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Appendix 1: Interview Schedule for the Youth – Focus & Individual

Interviews

The Themes

1. Demography and Family Background
2. Reasons for dropping out
3. Reasons for dropping in
4. Experiences in pathways and destinations
5. Policy roles in their pathways
6. Supporting structure
7. General destinations for these youth
8. Policy implications

Appendix 2: Interview Schedule for the Principal

The Themes

- General destinations for these youth
- Policy Role and Implications
- Possible advice they give to these youth in re-entrance
- Perceived pathways and experiences for the youth
- Role of Education Policy and System

The Semi-Structured Questions

1. The rate of dropping out in your school, is it as the other schools in the area (high or low). Has it improved or become worse over the years? And how do you define dropping out?
2. The rate of dropping out in the surrounding area: is it high or low? Has it improved over the years?
3. What do the South African Schools Act (1996) and other policies say about the learners who drop out of school?
4. How does your school enforce the policy?
5. What is your view on the implementation of SASA?
6. What indicators (how do you determine) do you use to determine whether or not there is a high rate of dropping out in the area?

7. What do these youth do after dropping out? Have there been incidences where these youth have tried to get back to the school? Do you accept all the youth back into the system? What does the policy say regarding that? What have been your responses?
8. What are the challenges faced and best practices in dropping in behavior for the youth? What have been the adv/disadvantages of these youth getting back to the schooling?
9. What possible pathways do the youth who drop out of school taken take within ETD and labour market?
10. How do you encourage learners to stay at school?

Appendix 3: Consent Letter

19 Jacaranda Street
Noordwyk
1659

Date:

Dear Participant

Research Consent Letter - Pathways of out-of-school Youth and their re-entrance into Education and the Labour Market

I am conducting research as part fulfilling my Doctoral Studies as per the title above. Noting that participation on the research is voluntary, this letter serves as consent for your participation or the participation of youth in your guardianship.

The interviews will be conducted to gain knowledge or insight. The interview will take less than two hours. The following are the details of the research:

- **Purpose:** The purpose is to traces the pathways of out-of-school youth who dropped out of school between grades 1 to 11 as they seek re-entrance to the education, training and development (ETD) system, or entrance into the labour market. I plan to investigate the factors that determine the choices that dropouts make either in re-entering the ETD system or entering the labour market. Your contribution in this research will be highly appreciated.
- **Procedures:** An interview will be held with you in Folweni (details of the venue will be communicated on finalisation of the date and time).
- **Benefits:** There are no financial or other benefits to be received. The research is strictly for knowledge gain for the purpose of my studies.
- **Process:** After the interview, I will send you the transcript as soon as the transcription is finished. You will then evaluate it, for what is in there represents your responses. After your have indicated whether or not there are changes, I will analyse the data.
- **Your Rights as a participant:**
 - The research is strictly confidential.
 - Pseudonyms will be used.
 - Data from this interview will be used for the purposes of my PhD research. (Should there be any other person wishing to use your data, you will be contacted and you will give consent for the use thereof. Without the consent, the data cannot be transferred to another researcher)
 - There are no financial benefits – strictly for information sharing.
 - Participation is voluntary.

Regards
Andile Dube
0828360115

Consent for Participation

Research Title

Pathways of out-of-school youth and the re-entrance into education and the labour market

Consent:

I _____ (name and surname) agree to participate in the research as per above. I understand my rights as a participant.

Guardian's Consent (for participants who are minors):

I _____ (name and surname) agree to participate in the research as per above. I understand my rights as a participant.

Signature: _____

Contact Details: _____



Appendix 4: Data

Pathways of Out of School Youth and their Re-entrance into Education System and the Labour Market

ARMANI DUDE

Andile: I will start by placing on record that whatever we do with this information I won't use your name, and I know that if I use your name you can sue me. If there is someone that wants to use this data about Folweni I will start by clearing it with you and you will have to give them written consent to use this information. What is your name and surname?

Armani Dude: I'm ARMANI DUDE.

Andile: How old are you?

Armani Dude: 27.

Andile: For the record, are you male or female?

Armani Dude: Male.

Andile: Male. Oh. Ok, are you married? You are not yet married?

Armani Dude: I'm not yet married.

Andile: What do you do? Are you working or are you at school?

Armani Dude: I'm working.

Andile: When did you start working?

Armani Dude: In July.

Andile: I would like to know about your monthly income but you don't need to give me the exact figure, you can tell me if it's more than R300-00, it's less than R300-00, it's between R400- and R499-00 or between R500-00 and R599-00. Ok, when did you start working?

Armani Dude: Towards the end of June.

Andile: Towards the end of June? Before June what was your monthly income?

Armani Dude: It was not a specific income.

Andile: It was not specific, but it was fluctuating between how much?

Armani Dude: Maybe R1000-00 and R1500-00; R1000-00 around there.

Andile: Between R1000-00 and R1500-00. What about now?

Armani Dude: R5000-00 and R6000-00.

Andile: Between R5000-00 and R6000-00. Where were you working then, and where do you work now?

Armani Dude: I was working at a salon then. I have my own salon. I am now working at Toyota. My mother helped me found a job there.

Andile: Ok, who do you stay with at home? Can you tell me about your family, who you stay with and how old they are?

Armani Dude: I'm not sure about the years. My grandmother.

Andile: Is she working?

Armani Dude: She is a pensioner.

Andile: Does she earn a pension?

Armani Dude: Yes, she does.

Andile: Ok, who else do you stay with?

Armani Dude: With my mother.

Andile: Is your mother working and how old is she?

Armani Dude: I'm not sure (of the age), but she is working.

Andile: Where is she working?

Armani Dude: At Toyota.

Andile: At Toyota. What does she do at Toyota?

Armani Dude: She is a team member.

Andile: She is a team member, what does a team member do?

Armani Dude: I think a team member is the entry level for newcomers.

Andile: Ok, when did she start working there?

Armani Dude: I think she's been there two years now.

Andile: Ok, what does she do exactly?

Armani Dude: She works at the entrance shop sewing car seats.

Andile: They sew seats?

Armani Dude: They assemble the seats for the cars.

Andile: Did she do any training for sewing?

Armani Dude: Yes.

Andile: Formally?

Armani Dude: Yes.

Andile: When did she do training?

Armani Dude: Long before she started working.

Andile: Ok.

Armani Dude: She stayed (not employed) for quite some time after that. She once worked for another company sewing car seats for Mercedes, and then it was shut down. I don't know how but they were transferred to Toyota.

Andile: What is your mother's highest qualification?

Armani Dude: Matric.

Andile: When did she complete Matric? Can you remember?

Armani Dude: I don't remember.

Andile: Were you already born?

Armani Dude: Yes.

Andile: You were born in 19?

Armani Dude: In 1978. Are you surprised?

Andile: No, not suprised....

Andile: Do you have a child?

Armani Dude: Yes.

Andile: Ok, how old is your child?

Armani Dude: 3.

Andile: Where is her mother?

Armani Dude: She is around.

Andile: If you say she is around, then where is she? Is she working?

Armani Dude: She is still at school.

Andile: How old is she?

Armani Dude: 19.

Andile: 19. Where does she study?

Armani Dude: At Sphephelo.

Andile: So you had a baby with her and she also dropped out of school?

Armani Dude: Yes.

Andile: And then she went back?

Armani Dude: She then continued.

Andile: Up to what standard did you complete?

Armani Dude: Matric. Are you asking about school?

Andile: Yes. Ok, after that what did you do?

Armani Dude: I worked at the salon for one year.

