute
8	Don't know
9	Did not answer

79. Please consider the income of all household members and any income which may be received by the household as a whole. What is the main source of income in your household?

1	Salaries and/or wages
2	Remittances
3	Pensions and/or grants
4	Sale of farm products and services
5	Other non-farm income

6	No income
7	Don't know
8	Did not answer

80. Do you or does anyone in this household receive any of the following welfare grants? (Fieldwork note: Multiple responses allowed)

1	Old age grant
2	Child support grant
3	Disability grant
4	Care dependency grant
5	Foster care grant
6	Grand in aid
7	UIF (Blue card) or workmen's compensation
8	Social relief of distress (emergency food parcels, food vouchers or temporary cash transfer)
9	No-one in the household receives any benefits
10	Don't know

Section 4: Interpersonal violence

Fieldwork note: Read out the following and ask if respondent would like to answer to you or answer themselves on the device. No matter how well a couple gets along there are times when they disagree, get annoyed with each other, fight because they are in a bad mood or tired. Couples have many different ways of trying to settle their differences. I am now going to ask you some questions about interpersonal violence. Please tell me if you would rather answer these yourself on the device or would like me to continue to administer the survey.

Please circle how many times you did each of the following things in the past year, and how many times your partner did them to you in the past year. If you or your partner did not do one of these things in the past year but it happened before that, circle '7'.

(If no partner, skip to Q.109)

Fieldworker: Please circle one box on each line

81. Would you say you are in an abusive relationship?

Yes	No	I don't know	Refused to Answer
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82. I threw something at my partner that could hurt him or her

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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83. My partner threw something at me that could hurt me.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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84. I twisted my partner's arm.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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85. My partner twisted my arm.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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86. I pushed or shoved my partner.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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87. My partner pushed or shoved me.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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88. I used a knife or a gun on my partner.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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89. My partner used a gun or a knife on me.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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90. I hit my partner with something that could hurt.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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91. My partner hit me with something that could hurt.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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92. I slammed my partner against the wall.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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93. My partner slammed me against the wall.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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94. I slapped my partner.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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95. My partner slapped me.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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96. I burned or scalded my partner on purpose.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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97. My partner burned or scalded me on purpose.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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98. I kicked my partner.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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99. My partner kicked me.

Once	Twice	3 – 5 Times	6 – 10 Times	11 – 20 Times	More than 20 times	Not in the past year, but it has happened before	Never happened
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1.	My partner did this to me.	1	2	3	4	5	6	7	8
2.	I slammed my partner against the wall	1	2	3	4	5	6	7	8
3.	My partner did this to me	1	2	3	4	5	6	7	8
4.	I slapped my partner	1	2	3	4	5	6	7	8

Fieldworker Note: Record whether this section was self-completed by the respondent or whether it was completed by means of face-to-face interview.

Completed by respondent (self-response)	1
Administered by fieldworker (face-to face interview)	2

Section 5: HIV/AIDS Knowledge

100. Can you tell me all the ways you know how to prevent HIV infection? (Fieldwork Note: Multiple Response)

1.	It can't be prevented
2.	Using condoms

3.	Sticking to one sex partner
4.	Being faithful to one sex partner who is also faithful to you
5.	Reducing the number of sex partners
6	Abstaining from sex
7	Avoiding contact with blood
8.	Using drugs to prevent HIV transmission from mother to child
9	Medical male circumcision (as an HIV prevention method)
10	Microbides (gel/ring inserted into the vagina to prevent HIV infection)
11	PrEP (taking ARVs to prevent HIV infection)
12	Other (please specify):
13	Don't know

101. Can AIDS be cured?

1	Yes
2	No
3	Don't know

102. Can a person reduce the risk of HIV by having fewer sexual partners?

1	Yes
2	No
3	Don't know

103. Can a healthy-looking person have HIV?

1	Yes
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2	No
3	Don't know

104. Can HIV be transmitted from a mother to her unborn baby?

1	Yes
2	No
3	Don't know

105. Can the risk of HIV transmission be reduced by having sex with only one uninfected partner who has no other partners?

1	Yes
2	No
3	Did not Answer

106. Can a person get HIV by sharing food with someone who is infected?

1	Yes
2	No
3	Did not Answer

107. Can a person reduce the risk of getting HIV by using a condom every time he/she has sex?

1	Yes
2	No
3	Don't know

108. Can the risk of HIV transmission through sex be reduced by a HIV-positive partner consistently taking drugs to treat HIV?

1	Yes
2	No
3	Don't know

109. Can medical male circumcision reduce the risk of HIV infection in males?

1	Yes
2	No
3	Don't know

110. Can a woman infected by HIV have an HIV-negative baby?

1	Yes
2	No
3	Don't know

111. Is there a treatment for HIV infection and AIDS? Treatment is something to keep people healthy for a long time and a cure to the disease.

1	Yes
2	No
3	Don't know

112. What is that treatment?

1	Antiretroviral drugs/treatment (ARVs/ARTs)
2	Other drugs, medicine, pills

3	Traditional medicine
4	Homeopathic treatment
5	Immune boosters
6	Prayer
7	Other (specify)
8	Don't know

113. How long do people have to stay on that treatment for HIV/AIDS?

1	For the rest of their lives	
2	As long as they want	2
3	Until they feel better	3
4	Until they are cured	4
5	Other	5
6	Don't know	6

114. Do you believe that it is okay for young women to have children before they are married?

1	Yes
2	No
3	Don't know

115. Do you believe it is okay for young men to have children before they are married?

1	Yes
2	No
3	Don't know

116. Do you believe that young women can have older sexual partners for money, other necessities and luxuries?

1	Yes
2	No
3	Don't know

117. Do you believe that young men can have older sexual partners for money, other necessities and luxuries.

1	Yes
2	No
3	Don't know

118. Do you believe that women can have two or more sexual partners at the same time?

1	Yes
2	No
3	Don't know

119. Do you believe that men can have two or more sexual partners at the same time?

1	Yes
2	No
3	Don't know

120. Do you believe that political leaders are committed to controlling HIV/AIDS in South Africa?

1	Yes
---	-----

2	No
3	Don't know

121. Do you believe that political leaders publically recognise the importance of HIV/AIDS?

1	Yes
2	No
3	Don't know

122. Do you believe that the government supports people and families living with HIV/AIDS?

1	Yes
2	No
3	Don't know

123. Do you believe that the government supports children affected by HIV/AIDS?

1	Yes
2	No
3	Don't know

124. Are Anti-Retroviral Treatment (ARVs) freely available in your community for people who are HIV positive?

1	Yes
2	No
3	Don't know

125. Do you know where to get ARVs if needed?

1	Yes
2	No
3	Don't know

126. Please list some places you are aware where one could get ARVs. (Fieldwork note: Multiple responses)

1	Public Clinic
2	Public hospital
3	Private hospital
4	Pharmacy

Section 6: Race Relations

127. Using a scale of 0 to 10, please describe how you feel about white people in general? Negative or positive feelings; like or dislike, like a little and so forth.

01	2	3	4	5	6	7	8	9	10	11
Strong dislike				Like a little					Strong like	Don't know

128. Using a scale of 0 to 10, please describe how you feel about black people in general? Negative or positive feelings; like or dislike, like a little and so forth.

01	2	3	4	5	6	7	8	9	10	11
Strong dislike				Like a little					Strong like	Don't know

129. Using a scale of 0 to 10, please describe how you feel about Coloured people in general?
Negative or positive feelings; like or dislike, like a little and so forth.

01	2	3	4	5	6	7	8	9	10	11
Strong dislike				Like a little					Strong like	Don't know

130. Using a scale of 1 - 10, please describe how you feel about Indian/Asian people in general?
Negative or positive feelings, like or dislike, like a little and so forth.

01	2	3	4	5	6	7	8	9	10	11
Strong dislike				Like a little					Strong like	Don't know

131. To what extent do you agree or disagree that people of other race groups in South Africa are trying to get ahead economically at the expense of my group.

1	Strongly agree
2	Agree
3	Neither/nor
4	Disagree
5	Strongly disagree
6	Don't know

132. To what extent do you agree or disagree that people of other race groups in South Africa tend to exclude members of my group from positions of power and responsibility.

1	Strongly agree
2	Agree
3	Neither/nor
4	Disagree
5	Strongly disagree

6	Don't know
---	------------

133. To what extent do you agree or disagree that the traditions and values that are important to people of my race are under threat because of the influence of other races in this country.

1	Strongly agree
2	Agree
3	Neither/nor
4	Disagree
5	Strongly disagree
6	Don't know

134. To what extent do you agree or disagree that other race groups in South Africa will never understand what members of my group are like.