Andile: You worked at the salon?

Armani Dude: Yes, for one year.



Andile: Where is this salon?

Armani Dude: At isiSipingo

Andile: How much were you earning?

Armani Dude: R30-00 per day.

Andile: R30-00 per day? Why did you stop working there?

Armani Dude: The money was not enough and I started with my studies.

Andile: Where?

Armani Dude: At Sultan.

Andile: What were you doing?

Armani Dude: I was doing Cost and Management Accounting.

Andile: Cost and what?

Armani Dude: Management Accounting.

Andile: Why then don't you do things related to Cost and Management Accounting?

Armani Dude: I didn't finish studying and my results... There is no proof that I once studied because I owe money.

Andile: How much do you owe?

Armani Dude: R21 000-00.

Andile: You only did one year?

Armani Dude: Two years.

Andile: Two years.

Armani Dude: I was short of money in the third year.

Andile: Did you complete your second year?

Armani Dude: I am left with a few things. There is something outstanding. I still need to finish the few courses and do my third year. But I owe the technikon too much money.

Andile: Tell me about your schooling and going to tertiary education, what happened?

Armani Dude: I got the bursary from the Department of Education and Culture. I was not going to be able to study because there was no money to study towards the end of the year. I heard about the bursaries and applied and I got one, hence I started studying in the following year, which was 1998. It was around March and it was already late.

Andile: 1999?

Armani Dude: 1998.

Andile: Ok, why did the department not pay in full for your course?

Armani Dude: Something is not right. When I look at it, I see a lot of fraud took place. The department is under the impression that everything has been paid for. But the people in charge of transferring the money to the schools seem not to do it. I studied for a year and at the end when I went to check for the results I was told that the results have been withheld because I was in arrears with my account and it was already the end of the year. In January I went back to the person in charge regarding my issue and he said there was a mistake from their side and that he was sorry and he made me a note immediately to take to school wherein they committed themselves to paying the debt for the previous year. They registered me and phoned and found that the letter was correct. I studied and the very same thing happened again at the end of the second year and I was not able to see the person who assisted me, he was no longer where I had found him previously...

Andile: And there has not been any follow ups after that?

Armani Dude: No there has not been follow ups. The technician want their money and the department of education has never paid and I don't know who to talk to.

Andile: And your other siblings...? How many brothers and sisters do you have?

Armani Dude: Two sisters and one brother.

Andile: Are your two sisters and your brother still at school? Is

Armani Dude: Yes.

Andile: In high school?

Armani Dude: In primary school. My brother is in primary school.

Andile: In primary school. And your sisters?

Armani Dude: The one is at tertiary school and the other is just at home, unemployed.

Andile: Why?

Armani Dude: She does not have a job.

Andile: Did she complete Matric?

Armani Dude: She didn't complete it, she didn't pass. She is thinking about Technical Colleges.

Andile: How long have you stayed here at Folweni?

Armani Dude: Since 1987...

Andile: That's about 10 years.

Armani Dude: More than 10 years.

Andile: 1997?

Armani Dude: 1988.

Andile: 1988. Ok, it's close to twenty years. It means you were still running around as a child. What are some of your best memories? Things that make you laugh when you think about them?

Armani Dude: You making me think. There aren't that many.

Andile: I want you to think. Aren't there many?

Armani Dude: There was once a time when there were many people here at Folweni. There were many good people with money. There were those that had money, and there were certain businesses where you could get fresh items and most of the time their prices were reasonable in all areas.

Andile: Yes.

Armani Dude: It shows that life goes on.

Andile: Yes.

Armani Dude: Up until there was violence; then many people left and never came back. There was a time when living here was fun.

Andile: Now? Is it not fun anymore?

Armani Dude: Now, there is no progress like there was in the olden days because many people do not have trust in this area and do not want to invest their money anymore. There is no progress and when you want something that is proper, you have to get out of Folweni.

Andile: You have to do what?

Armani Dude: You have to get out and get them somewhere else. In comparison, you do not have to leave uMlazi to get things.

Andile: Which things would those be?

Armani Dude: Restaurants, shops and just supermarkets and other community facilities like libraries. People who want to study for exams have to go to town or to iSipingo. Many facilities are found in other areas, but they are not available here. And going to uMlazi or Isipingo is expensive.

Andile: And what is your worst memory?

Armani Dude: Oh! The violence here at Folweni.

Andile: Yes.

Armani Dude: Sleeping in the bush.

Andile: Sleeping in the bush?

Armani Dude: I once slept in the bush.

Andile: Which bush?

Armani Dude: At my place. At Golokodo section..... We had to go home at night because they were going door to door looking for boys.

Andile: To go where?

Armani Dude: They were sought by the people who kill here.

Andile: They killed them?

Armani Dude: People were really shot at if they had bad luck and were found in the house, so people were forced to leave.

Andile: Yes.

Armani Dude: It is something that was happening at that time. If you were a boy and you were not found to be involved in the activities of the area, you were already in trouble with the people in the neighbourhood.

Andile: Things like what?

Armani Dude: Like camping.

Andile: Ok.

Armani Dude: Guarding against the people who shot at us, this was a problem and it led to many people leaving.

Andile: Since 1988, what things have physically happened as far as development is concerned?

Armani Dude: It was really dark because at night you would walk into someone and only realise when you had bumped into each other's chests.

Andile: Ok.

Armani Dude: Streetlights were not available, it was bad, and things were bad. The toilet system was still that of buckets but it has since improved. The buckets were left in the streets waiting to be picked up by the truck; at least things are better now.

Andile: Ok, with regard to human development, what has happened since then?

Armani Dude: Yes, there is development.

Andile: Old people in general and so on? You may differentiate but I want to know about development of the old and that of the young people, the youth. Youth specifically would be people between the ages of 14 and 35

Armani Dude: With regard to elderly people, there is nothing visible that I see showing help to the elderly. There is an old age home though at uMlazi and another one at kwaMakhutha.

Andile: There is what?

Armani Dude: An old age home. There are none here. I don't know of anything that is of help to the elderly. At least there are youth initiatives from Works that were brought about by the government. People are learning bricklaying and becoming qualified to work. There, people became qualified and then work here at Folweni building RDP houses. They were built by people around here who were taught and know Folweni.

Andile: How many people are already qualified?

Armani Dude: I cannot tell you the exact figure but they are many. But there were people from here at Folweni who were working, but for a few months. The problem is that most of the things are managed by certain people and the people who benefit are people who are around them, a few people. The information about meetings or things that are available for the youth are not displayed the way they are supposed to be displayed. There are some things that you end up not hearing about, and only see people doing and then you know what is happening. Even those meetings are not announced the way they are supposed to be announced. Things are limited to certain people; you are only lucky to see information that is fairly displayed in order to be available to all people. If you hear by luck, you only find that you are already late, it is full! People who are dealing with it are not doing it the way they are supposed to do it. Most of the time I hear about things happening in the area, from people who come to the salon. By that time it is too late.

Andile: Have you attended one of these meetings?

Armani Dude: I attended once but found out that there is something that is being done at Umbumbulu College for co-operatives and I got all this information from a friend who came to the salon to do his hair. He told me that they are looking for a group of ten to do co-operatives at Umbumbulu College where students are provided with money for transport.

Andile: What qualifications were they looking for?

Armani Dude: There were no qualifications needed. I don't even remember them asking about your highest qualification at school. They wanted people from the community, people that were not working.

Andile: And how did the course assist?

Armani Dude: The problem with these courses is that they are not very useful. Bricklaying helped a few people because they worked for a few months and can be employed someday. But courses like cooperatives if you are looking for a job and say you did the course, they still want your matric certificate. You can only volunteer but they can't employ you. You still need to know how to read and write English and to think.

Andile: So you think people who do not have a matric qualification can't think.

Armani Dude: Yes I think so. You must listen to people who come to the salon. You can't even have a chat about current affairs and they don't even know what is going on around them. But you can hear a person with matric or people who are at school. The thinking level is higher. Very high. Even me, the way I reasoned before finishing matric changed when I did matric. People without matric [a person completing his/her grade 12 level education] can't think...just listen to them...I often listen to them when they come to my Salon business. You can't even have a chat about current affairs; they don't know what is going on around them, compared to a person in school or one with matric.

Andile: When you were at school, and left and went back, what made you go back?

Armani Dude: I left because there was no money. It becomes tough when you don't have a bursary and yet you are studying and there is no one working. I had to stay at the

res for example, because staying here (at home in Folweni) would have resulted in a lack of funds for transport. While staying at the res, the bursary provides for food, now I will get hungry while I am at school, and I had no money to buy clothes to wear, or school necessities like textbooks. I had to depend on others and I could not study in my own time and the way I wanted to. So that is why I dropped out. When another opportunity came I was no longer interested in studying...It was easy because they provided me with transport fees. My friends helped a lot; they encouraged me and supported my...we formed a team and studied as a group. When I passed my Matric, I was overjoyed; maybe it was because I put so much of my energy into studying.

Andile: How long did you run the salon for?

Armani Dude: From 2002 until now.

Andile: So between 2000 and which year? You left school in 1999 or 2000?

Armani Dude: 98, 99, and 2000.

Andile: 98, 99, and 2000?

Armani Dude: After school I worked at the salon again.

Andile: So between 2000 and 2001 you were working at the salon?

Armani Dude: In 2002, because... in October.... Oh! Yes, I opened the doors (to my salon) on November 1.

Andile: Yes, you were still explaining that you worked at the salon and then you went back to school in 2000. What I am interested in most is the reason why you went back to school the second time. You had already studied for one and half years, is it this time that made you still want to go back...ok, there are other thing that I still wanted to know. What makes people, or someone who left school realise the importance of going back?

Armani Dude: When you leave school it is because it has become so difficult for you to continue.

Andile: In what way?

Armani Dude: The main reason is the shortage of money; there would be insufficient money to finish.

Andile:

Armani Dude: That is the main reason, when an opportunity presents itself, then you realise that you have to study; say for instance there is money for you to study a certain course and you would be able to afford it and you realise that you can study when the money is available. Yes, that is what happened there because I decided to go back due to the fact that I like it and I also know that studying gives you opportunities. Then you fail to study even if there is a way or someone who is willing to assist you to live a better life.

Andile: What opportunities?

Armani Dude: To find the employment you want. To earn the money you want. To drive the car you want. To have a great house. Start a good business. My business is currently not making enough money.

Andile: Now, at the time that you were trying to go back and study or to start your own company, whatever you tried, there were programmes available from the government. What I would like to know is if you know about certain programmes and policies. For example, do you know about SETAS?

Armani Dude: Yes, I know but I don't know exactly how to contact them and how to get assistance. I sometimes hear a little bit but I never get the full information. Even if it appears in the newspaper it is without the full details, even on the radio the information is not easily accessible and you are forced to go and look for it and things like that. I am certain that not many people in the area know about those.

Andile: How did you know because.... you know I'm so embarrassed because I work for SETAS. You do my hair each time I am here, but you do not ask about SETAS, you only ask about R Kelly. Anyway, how did you get to know about SETAS?

Armani Dude: You can even go to the taxi rank tomorrow morning, you will find people together in long queues, and maybe there is not even a single person who knows about it.

Andile: About SETA?

Armani Dude: Maybe they will hear the word for the first time.

Andile: How did you get to know about SETAS?

Armani Dude: I like reading things, you see. I take things and read. There are certain things in the hair salon workshops that I usually attend, they include it also and you find that they don't focus on a specific area, there is a lot.

Andile: That they are dealing with? About learnerships, have you heard about learnerships?

Armani Dude: I heard a little about these learnerships from my sister because she stays in the RDP houses and she only told me late on Thursday night. The last day was on that coming Friday on the website where I got the application form, but I could not even do it because it was closing that Friday. I heard about it when I was coming from work so I had to sleep and wake up and go to work at six o'clock, therefore I could not do it.

Andile: But why did you not try and finish.

Armani Dude: They wanted a lot of things I did not have at that time. They needed you to submit proofs and qualification. It was late and I was in town. I needed to come back home. Asking for time at work is also not easy. So I couldn't do it.

Andile: And then you starting your own business, do you know about Umsobomvu?

Armani Dude: Yes.

Andile: How do you know about it?

Armani Dude: I once went to Thekwini business centre, is it not that place? I think that is the place next to DIT. What is that street? Yes, I once went there but the problem is that they said because I'm coming with the salon issue, they are still working on it. They have not finalised it; they will contact me after finalising it. But that category was not amongst the categories that they were dealing with, but because there are people who are interested they are working on it. They told me, but I forgot

Andile: When was that?

Armani Dude: Oh! Oh! Oh! Three years back, maybe I was unaware of being involved in this thing.

Andile: Going to?

Armani Dude: I ended up writing to a certain place, with my telephone number and my name, and they said they would come back to me when the time has arrived for that thing, but...

Andile: Three years back and it has never arrived for the salons?

Armani Dude: I don't know because I never tried to go back and check whether that was implemented or if they ended up not going ahead with it. I think you need to know people in order to benefit on these things. I do not know anyone who has benefited from these programmes.

Andile: The youth that drop-out here at Folweni, other than you, what do you think are their options? That's about the Youth Commission, have you ever heard of it?

Armani Dude: Can I turn things around and be the one asking questions... Just explain a little, what is it? I have only heard a little.

Andile: No feel free to ask questions....

Armani Dude: I once heard my brother talk about the name "National Youth Commission", but truly I don't have... I don't know everything but I do know that it works much the same way as Umsobomvu with regard to empowering the youth, but in what way I am not sure.

Andile: Ok, then what about skills programmes?

Armani Dude: I think the skills programmes are the ones that took me to Umbumbulu College, training people to be co-operatives.

Andile: The time you were going back to school or getting a job or starting your own business – let's start at the time you were going back to school. What were your experiences exactly? Can you remember the experiences during the time you were trying to go back there?

Armani Dude: It was so difficult. Very difficult. I felt like everything I tried was not going well. So when I was able to go back, it felt great. It was nice because it gave me a new hope to say now "ok, here is something to study and prepare for to try and get better things".

Andile: New hope about what?

Armani Dude: About life, about making a living. Finding a job and getting all the things I hope for. The simple thought that I can buy myself a CD when I need to.

Andile: Making a living ok. At the time you were trying, when you were not yet in school, trying to get money and so on, what were your experiences? Did you see or find excitement in what you were doing?

Armani Dude: That is disappointing, because it's very difficult to get someone or to get financial assistance now because if you talk to people and they promise you things they end up disappointing you. Sometimes you feel like dropping it and forgetting about everything because you get disappointed when you are trying to get money from the institutions that provide financial assistance, they just turn you down and you see yourself not standing a chance of getting it.

Andile: They turned you down on what grounds?

Armani Dude: In my case the first thing is that I am listed (credit bureau), and that puts me aside. They also check if your parents can be a guarantor and my mother was not making enough money. They actually loaned money to people who already had the money.