1	Strongly agree
2	Agree
3	Neither/nor
4	Disagree
5	Strongly disagree
6	Don't know

135. How many black people would you say you know casually? (Fieldwork note: Do not ask if respondent is black).

1	None
2	A few
3	Some

4	Many
5	Very many
6	Don't know

136. How many Coloured people would you say you know casually? (Fieldwork note: Do not ask if respondent is Coloured).

1	None
2	A few
3	Some
4	Many
5	Very many
6	Don't know

137. How many Indian/Asian people do you know casually? (Fieldwork note: Do not ask if respondent is Indian/Asian)

1	None
2	A few
3	Some
4	Many
5	Very many
6	Don't know

138. How many white people would you say you casually know? (Fieldwork note: Do not ask if respondent is white).

1	None
2	A few
3	Some
4	Many

5	Very many
6	Don't know

139. How many black people would you consider to be your friends? (Fieldwork note: Do not ask if respondent is black).

1	None
2	A few
3	Some
4	Many
5	Very many
6	Don't know

140. How many Coloured would you say are you friends with? (Fieldwork note: Do not ask if respondent is Coloured).

1	None
2	A few
3	Some
4	Many
5	Very many
6	Don't know

141. How many Indian/Asian people would you say are your friends? (Fieldwork note: Do not ask if respondent is Indian/Asian)

1	None
2	A few
3	Some
4	Many

5	Very many
6	Don't know

142. How many white people would you say are your friends? (Fieldwork note: Do not ask if respondent is white)

1	None
2	A few
3	Some
4	Many
5	Very many
6	Don't know

143. To what extent do you agree or disagree that when I come into contact with other race groups we almost always interact as equals.

1	Strongly agree
2	Agree
3	Neither/nor
4	Disagree
5	Strongly disagree
6	Don't know

144. To what extent do you agree or disagree that when I come into contact with other race groups, contact is almost always friendly.

1	Strongly agree
2	Agree
3	Neither/nor
4	Disagree

5	Strongly disagree
6	Don't know

145. Do you believe that you have been subjected to racial discrimination in the last year?

1	Yes
2	No
3	Don't know
4	Did not answer

146. Where did you experience racial discrimination? (Fieldwork note: Only ask if respondent answered yes above. Multiple responses).

1	At work
2	At an educational institution
3	On the roads or the streets
4	When applying for a job
5	In a government department
6	In social clubs
7	In theatres
8	In restaurants
9	In sport
10	Elsewhere
11	Everywhere
12	Don't know
13	Did not answer

147. How often do you feel that members of your race group are racially discriminated against?

1	Always
---	--------

2	Often
3	Sometimes
4	Not at all
5	Don't know
6	Did not answer

148. South Africa used to have apartheid by law between white, black, coloured and Indian/Asian people. Since 1994, do you think that race relations in the country have improved, stayed the same, or got worse?

1	Improved
2	Stayed the same
3	Got worse
4	Don't know
5	Did not answer

149. In the last year, do you think that race relations in the country have improved, stayed the same, or got worse?

1	Improved
2	Stayed the same
3	Got worse
4	Don't know
5	Did not answer

Section 7: Political perceptions, trust and active citizenship

150. To what extent do you trust or distrust national government?

1	Strongly trust
2	Trust

3	Neither trust nor distrust
4	Distrust
5	Strongly distrust
6	Don't know
7	Did not answer

151. To what extent do you trust or distrust the provincial government?

1	Strongly trust
2	Trust
3	Neither trust nor distrust
4	Distrust
5	Strongly distrust
6	Don't know
7	Did not answer

152. To what extent do you trust or distrust local government?

1	Strongly trust
2	Trust
3	Neither trust nor distrust
4	Distrust
5	Strongly distrust
6	Don't know
7	Did not answer

153. To what extent are you satisfied or dissatisfied with the manner in which provincial government is handling water and sanitation?

1	Very satisfied
---	----------------

2	Satisfied
3	Neither satisfied nor dissatisfied
4	Dissatisfied
5	Very dissatisfied
6	Don't know
7	Did not answer

154. To what extent are you satisfied or dissatisfied with the manner in which the provincial government is handling electricity provision?

1	Very satisfied
2	Satisfied
3	Neither satisfied nor dissatisfied
4	Dissatisfied
5	Very dissatisfied
6	Don't know
7	Did not answer

155. To what extent are you satisfied or dissatisfied with the manner in which the provincial government is handling the provision of affordable housing?

1	Very satisfied
2	Satisfied
3	Neither satisfied nor dissatisfied
4	Dissatisfied
5	Very dissatisfied
6	Don't know
7	Did not answer

156. To what extent are you satisfied or dissatisfied with the manner in which the provincial government is handling health care provision?