Andile: You became Blacklisted before you went to study?

Armani Dude: No, I'm talking about now when I wanted to go back.

Andile: After the second year?

Armani Dude: After I studied, after second year.

Andile: You were Blacklisted because of this R21000-00.

Armani Dude: Because of that, I stayed at a residence and the account of the residence led to my Blacklisting.

Andile: What did you ultimately hear about the bursary from the Department of Education?

Armani Dude: I heard of it at the salon where I worked at iSipingo after Matric.

Andile: All right, what were your experiences when you were seeking a job?

Armani Dude: Hawu! Hawu! Hawu! (Exclaiming) I thought of opening up a salon because I would be able to do things for myself without asking anybody. There are no jobs.

Andile: Why?

Armani Dude: Most of the time they just do not respond. My brother and I faxed things and I went to places. You see I first went for a bursary interview and then a job interview but I have never been called anywhere for an interview.

Andile: Why do you think they haven't called you?

Armani Dude: I would not say that I was under-qualified because I tried to complete where I qualified, like they would say they want Matric. I don't know what to say.

Andile: So do you think being under-qualified makes people not get jobs here at Folweni?

Armani Dude: Yes, it is prevalent here in Folweni because many people do not complete Matric. If they do complete it, it is usually at the end because many people are studying.

Because I knew the difficulties of the [Folweni] community, I had to work very hard when I got readmitted at school. It was a struggle for me. I had to read a lot; I dedicated myself to my books, and worked late nights because I had a lot of catching up work to do; that helped me

Andile: What do you think stops people from completing Matric?

Armani Dude: Mostly girls fall pregnant, boys engage in drugs because most of them smoke dagga. These people end up not studying, and alcohol, you see here when people are supposed to be at school they are busy with these things and at the end they fail and lose hope of ever trying again. Sometimes it's stupidity; people fail until they are helpless and end up throwing the towel in when it's time to write exams.

Andile: All right, you were still explaining that the reason is that people fail repeatedly and others use drugs and so on and so on – and I will follow up on this question, but for now I want to ask about you. I want to know how the youth that is involved in all these things can be assisted. Starting your own business, what was that experience like? I think you did mention it but I would like it for the record.

Armani Dude: I would say people had a positive response; they were elated to have a salon, especially because if you wanted something that was serious one had to go to iSpingo or to town. I also heard from people that it is better now that there is a salon close by, but now the problem with Folweni is that it is a small place and as a result my target market is small. It's not like being in a central place like iSipingo catering for people of Folweni and uMlazi, now I can only go to a certain extent. I can't say much because here I am dealing with a few people, and waiting for the same people for a long time so sometimes it becomes quiet.

Andile: Ok. Where did you get help when you were looking for help to start up a salon?

Armani Dude: I worked at a salon and I saved that money, no one assisted me.

Andile: As you went along trying at those various places, were there any government policies or government programmes that assisted you?

Armani Dude: No, nothing. Nothing because things like that requires you to be a qualified hairdresser. You are first a stylist and then become a hairdresser.

Andile: Really!

Armani Dude: The places that can offer help require a qualification of some sort.

Andile: You were still explaining to me the difference between a hairdresser and a stylist?

Armani Dude: The places that offer assistance want you to show that.

Andile: Show that you are a hairdresser?

Armani Dude: Yes. You have to at least have a trade test or you must have studied at a certain hairdressing school.

Andile: If you are a hairstylist?

Armani Dude: The proof you have that you once studied. You do not have anything but if you have qualifications, then they believe in your abilities.

Andile: How has leaving school affected your future?

Armani Dude: It made me lose focus and not be sure of what I want, because when I was still at school I set myself targets that in such a year I would have achieved this. I don't know, now I am trying. We will see as time goes by, I can't even plan my life properly. You end up giving up and concluding that you will see along the way.

Andile: Ok, I want to know how the social life has affected you in comparison to the financial life.

Armani Dude: People around you, as well as family members, trust you when you are studying, rather than people in general. They believe in you but once you leave school they do not believe in you anymore, they regard you as someone who is crazy. The way they look at you when you are studying is much better than the way they look at you when you are not studying.

They think if you don't know where you are going, how should they know.

Andile: I think this is the last question - I promised that this interview would be short. What about here at Folweni?

Armani Dude: It is better to do what is expected of you perfectly.

Andile: Meaning?

Armani Dude: Meaning that if people stick to what they want to do and is expected of them then things are easier. If parents help their kids financially. I always think if I had a rich mother I would be very far with my life. Now we all struggle...

Andile: What are the common destinations for people who drop out of school here in Folweni?

Armani Dude: Ok, they end up at salons like this one of mine, also they end up with taxis here in the road or at the tuck shops.

Armani Dude: It's little, but most of the time they do not succeed in life unless one is lucky and finds a job like in the firms, but only through someone who already works there.

Andile: What is it that should have happened for one to get the job?

Armani Dude: There are jobs like in the case of Toyota, because there is someone in the family who works there and then you gets the job.

Andile: Ok, so if there is no one at your home working then you will remain like that?

Armani Dude: You will then have to give... a thousand bucks (bribe) for them to fit you in where they work. Like If you have any immediate family that works it will come with that price, if you don't have that you will sit without a job.

Andile: Some end up at the firms and others end up where?

Armani Dude: Others end up being nothing, but only a small number live a grand life and perhaps end up getting into the taxi business which does not require education, you see, but the colour of money is the same and they end up getting what they want. Others end up having their own sideline businesses that do not demand a lot of school qualifications but these are not a lot of people, only a few. But most end up being useless.

Armani Dude: Thanks. After I have transcribed this interview I will send it to you to read and if there are things that I wrote incorrectly you may change them. Will you be able to help me with follow-up questions if there are any gaps later?

Armani Dude: Well, if I am available there shouldn't be any problem.

Andile: Thank you for taking your time in assisting me. This was valuable and it will assist a lot in my studies. I am committing myself to confidentiality as far as using your name is concerned. .

Armani Dude: Thank you and good luck...

6.1.1. Principal School A

The purpose is to trace the pathways of out-of-school youth, who dropped out of school between grades 1 and 11, as they either seek re-entrance to the education, training and development (ETD) system or entrance into the labour market. I plan to investigate the factors that determine the choices that drop-outs make, either when re-entering the ETD system or when entering the labour market. Your contribution in this research will be highly appreciated.

Andile: Before we start, I need to put it on record that the data from this interview will be used for the purposes of my PhD research. Should there be any other person wishing to use your data, you will be contacted and you will need to give consent for the use thereof. Without your consent, the data may not be transferred to another researcher.

I also have to put it on record that there will be no financial benefits for whatever data I use in my research. As a process, I will send you the transcript as soon as the transcription is completed. You will then need to evaluate that its content consistently represents your responses. I will probably e-mail you the transcript.

Principal A: I do not have an e-mail address.

Andile: Do you have a fax number? Can I fax it to you?

Principal A: We also do not have a fax machine.

Andile: I will arrange make arrangements to bring you a copy when I am in Johannesburg and you can look at it, and send it back to me.

Principal A: That will be fine...

Andile: As I was saying before, your name or the name of the school will not be used in my report, my thesis or any other presentation. High School 1 is one of the oldest schools in the area and has seen many changes.

I have explained the purpose of this study before, however in a nutshell, the study is located within the education policy law and I am specifically looking at the youth labour market and the notion of dropping out. I am however, not necessarily looking at the reasons youth drop out, but rather focusing on their experiences and pathways as they try to get back into the education and training system, the ETD system as defined in the study.

In the case of the study, Education refers to General Education and Training, Further Education and Training, and Higher Education. Most of the information in the study and this interview is around the youth dropouts - referred to as 'out-of-school youth' in the study. I am trying to establish your views, thoughts and recommendations around their experiences, your school strategies and the youth destinations. The data will consist of your school experiences and the context will look at the neighbouring schools.

Andile: Before we start, do you have any questions?

Principal A: No, just maybe want to check that what you need is my view?

Andile: Yes, your view.

Principal A: But I will never be a policy maker.

Andile: Well only time will tell

Principal A: (He laughs....)

Andile: What is the dropout rate like in your school?

Principal A: The rate of dropping out of school is quite high. The main issue in the area is of the context. For example, some youth use the school as a hiding place, hiding from the cops and anything wrong they have done. Once that cloud blows over they go back to where they belong. Youth enrol at the beginning of the year not because they want to be educated, but because they are hiding from the police. You see they commit crimes, then enrol at school just so that when their cases are heard or they are arrested, the school can give them letters to say that they are high school students. In most cases, those learners are disruptive and they leave the school within three months.

Most of the students in the school are from broken families and do not get much support from their families. Of course some of them drop out because they are pregnant – these learners are not even scared. Some die. The HIV/Aids prevalence is very high. Some learners die from HIV/Aids. Some drop out because they are poor or orphans....

Andile: What has been the pattern over the past few years?

Principal A: I will probably refer to the years from 2001 until now since that is when I joined this school. The rate has improved from about 200 to maybe about 100.

Andile: Is this the number per year?

Principal A: Yes, it is per year.

Andile: POLICY: According to SASA, if a learner drops out before the age of fifteen or Grade 9, what does your school do?

Principal A: Not much is said by the South African Schools Act, but all that is in Black and white is that every South African child who is fifteen years or younger must be at school, but I don't think that much has been done to make sure that every child is at school. There are still those parents who employ children. Child labour is still playing a major role in keeping children away from school. But again, as I mentioned, parents are a cause sometimes.

Andile: So what you are saying is the reason SASA is probably not implemented is because of the parents' side?

Principal A: Yes, it is the parents. Most probably because most parents are not even aware of what is expected of them.

Andile: And the implementation from the Education Department?

Principal A: The Education Department too, I cannot say that they have done enough. It's their role to give the parents knowledge. Well some individual schools are doing it (referring to the advocacy).

Andile: In the area in general (back to whether the rate is high enough to make us worry if it is as bad), what do you think of the neighbouring high schools? Is this the case of high school 1 in general or the case with other schools?

Principal A: Well it's a general problem because I checked with other principals in the area. They are also experiencing the problem. It is a common phenomenon, I must say.

Andile: What indicators do you use to determine whether or not there is a high rate of dropping out in the area?

Principal A: Just the numbers! We look at the numbers at enrollment and compare these with the numbers at the end of the year. We use the attendance register and things like that. It helps us in indicating that this particular learner has gone or has left the schooling system. We calculate the number of learners at the beginning of the year and compare this to those who are still in the school; then we can see the difference.

Andile: Do these indicators or your analysis help you determine whether the learner has dropped and joined another school or an FET college? Do you track where they land up?

Principal A: Sometimes you get that information by seeing learners themselves and asking where they are. Sometimes they give you the wrong information about where they are. Sometimes they have been in jail and they tell you that they have been attending another school.

Andile: What is the dropout rate like in the surrounding schools?

As we were talking, about 6 vans of the SAPS parked outside and police officers walked into the school. I inquired if they were looking for him (the principal) and they suggested that we should go on, they didn't need him. The officers do random inspections since there was an incident of a learner stabbing an educator in the neighbouring high school.

The officers on their random inspections search for drugs, dangerous weapons and other criminal related issues.

Andile: What do the youth do after dropping out? Do you know where most of the learners end up after dropping out?

Principal A: With some of them we never get to find out. But most of them are in the taxi industry.

Andile: Have there been incidences where these youths have tried to get back into school?

Principal A: Yes, some of them leave for about two years and then you see them come back. You ask them where they have been, sometimes they give you the right information and sometimes they give you the wrong information. But we let them come back. We accept that!

Andile: Is it a POLICY: What does the policy state? Or is it a general given that you accept them back?

Principal A: No, there is no policy, we just take them back. The policy of the school allows them to come back.

Andile: Can you give me a copy of the school's policy?

Principal A: Yes, I will.

Andile: What are some of the challenges that you face as they are re-enrolled and what are the best practices?

Principal A: Some of them come with outside influences and are not as cooperative as they are supposed to be. Some of them come with a revived vigour, willing to work hard because they have some experience of the outside world. But some of them come with the same attitude and we just hope that they are going to change and change and change. They never change. Sometimes they drop out again.

Andile: So you would have the best practices from those who came back?

Principal A: Yes, I do have examples. For example whilst I was teaching in High school Zz, there was a boy who dropped out.

When I joined high school 1, I met the boy and advised him to go back to school. He accepted and worked really hard. He completed his Matric in 2005. There are other examples.

Andile: In your view, what have been the advantages or disadvantages of the youth re-entering the schooling system?

Principal A: These learners are different. Some of them really work hard when they come back. But some of them come here, are disruptive and even sell drugs as you just saw the police searching.

I think people who made up their own minds (...about coming back to school) I am happy if they are happy. Most of them work really hard.

I think the youth of today is under too much stress. They are still doing things for their friends. I think peer pressure is still a major issue.... and the level of poverty in the area is the issue pushing them.

Andile: When you refer to the level of poverty you mean it pushes them out of the system?

Principal A: This has an effect in two ways. It is the reason they leave and sometimes the reason they come back. I think it pushes them back and sometimes it pushes them in. For example there is this girl from a poor family. She meets this man who gives her money because her parents cannot provide for her. She sees that life is better with this man. The man makes some demands. She looks at the money that he has. If this young girl is not strong enough she will definitely choose the man with those demands.

If this boyfriend drops this girl, she might be adopted by another relative who gives her new demands and conditions. Saying "look if you want me to support you, you have to go back to school". That would make her go back to school. So that would push her back....

Andile: Earlier on you referred to the issue of dropping out because of poverty. In your view, how do you relate the issue of youth to the backgrounds of parents and their level of education?

Principal A: Most of the youth in the area already have parents who are not educated and most of them are not even working. This affects us as a school since the parents are

not part of their education. Sometimes when these learners are in trouble we call the parents. But some parents do not come.

You see parents who have education support their kids. They attend parents' meetings and really assist with disciplining their kids.

Andile: You also mentioned the issue of orphans in the school. How do you, as a school, assist them?

Principal A: Some do get assistance from the department and some keep it a secret until it is too late. They hide their status and as a result we can't assist them. Some learners who communicate that they are orphans are exempted from the school's fees; but those that keep quiet are reminded by us that they have to pay.

As a school we try and communicate to them that they should avail themselves. But the peer pressure also plays a role. They are sometimes scared that other learners are going to laugh at them.

Andile: So being an orphan is associated with a stigma?

Principal A: Not necessarily. It's just that with students you can never determine how they will treat a matter. They will turn the most critical issue into a joke.

Andile: Those who are orphans and do not declare it when filling in their forms, what do they normally say?

Principal A: Well they give you the details of the relative they are staying with. Sometimes it's because they don't identify themselves as orphans.

Andile: And learners who are generally poor (with parents), how are they assisted?