1	Very satisfied
2	Satisfied
3	Neither satisfied nor dissatisfied
4	Dissatisfied
5	Very dissatisfied
6	Don't know
7	Did not answer

157. To what extent are you satisfied or dissatisfied with the manner in which the provincial government is handling crime prevention?

1	Very satisfied
2	Satisfied
3	Neither satisfied nor dissatisfied
4	Dissatisfied
5	Very dissatisfied
6	Don't know
7	Did not answer

158. To what extent are you satisfied or dissatisfied with the provincial government's performance in creating jobs?

1	Very satisfied
2	Satisfied
3	Neither satisfied nor dissatisfied

4	Dissatisfied
5	Very dissatisfied
6	Don't know
7	Did not answer

159. To what extent are you satisfied or dissatisfied with the manner in which the provincial government handles the provision of social grants?

1	Very satisfied
2	Satisfied
3	Neither satisfied nor dissatisfied
4	Dissatisfied
5	Very dissatisfied
6	Don't know
7	Did not answer

160. To what extent are you satisfied or dissatisfied with the manner in which the provincial government is handling education?

1	Very satisfied
2	Satisfied
3	Neither satisfied nor dissatisfied
4	Dissatisfied
5	Very dissatisfied
6	Don't know
7	Did not answer

161. To what extent are you satisfied or dissatisfied with current political leaders in South Africa?

1	Very satisfied
---	----------------

2	Satisfied
3	Neither satisfied nor dissatisfied
4	Dissatisfied
5	Very dissatisfied
6	Don't know
7	Did not answer

162. How satisfied or dissatisfied are you with the integrity you believe the current political leaders in South Africa have?

1	Very satisfied
2	Satisfied
3	Neither satisfied nor dissatisfied
4	Dissatisfied
5	Very dissatisfied
6	Don't know
7	Did not answer

163. To what extent do you agree or disagree with this statement: whether I vote or not makes no difference

1	Strongly agree
2	Agree
3	Neither/nor
4	Disagree
5	Strongly disagree
6	Don't know

164. To what extent do you agree or disagree with the following statement: After being elected all parties are the same, so voting is pointless

1	Strongly agree
2	Agree
3	Neither/nor
4	Disagree
5	Strongly disagree
6	Don't know

165. To what extent do you agree or disagree with the following statement: It is the duty of all citizens to vote

1	Strongly agree
2	Agree
3	Neither/nor
4	Disagree
5	Strongly disagree
6	Don't know

166. If the elections were held tomorrow, which party would you vote for?

1	African Christian Democratic Party (ACDP)
2	African National Congress (ANC)
3	Azanian People's Organisation (AZAPO)
4	Congress of the People (COPE)
5	Democratic Alliance (DA)
6	Economic Freedom Fighters (EFF)
7	Freedom Front Plus / Vryheidsfront Plus (FF+/VF+)
8	Inkatha Freedom Party (IFP)
9	Minority Front (MF)

10	New Freedom Party (NFP)
11	Pan-Africanist Congress (PAC)
12	United Christian Democratic Party (UCDP)
13	United Democratic Movement (UDM)
14	Other (specify)
15	Will not vote
16	Uncertain
17	(Refuse to answer)
18	(Do not know)

167. What is the main reason you will not vote if the elections were held tomorrow? (Fieldwork note: Only ask if respondent chose option 15)

1	Too young
2	Not interested
3	Not registered
4	Disillusioned with politics
5	Too much effort required
6	Polling station is too far
7	Fear of intimidation or violence
8	Only one party could win
9	Health reasons/sick
10	Do not have an ID book
11	Other
12	Don't know
13	Did not answer

168. Please indicate whether you have signed a petition in the past year, in the more distant past, you have not but might sign a petition or have not and would never, under any circumstances, sign a petition

1	Have done it in the past year
2	Have done it in the more distant past
3	Have not done it, but might do it
4	Have not done it and would never do it
5	Don't know

169. Boycotted, or deliberately bought, certain products for political, ethical or environmental reasons?

1	Have done it in the past year
2	Have done it in the more distant past
3	Have not done it, but might do it
4	Have not done it and would never do it
5	Don't know

170. Took part in a demonstration?

1	Have done it in the past year
2	Have done it in the more distant past
3	Have not done it, but might do it
4	Have not done it and would never do it
5	Don't know

171. Attended a political meeting or rally?

1	Have done it in the past year
2	Have done it in the more distant past
3	Have not done it, but might do it
4	Have not done it and would never do it
5	Don't know

172. Contacted, or attempted to contact, a politician or a civil servant to express your views?

1	Have done it in the past year
2	Have done it in the more distant past
3	Have not done it, but might do it
4	Have not done it and would never do it
5	Don't know

173. Donated money or raised funds for a social or political activity?

1	Have done it in the past year
2	Have done it in the more distant past
3	Have not done it, but might do it
4	Have not done it and would never do it
5	Don't know

174. Contacted or appeared in the media to express your views?

1	Have done it in the past year
2	Have done it in the more distant past
3	Have not done it, but might do it
4	Have not done it and would never do it
5	Don't know

175. Expressed political views on the internet?

1	Have done it in the past year
2	Have done it in the more distant past
3	Have not done it, but might do it

4	Have not done it and would never do it
5	Don't know

176. On average, how often do you read the political content of a newspaper?

1	Everyday
2	3-4 days per week
3	1-2 days per week
4	Fewer than 1-2 days per week
5	Never
6	Don't know

177. On average, how often do you watch political news on TV?

1	Everyday
2	3-4 days per week
3	1-2 days per week
4	Fewer than 1-2 days per week
5	Never
6	Don't know

178. On average, how often do you listen to political news on the radio?

1	Everyday
2	3-4 days per week
3	1-2 days per week
4	Fewer than 1-2 days per week
5	Never

6	Don't know
---	------------

179. On average, how often do you use the internet and social media (Facebook, Twitter, etc.) to obtain political news or information?

1	Everyday
2	3-4 days per week
3	1-2 days per week
4	Fewer than 1-2 days per week
5	Never
6	Don't know

180. Which media do you trust the most?

1	Newspaper
2	Television
3	Radio News
4	Social media (Facebook, Twitter, etc)
5	None
6	Don't know
7	Did not Answer

181. When you get together with your friends, relatives or fellow workers, how often do you discuss politics?

1	Always
2	Often
3	Sometimes
4	Rarely

5	Never
6	Don't know
7	Did not Answer

182. When you hold a strong opinion about politics, how often do you try to persuade your friends, relatives or fellow workers to share your views?

1	Always
2	Often
3	Sometimes
4	Rarely
5	Never
6	Don't know
7	Did not Answer

183. Please indicate whether you belong and actively participate, belong but don't actively participate, used to belong but do not any more, or have never belonged to a political party?

1	Belong and actively participates
2	Belong, but don't participate
3	Used to belong
4	Never belonged
5	Did not answer

184. Please indicate whether you belong and actively participate, belong but don't actively participate, used to belong but do not any more, or have never belonged to a trade union, business, or professional association?

1	Belong and actively participates
2	Belong, but don't participate

3	Used to belong
4	Never belonged
5	Did not answer

185. Please indicate whether you belong and actively participate, belong but don't actively participate, used to belong but do not any more, or have never belonged to a church or other religious organization?

1	Belong and actively participates
2	Belong, but don't participate
3	Used to belong
4	Never belonged
5	Did not answer

186. Please indicate whether you belong and actively participate, belong but don't actively participate, used to belong but do not any more, or have never belonged to a sports, leisure or cultural group?

1	Belong and actively participates
2	Belong, but don't participate
3	Used to belong
4	Never belonged
5	Did not answer

187. Please indicate whether you belong and actively participate, belong but don't actively participate, used to belong but do not any more, or have never belonged to a youth or students' association?

1	Belong and actively participates
2	Belong, but don't participate
3	Used to belong
4	Never belonged

5	Did not answer
---	----------------

188. Through which of the following would you most prefer to receive information from your government?

1	Face to face (through imbizos, ward councillors/committees)
2	Suggestions and complaints box at the relevant government department
3	Customer satisfaction survey through a government website
4	Customer satisfaction survey through a government call centre
5	Providing suggestions/feedback via SMS
6	Providing suggestions/feedback via internet (e.g., email, wikis, blogs, Facebook, other social media)
7	Providing suggestions/feedback via platforms like Mxit, Twitter or WhatsApp
8	Other (please specify):
9	(None of the above)

189. Are you aware of Ntirhisano programme?

1	Yes
2	No

190. Have you ever attended a Ntirhisano Programme meeting? (Fieldwork note: Only ask if respondent answered yes above)

1	Yes
2	No

191. How did you find the Ntirhisano Programme meeting?

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Section 8: Youth Risk Behaviour: Alcohol (Fieldwork note: Only for respondents aged 15 – 17)