Principal A: We hardly deal with that since most youth in the school, learners do not report these issues. As a school, we try and assist emotionally and the school fees are very low. Learners think being poor is embarrassing and hide it.

Andile: What possible pathways do the youths who drop out of school take in the ETD in this school and in general as you discuss this with other principals?

Principal A: What is taking them out of school?

Andile: No, where do they end up after dropping out, With the exception of going back to school. For example, have there been incidences where they drop out and go to FET colleges or enrol in skills programmes? Some of them do go to FET; but there have been minor incidents of that.

Principal A: Most of them end up in the taxi industry.

Andile: So the labour market. They end up in the taxi industry?

Principal A: Yes, and they are not taxi drivers either. Not even as drivers but as.....what is the new name they use?

Andile: Conductors.

Principal A: No, no, no, sliding door operators (laughter). I think they are called something like that. I can't remember the name.

Andile: Why not drivers. Doesn't it pay better?

Principal A: To be a driver you need a driver's licence and some experience. For these youth, they have to be conductors for a very long time in order to afford a driver's licence. Some of them don't get there. And even when they have the licence, they have to find a taxi owner who is willing to employ them. Drivers earn better than conductors, but it is not enough to take the person out of poverty and you can be fired anytime.

Andile: In this school, how do you encourage learners to stay in school?

Principal A: The school has the best teachers. We encourage the learners to use their teachers. Sometimes we talk and the learners do not want to listen. That is why sometimes we call people like yourself [referring to me] to come and motivate the learners at assembly and talk to our learners, so that they get to tell our young people that it's also possible to do better and move away from poverty. So that is how we do it.

Andile: It's good to know that you believe in your team. So what do the teachers do to encourage the learners to stay in the school?

Principal A: They teach. And they have all the information. If the learners make use of their teachers then they get enough information. My team, I believe that as a principal you need to concentrate on the good and minimise the bad. You can't keep on saying people are bad and not do anything to help them.

Principal A: What does the policy say?

Andile: The next issue is the effect of dropping out on the individual, the community, the county, and the labour market. I would like to know your views on these. As a broad question, feel free to expand on all of them.

Principal A: You know, sometimes I tell the teachers that we might never retire. The retirement age might come but there might be no skills to substitute us. We might find ourselves having to continue teaching even when we are walking on walking sticks....

So the individual first of all is unable to be independent. He ends up being dependent all the time on people he knows and sometimes on strangers and on the government. And you are forced into that kind of life even if you do not want to because of the tendency (...dependency). When we talk of the country, the economy of the country is continuously affected; it is dropping because of these kinds of people. They resort to a criminal element. This emanates from these kinds of people that drop out and have no vision, and they end up being a burden to their families and to the government.

I should think that the Department of Social Welfare is given an extra burden as well because it needs to fund these kinds of people that are irresponsible. Because nale mali yeqolo (child grant) - that was uncalled for. But because of the irresponsible people, the government has to structure something for these people. The money is taken from our taxes which makes the responsible people suffer as well. I do not approve of it. I don't think it is a good idea.

Andile: It's policy.... Laughing.

Principal A: Yes, it is policy but most policies are not good enough. They are not addressing the issues that they are supposed to be addressing. I do not know whether it is because of the skills or what. But these policies are not addressing the issues.

Andile: You are touching mostly on the grants. Is there a relationship between dropping out and grants?

Principal A: Most of the learners, one way or another, depend on these grants. Even learners who do not drop out of school in the area depend on these grants. You know the mindset of the children is so bad because I do not think someone might involve themselves in unprotected sex because of the R200 at the end of the month. This amount is very minimal. I don't think so, but the situation is so bad that some of these people are doing it.

Andile: You have mentioned the impact on the individual and on the community. What are the impacts on the country and the youth labour market? I think that this, in a way, is related to the grant structures and issues that you talked about.

Principal A: In the labour market we end up having these foreigners in positions. That is because of the skills issues. We end up complaining and saying that these people are stealing our jobs and yet we are not ready for these jobs....

Andile: How does dropping out of school affect the: individual, community, country, employment/unemployment, the youth labour market?

Principal A: Eish, that is a huge question. Dropping out limits the number of skills or high level of education. In this area, youth are already from poor families. Education assists them in finding employment and better paying jobs. I always tell my learners that education might be their only way out. When they drop out they do not get the skills and cannot be employed. Some of them end up in drugs and crime. It becomes very complicated. I always try to use the case of South African liberation. Do you think if Mandela was not educated he would have understood the theoretical and practical impact of apartheid? No he would not have. Compare him with uneducated people who were fighting apartheid. The educated fought in the courts of law and made the whole world know. The uneducated got instructions from the educated and were given guns to fight physically. There is no need for physical fighting and guns now so all learners have to try to be educated so that they give instructions and liberate themselves. Otherwise they will be poor all their lives. Learners seem to think selling fruits at a corner of a street will make them rich. You also need to be educated to manage your own business. You need to at least be able to have a system otherwise you will never make enough money.

Andile: In your view, what is the relationship between education level and employability?

Principal A: A person that is not educated is not employable and stands a bad chance of getting a job. Look, even if you go for a new job you have to be trained and if you are not educated you are not easily trainable.

High School 1 is the pseudonym for the first High school

Establishing the destinations

Another high school about 2 km from High School 1

6.1.2. MAZ

Andile: I mentioned at the beginning that the information we get from you will not include your name during report writing. I have already explained to you what the purpose of the research is and why we are recording the interviews. What will happen hereafter is that I will write down the information you give me and then give it to you to check. I will write it in isiZulu because the interview is in isiZulu. After you have checked it, you will then need to indicate whether it is accurate regarding the things you have said. For the record, what is your name?

Maz: I'm Maz.

Andile: How old are you?

Maz: I'm 24.

Andile: Are you female or male?

Maz: I'm female.

Andile: I see you are wearing a ring. When did you get married?

Maz: I'm not married. Just wearing my mother's ring.

Andile: Do you have a child?

Maz: I do, but she died.

Andile: I am sorry about that... What is your current occupation?

Maz: Right now?

Andile: Yes.

Maz: I'm not doing anything.

Andile: Are you at school? Are you working?

Maz: I do piece jobs on the road.

Andile: What do you do on the road?

Maz: We are working for a company which was contracted by works to do plumbing. We dig trenches for plumbing.

Andile: Are you doing piece jobs at the moment?

Maz: Yes, in road construction for 3 weeks.

Andile: For 3 weeks; when did you start?

Maz: I started last week Wednesday.

Andile: Do you get your income monthly or weekly?

Maz: They said fortnightly.

Andile: Fortnightly. Could you tell me how much you earn? But just give an estimate between R300-00 and R399-00, R400-00 and R499-00, or R500- 00 and R599-00. And so on.

Maz: I think it's going to be between R500-00 and R899-00?

Andile: It's R899-00 per fortnight.

Maz: Yes.

Andile: Who do you stay with?

Maz: With my mother, my sister and my sister's child.

Andile: Who is the bread winner at your house?

Maz: We all try. We are all unemployed and we try.

Andile: How old is your mother?

Maz: She is 66.

Andile: Is she married?

Maz: Yes, she is married.

Andile: Is your father working?

Maz: Yes he is but he stays with another woman since 1997.

Andile: Her husband is... Does he support your mother?

Maz: Not always. Maybe once or twice per year he gives us money.

Andile: Where does your father stay?

Maz: He stays at Mlazi in Q Section.

Andile: Ok! How old is your father?

Maz: I think he is now 70.

Andile: What does your mother do?

Maz: She stays at home.