192. During your life, how often have you had at least one drink of alcohol?

1	Never (0 Days)
2	Rarely (1-2 Days)
3	Sometimes (3-9 Days)
4	Often (10 – 19 Days)
5	Very often (20 or more days)
6	Refused to answer

193. How old were you when you had your first drink of alcohol?

1	I have only had a few sips of alcohol
2	8 years or younger
3	9 – 10 years
4	11 – 12 years
5	13 – 14 years
6	15 – 17 years

194. During the past month, how often did you have at least one drink of alcohol?

1	Rarely (1-2 Days)
---	-------------------

2	Sometimes (3-9 Days)
3	Often (10 – 19 Days)
4	Very often (20 or more days)
5	Refused to answer

195. During the past month, how often did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?

1	Rarely (1-2 Days)
2	Sometimes (3-9 Days)
3	Often (10 – 19 Days)
4	Very often (20 or more days)
5	Refused to answer

196. During the past month, how often did you have at least one drink of alcohol at school during school time?

1	Rarely (1-2 Days)
2	Sometimes (3-9 Days)
3	Often (10 – 19 Days)
4	Very often (20 or more days)
5	Refused to answer

197. During the past 6 months, how often did you attend school (sit in the classroom) after drinking alcohol?

1	Rarely (1time)
2	Sometimes (2 – 3 times)
3	Often (4 – 5 times)
4	Very often (6 or more times)

5	Refused to answer
---	-------------------

198. During the past year, have you ever tried to stop drinking alcohol?

1	I have not drank alcohol during the last year
2	Yes, I tried to stop drinking alcohol
3	No, I did not try to stop drinking alcohol
4	Refused to answer

199. Do you intend to stop drinking alcohol in the near future (in the next 6 months)?

1	Yes
2	No

200. You are at a party and some of your friends are drinking alcohol. You do not want to drink, so you:

1	Say No: No thank you
2	Say it like it is: No thanks, I don't drink
3	Make an excuse: No thanks, I am in a hurry now and have to leave
4	Wait a bit: No thanks, maybe later
5	Say no and change the topic: No thanks, no beer for me. Eish, it's really crowded in here.
6	Feel pressurised and join them and drink

Fieldworker Note: Record whether this section was self-completed by the respondent or whether it was completed by means of face-to-face interview.

Completed by respondent (self-response)	1
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Administered by fieldworker (face-to face interview)	2
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Section 9: Youth Risk Behaviour: Drugs (Fieldwork note: This section is only for respondents aged 15 – 17)

201. During your life have you ever taken any drugs like nyaope, heroin, mandrax, sugars, dagga or TIK?

1	Yes
2	No
3	Did not Answer

202. During your life, how often have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paint thinners, petrol or benzene, ARVs to get high?

1	Never (0 Days)
2	Rarely (1-2 Days)
3	Sometimes (3-9 Days)
4	Often (10 – 19 Days)
5	Very often (20 or more days)
6	I don't do drugs
7	Refused to answer

203. During the past year, have you ever tried to stop using drugs?

1	I have used drugs
2	I have not used drugs during the last year
3	Yes, I tried to stop using drugs

4	No, I did not try to stop using drugs
5	Refused to answer

204. Do you intend to stop using drugs in the near future (in the next 6 months)?

1	Yes
2	No

205. During the past 6 months, how often has someone offered, sold, or given you an illegal drug at school?

1	Rarely (1-2 Days)
2	Sometimes (3-9 Days)
3	Often (10 – 19 Days)
4	Very often (20 or more days)
5	Refused to answer

206. If you ever used drugs during your life, where did you get the money to buy drugs most often?

1	I used my pocket money
2	I asked my parents for money and pretended it was for something else
3	I used my own money that I worked for
4	I stole money from my family members
5	I stole items from my house and sold it
6	Refused to answer

Section 10: Youth Risk Behaviour: Sex (Fieldwork note: This section is only for respondents aged 15 – 17).

207. Have you ever had sex (when the penis enters the vagina or anus)?

1	Yes
2	No
3	Did not answer

208. How old were you when you had sex for the first time?

1	11 years or younger
2	12 or 13 years old
3	14 or 15 years old
4	16 years old
5	17 years old
6	Refused to answer

209. During your life, with how many people have you had sex?

1	1 Person
2	2 People
3	3 People
4	4 or more people
5	Refused to Answer

210. During the past 3 months, with how many people did you have sex with?

1	1 Person
2	2 People

3	3 People
4	4 or more people
5	Refused to Answer

211. The last time you had sex, did you drink alcohol before you had sex?

1	Yes
2	No
3	I don't remember
4	Refused to answer

212. The last time you had sex, did you use drugs before you had sex?

1	Yes
2	No
3	I don't remember
4	Refused to answer

213. When you have sex, how often do you or your partner use a condom?

1	I never had sex
2	We never use a condom
3	We sometimes use a condom
4	We use a condom most of the times
5	We always use a condom
6	Refused to answer

214. When you have sex, what one method did you or your partner mostly use prevent pregnancy?

1	No method was used to prevent pregnancy
2	Birth control pills
3	Condoms
4	Injection
5	Withdrawal of the penis from the vagina before ejaculation
6	Morning after pill
7	Some other method
8	Did not answer

215. If you are a girl, have you ever been pregnant or if you are a boy, have you ever made someone pregnant?

1	Yes
2	No
3	I don't know if my partner was pregnant
4	Did not answer

216. Have you or your partner ever had an abortion?

1	Yes
2	No
3	I don't know if my partner was pregnant
4	Did not answer

217. If you or your partner had an abortion, where did the abortion take place? (Fieldwork note: Only ask if response was yes above)

1	In a hospital or clinic
2	At a traditional doctor or healer
3	In another place
4	I don't know where the abortion took place
5	I don't know if my partner had an abortion
6	I/my partner has never been pregnant
7	I have never had sex
8	Did not answer

218. Have you ever had a sexually transmitted infection?

1	I don't know what a STI is
2	No
3	Yes
4	Don't know
5	Did not answer

219. If you have a sexually transmitted infection, did you have treatment?

1	No, I did not have an STI
2	Yes, I had treatment for an STI
3	No, I did not have treatment for an STI infection
4	Don't know
5	Did not answer

220. Have you been taught in class about HIV infection and/or AIDS?

1	Yes
2	No
3	Don't know
4	Did not answer

221. Have you ever had a HIV/AIDS test?

1	Yes
2	No
3	Don't know
4	Did not answer

Fieldworker Note: Record whether this section was self-completed by the respondent or whether it was completed by means of face-to-face interview.

Completed by respondent (self-response)	1
Administered by fieldworker (face-to face interview)	2

222. I am going to show you a score card. Please show me which number matches the level of income in your home. This is the total monthly income of all the people in your household before tax and other deductions. Please include all sources of income, i.e., salaries, pensions, income from investments, etc. (Fieldwork note: Show Scorecard A)

223. Now show me the letter that best describes your PERSONAL TOTAL MONTHLY INCOME before tax and other deductions. Please include all sources of income, i.e., salaries, pensions, income from investments, etc. (Fieldwork note: Show Scorecard A)

224. In the LAST MONTH, how much did you spend on food? (Fieldwork note: Show Scorecard B).

225. In the LAST MONTH, how much did you spend on housing? (Fieldwork note: Show Scorecard B)
226. In the LAST MONTH, how much did you spend on regular transport costs? (Fieldwork note: Show Scorecard B)
227. In the PAST YEAR, how much did you spend on child care? (Fieldwork note: Show Scorecard B)
228. In the PAST YEAR, how much did you spend on health care? (Fieldwork note: Show Scorecard B)
229. In the PAST YEAR, how much did you spend on clothing and shoes? (Fieldwork note: Show Scorecard B)
230. What monthly income level do you consider to be minimal for you (i.e., you could not make ends meet with less)? (Fieldwork note: Show Scorecard A)

END

Scorecard A: Levels of Income

1	No income
2	R1 – R500
3	R501 –R750
4	R751 – R1 000
5	R1 001-R1 500
6	R1 501 – R2 000
7	R2 001 – R3 000
8	R3 001 – R5 000
9	R5 001 – R7 500
10	R7 501 – R10 000
11	R10 001 – R15 000
12	R15 001 – R20 000
13	R20 001 – R30 000
14	R30 001 – R50 000

15	R50 000+
16	Don't know
17	Did not answer

Scorecard B: Levels of Spending

1	No spending
2	R1 - R200
3	R201 - R500
4	R501 - R1 000
5	R1 001 – R1 500
6	R1 501 – R2 500
7	R2 501 – R3 500
8	R3 501 – R4 500
9	R4 501 – R6 000
10	R6 001 – R8 000
11	R8 001 – R11 000
12	R11 001 – R16 000
13	R16 001 – R 30 000

14	R30 001 – R 50 000
15	R50 001 OR MORE
16	Don't know
17	Did not answer

Addendum B: Focus Group Schedule: Tshepo 1 Million Focus Group and the State of the Youth in Gauteng Province