Andile: Does she get a pension?

Maz: Yes, she does.

Andile: Your father?

Maz: I don't know because I don't stay with him.

Andile: How many children does your mother have ... and what are their age groups?

Maz: There are eight of us. Three passed away. My older sister is married. We stay with my other sister who is between, who is I think 33.

Andile: Is she working?

Maz: Yes, she is also a temporary worker.

Andile: Where is she working at the moment?

Maz: She is also cleaning the roads.

Andile: Is your sister a contract worker?

Maz: Yes, she is.

Andile: When did she start?

Maz: Yes around there, 1996, around there.

Andile: She has been a temp for the past ten years?

Maz: Yes she has been. She is a cleaner and they did not make them permanent.

Andile: Does she have a child?

Maz: Yes.

Andile: Can you estimate her income?

Maz: It's R900.

Andile: How often does she get paid this salary?

Maz: Monthly.

Andile: Your brother?

Maz: He is not working.

Andile: How old is he?

Maz: He's 27.

Andile: 27...is he studying?

Maz: No, he is not at school.

Andile: When did he leave school? And what standard/grade?

Maz: He was in standard 7 (Grade 9), I think in 1999.

Andile: Why did he leave school?

Maz: He was going to attend the initiation school.

Andile: How long does initiation school take?

Maz: It took him about two months.

Andile: When he came back, why did he not go back to school?

Maz: I don't know

Andile: Does he have children?

Maz: No, he doesn't have children.

Andile: Where does he get income from every month?

Maz: He gets money when my mother receives her pension. She gives him some money.

Andile: Ok, when did you leave school?

Maz: In 2000.

Andile: Why?

Maz: It's.... I got a baby.

Andile: Were you pregnant?

Maz: Yes. I dropped out of school in 2000. It's...I got a baby. I was pregnant.

Andile: Okay, what Standard were you in when you stopped going to school?

Maz: I stopped at 9.

Andile: Standard 9?

Maz: Yes.

Andile: What did you do in after that?

Maz: I raised my child.

Andile: And when did your child pass away?

Maz: In 2001.

Andile: So from 2002, what were you doing? (occupation)

Maz: I was not doing anything. In 2005 I went to study to learn how to compile a business plan.

Andile: In 2005 you went to study how to compile a business plan, where did you study?

Maz: At Umbumbulu College.

Andile: For how long? And did you get a qualification?

Maz: 10 days. They gave us a certificate.

Andile: 10 days? Was it a qualification or certificate of attendance?

Maz: Certificate of attendance. After dropping out of secondary school, I did not try to go back. I made one attempt instead to do a short (10 days) course at one college to learn how to compile a business plan

Andile: How did you get to the programme? Where did you hear about it?

Maz: At Works.

Andile: It was... What is Works?

Maz: It's a public office. (Works is a public works office in the area)

Andile: Ok, after that how did you hear about this business plan course?

Maz: About the business plan?

Andile: Yes.

Maz: The community was called together and we were told that those of us that didn't work had to come and indicate what we would like to study. I indicated that I wanted to be a cleaner. They took people in groups of ten and I wasn't sure about what I wanted to do; so I then went to that group.

Andile: How many people benefited went for the course? And how many people ended up getting posts for which they had studied for.

Maz: All of us did succeed; the only problem was that there were no jobs but we did get the money.

Andile: How much did you get?

Maz: R30 000-00.

Andile: Per person?

Maz: No all of us.

Andile: You got R30 000-00 all together?

Maz: All of us as a group.

Andile: For 10 people?

Maz: For 10 people in our group, I don't know about the others.

Andile: Did you manage with that? Was it for you to spend?

Maz: No, we bought the materials we needed for our work.

Andile: Was this money for starting a business? What kind of business

Maz: Yes it was. We started a business for cleaning.

Andile: For cleaning?

Maz: Yes. Things like soap, mops and vacuum cleaners.

Maz: For vacuuming as well as chemicals for cleaning. We also bought overalls for 10 people. Actually we did not buy 10 we bought 15, thinking that with time others would want to join us and they would then use those extra overalls.

Andile: Where are all these things?

Maz: They are stored at Works; we keep them there because there is security.

Andile: So you had R30 000-00 to buy material with?

Maz: Yes. While at home I heard about a 10 day course at Umbumbulu College. The community was called together and we were told that those of us who didn't work had to come and indicate what we would like to study. It was free so I went and learned how to compile a business plan. I succeeded in the course...we all passed. After finishing, we managed to form a Cleaning Company business...but we had difficulty finding work.

Andile: Subsequent to that you have never received business. Did you try to get any business?

Maz: We tried; we are even registered on the computer. When they do a search we appear, but our problem is the certificate.

Andile: For what?

Maz: For us to get the work. A certificate (company registration) was sent to us. You see when things are sent in your name and you are working, full of jealous, you don't want to tell others that you are working until the certificate is returned.

Andile: Who was jealous and where was the certificate returned?

Maz: We used someone else's name and address and the certificate was returned back to the department.

Andile: Ok, what did you do to get it again?

Maz: We were called to places to do work but we told them that we had problems with our certificate. They then wanted to know how, because the certificate had been sent to us. They advised us to ask about it, even if we only got a certificate number. We asked for the certificate number. We wanted to go into town and one gentleman stopped us and asked why we were being so secretive.

Andile: Really?

Maz: We went back to drop off the tender documents and the same gentleman told us we were late because the documents had already left. He told us they left at 14:00 meaning he could no longer take any documents.

Andile: Meaning the registration time had expired?

Maz: Yes.

Andile: But have you tried to get the certificate again?

Maz: No

Andile: So you tried to find a job, and you learned how to write a business plan?

Maz: Yes.

Andile: And all did not succeed.

Maz: Yes.

Andile: Have you tried to go study at an FET college?

Maz: No I have never tried. I did not pass Matric.

Andile: Do you...have you heard of the SETAS?

Maz: No.

Andile: Have you heard of the learnerships and Skills programmes?

Maz: No?

Andile: Have you heard of Umsobomvu?

Maz: Yes.

Andile: Have you tried to get assistance from Umsobomvu for starting a business?

Maz: No. But I know people who have tried like the guy who has a salon and he did not get money.

Andile: The National Youth Commission?

Maz: No. Is that difference to the ANC Youth League?

Andile: Yes it is.

Andile: The SETAS are structures that should assist people without skills in getting those skills whether they are employed or not. There are conditions and procedures for that.

Maz: Ok. Are you saying people who are employed and those that are unemployed have to be assisted in getting skills?

Andile: Yes and I think the business plan course that you did at Umbumbulu is part of the Skills Development and it is probably part of the SETA programme. Umsobomvu is an organisation that has funds to assist the youth of SA to start their businesses.

Maz: Ok! I know about Umsobomvu.

Andile: And then the Youth Commission is a branch of government that deals with different issues that affect young people between the ages of 14 and 35. So, for me the issue is to at least get an idea of whether people know what they need to do to be assisted. During the time that you still wanted to, did you try to go back to school?

Maz: No, I've never tried

Andile: Why?

Maz: I didn't have money.

Andile: Ok, did you try to get a job?

Maz: I did try.

Andile: And then did you get one?

Maz: I didn't succeed.

Andile: What is the problem?

Maz: The problem is that every time you go and market yourself, they want certificates. You see now I don't have one.

Andile: And were there any people assisting you when you were out looking for a job?

Maz: No, there was no one.

Andile: Starting a business, I think we touched on that earlier about the business plan and so on. Is there anything else that you tried doing to get money?