Introduction and Background [Approximately 5 minutes]

Welcome to the Tshepo 1Million Dialogue for the Primary Research on the State of the Youth in Gauteng. The HSRC has been contracted by the Gauteng Province Office of the Premier to conduct research into the State of the Youth in Gauteng. The purpose of this project is to gather information on the profile of the state of youth in Gauteng, as well as engage on key challenges and opportunities for youth development. Specifically we will be talking to you about your experiences in finding employment and factors that support or undermine your efforts to find a job. Your input and experience will add much value to unpacking key issues around opportunities and barriers for youth employment in the Gauteng province. Your participation is completely voluntary, and if you wish to withdraw at any time, you may do so without any sanction or punishment against you. You also do not have to identify yourself. This dialogue will broadly cover questions relating to youth issues, youth development initiatives, and government strategy and approach to youth development in the Gauteng province.

State of the Youth in Gauteng [Approximately 35 minutes]

1. If you reflect on the youth in Gauteng, what are some of the first words or ideas that come to mind?

Facilitator Note: Allow time for reflection and get as many initial responses as possible. Probe some of the responses by repeating them back to the participants. [Allow approximately 10 minutes]

2. What is the state of youth in Gauteng?

Facilitator: Allow time for reflection and discussion. Note key themes that come up and probe a bit deeper as to why participants feel what the status of the youth is. [Allow approximately 15 minutes for this discussion]

3. What do you think are the key obstacles for the youth in the Gauteng province to finding employment?

Facilitator Note: This is a key question to the study. Allow for free discussion and do not interrupt. Note key themes and probe further. [Allow 15 minutes]

Youth Employment: Opportunities and challenges [Approximately 45 minutes]

1. What are some of the barriers to finding employment in the Gauteng province?

Facilitator Note: This is a key question to the study. Allow free discussion and do not interrupt. Note key themes and probe further into the key themes around the benefits of youth for growth and development. [Allow 15 minutes discussion]

2. What non-skill related barriers do you think impact on the ability of youth to find employment in the Gauteng province?

Facilitator Note: This is a key question to the study. Allow free discussion and note key themes. Probe key themes further, especially if there are issues around vulnerability. [Allow 15 minutes discussion]

3. What role do you think transport and the transport industry plays in facilitating youth employment?
[Allow 15 minute discussion]

Facilitator note: Note initial response to the question. Note key themes and ask for possible reasons, probing deeper.

Township Economy and Youth [Approximately 40 minutes]

1. If you look at the township, how would you describe economic activity in the area?

Facilitator note: Do not probe. Allow respondents to list as many descriptions as they can. [Allow 5 minutes]

2. What opportunities do you think government can help exploit in developing the township economy for youth employment? [Allow 10 minutes]
3. What obstacles stop the development of a township economy? [Allow 10 minutes]
4. In your view what are the top 3 issues that government should focus on if one is to develop a township economy for youth employment? [Allow 15 minutes]

Facilitator Note: This is a key question to the study. Allow free discussion and note key themes. Probe key themes further, especially if there are issues around vulnerability

Assessment of Tshepo 1Million Programme [Approximately 40 minutes]

5. What impact do you believe Tshepo 1Million has on youth development?
 - a. What are some of the positive impacts?
 - b. What are some of the negative impacts?

[Allow 15 minutes discussion]

Facilitator Note: This is a key question to the study. Allow free discussion and note key themes. Probe key themes further.

6. If you had to advise government on key strategic interventions to facilitate youth development and growth, what do you believe are the top three critical issues that must be addressed?

Facilitator note: Do not probe. Allow respondents to spontaneously list their top three issues. [Allow 10 minutes]

7. Why do you feel that those are critical issues for youth employment in the Gauteng province?
 - a. Is the Gauteng Provincial Government dealing with those issues effectively in your opinion?
 - b. What are the areas that you believe the Gauteng Province should be paying attention to in dealing with the issues you had identified?

Facilitator note: Allow free discussion. Summarise at the end of the discussion and ask if there are potential gaps that might have come up in this discussion. [Allow 15 minutes discussion]

Approach to youth employment in the Gauteng Province [Approximately 10 minutes]

1. If you had to advise the Gauteng Office of the Premier on youth employment strategies, what would you tell them?

Facilitator note: Note specific themes and probe further. This is an open-ended discussion.

Closing

Facilitator note: Check with principle investigator if there is anything else to ask / probe.

Ask participants if they would like to add additional information.

Thank participants for their time and close off the session.

Total time: 170 minutes.