Maz: Yes, I was selling drinks. (alcoholic drinks – beer)

Andile: You sold drinks and then why did you stop selling these?

Maz: Sometimes I would come home from where I had been and I would find that they (family) had drunk the drinks and there would be no money coming in.

Andile: So you stopped selling?

Maz: No, sometimes I would arrive and my mother had taken the money to buy paraffin, and when I asked about it she would ask me what we should eat for supper. I then decided to stop selling.

Andile: Where do you think most people who drop-out of school end up?

Maz: Some become lucky and find a job, and others are just without luck and they stay at home. Most are without a job.

Andile: Are there any other people you know that dropped out of school in Folweni?

Maz: There are quite a few, I wouldn't be able to count them.

Andile: Why did they drop-out?

Maz: Different reasons, pregnant, failed, some were arrested.

Andile: If you were to be assisted by someone, what do you think you would want them to assist you with?

Maz: With studying or with employment?

Andile: Studying what?

Maz: I would want them to find me a job.

Andile: Why don't you go back to school? Or go to FET...college?

Maz: It has been a long time and I think that my brain would fail me. I might not grasp things like I used to.

Andile: How do you think the government has assisted youth to get into FET, higher education or employment?

Maz: In cases where there has been help, it ends too quickly. For an example I got a job but it's ending in three weeks. I have been lucky but not everyone. Also people who have children get money, grants.

Andile: Ok, thank you Maz. I will write down this information and then show it to you so you can tell me if there are things you didn't say or if I left some things out. You can then show me and if there is a follow up I will call you. The other thing is that I will only use this information for this research and nothing else. If there is someone who wants to use this information, he or she will have to contact you and you can give him or her consent to use this information.

Maz: Ok.

Andile: What is your number?

Maz: My...home number?

Andile: Your home number. So if I call you I'll use 031 90011**...thank you.

6.1.3. MOON LADY

Andile: As I start recording what I would like you to know is that I will not use your name. I will not use the data for any other reason other than my school work. So you won't find that I took this information and gave it to someone else for his or her studies. After the interview, I will transcribe the interview and let you read it before translation. As said before, the research is for my studies. It concentrates on youth and their experiences.

Moon Lady: Ok, when you start I will check?

Andile: No, I will ask you the questions and then you will answer. Is that fine? You can also ask me questions if you do not understand or if you want more information. What is your name and surname?

Moon Lady: Moon Lady.

Andile: How old are you?

Moon Lady: 22.

Andile: For the Record, are you male or female?

Moon Lady: Female.

Andile: Are you married?

Moon Lady: No. I am single.

Andile: Do you have children?

Moon Lady: Yes. I have two children.

Andile: How old and do they go to school at the moment?

Moon Lady: The one is at school and the other one is not.

Andile: What Standard is the one at school busy with?

Moon Lady: Grade 1.

Andile: How old is the child that is not in school?

Moon Lady: She is 5 years old.

Andile: How old is the child that is in school?

Moon Lady: She is 7.

Andile: Where is she attending school?

Moon Lady: At Hlengisizwe local primary school

Andile: You said before that you were single, where is the father of your children?

Moon Lady: In Greytown. Greytown is at least 250-300 km from where the participant stays.

Andile: What is he doing in Greytown? Occupation

Moon Lady: He is working.

Andile: What does he do?

Moon Lady: Anything.

Andile: Is he supporting the children?

Moon Lady: With the little that he gets – if he gets it.

Andile: What do you mean when you say “if he gets it”?

Moon Lady: Like when he has done a lousy job.

Andile: What job is a lousy one?

Moon Lady: Like painting at places, like contractors.

Andile: Ok, he is not always working.

Moon Lady: Yes.

Andile: Who tells him if there is a piece job available?

Moon Lady: There are people working with him; they tell him if they are called somewhere.

Andile: So if they don't call him, it means there is no work.

Moon Lady: Yes.

Andile: What is your occupation?

Moon Lady: I am unemployed

Andile: What is your source of income?

Moon Lady: I am not working. I get money for the children. (grants)

Andile: Ok, how much do you get per month?

Moon Lady: It's only the money I get for them, R580-00. I get a grant for both of them.

Andile: The children?

Moon Lady: Yes.

Andile: How much per child?

Moon Lady: R180-00.

Andile: Why is it R580-00?

Moon Lady: I'm getting it for my brother's child as well.

Andile: Where is that child?

Moon Lady: At the farm.

Andile: What do you do with that money after getting it?

Moon Lady: I give it to my mother.

Andile: So for your children you get R360-00?

Moon Lady: Yes.

Andile: What do you do with the R360-00?

Moon Lady: I...I buy food and clothes.

Andile: For who?

Moon Lady: For the children.

Andile: And you?

Moon Lady: I use my own money to buy my clothes.

Andile: Where do you get that money from? (source of income)

Moon Lady: They give me the money.

Andile: Who gives you the money?

Moon Lady: Silent... Giggles...

Andile: Ok, how much do they give you per month?

Moon Lady: Ok, they give me R200-00.

Andile: It is your mother, your father, your boyfriend, and the father of your children.

Moon Lady: Boyfriend...

Andile: What does your boyfriend do? What kind of job does he have?

Moon Lady: He is a conductor.

Andile: Ok, who do you stay with?

Moon Lady: With my mother, my father, my two children, my two brothers and Gugu.

Andile: Your mother, your father, your two brothers and your two children?

Moon Lady: And with my cousin.

Andile: What does your mother and father doing for a living?

Moon Lady: They stay at home and are earning a pension.

Andile: Both of them?

Moon Lady: Yes.

Andile: How much is the pension each month?

Moon Lady: It is R820-00.

Andile: Per person?

Moon Lady: Yes.

Andile: Your brothers?

Moon Lady: One is working.

Andile: Where is he working?

Moon Lady: He is a security guard.

Andile: The other one?

Moon Lady: The other one stays at home.

Andile: How old are they?

Moon Lady: Younger Brother* is 30.

Andile: The one who is a security guard?

Moon Lady: Yes, the one who stays at home is 34.

Andile: You told me earlier your children's ages; one is 7 and the other is how old?

Moon Lady: She is 5.

Andile: She is 5, Ok. There is also a cousin. How old is your cousin?

Moon Lady: Gugu? She is 21 years old.

Andile: What is she doing now? (Occupation)

Moon Lady: She is attending school.

Andile: Where?

Moon Lady: At Folweni High.

Andile: What Standard is she in?

Moon Lady: She is in Standard 9.

Andile: Standard 9 is Grade 11?

Moon Lady: Yes.

Andile: Ok, at Folweni High. Why did your brothers leave school?

Moon Lady: OLDER BROTHER* ended in Standard 8, and YOUNGER BROTHER* in...

Andile: Ok, OLDER BROTHER* is the one who is 34?

Moon Lady: Yes.

Andile: Ok, YOUNGER BROTHER* completed it. What did YOUNGER BROTHER* do after finishing school?

Moon Lady: He just stayed and continued to seek piece jobs. He also received security certificates for the job he is doing presently.

Andile: So, the monthly income in your household is your mother's and your father's money from their pension. What about Younger Brother* and the children's grant?

Moon Lady: It includes the children's grant.

Andile: How many are you in the house? I mean how big is your house?

Moon Lady: It is an RDP house.

Andile: How many bedrooms do you have?

Moon Lady: No, RDP houses are not partitioned, there is only one room.

Andile: Ok, it has one room that is partitioned?

Moon Lady: It is partitioned.

Andile: How is it partitioned? With furniture?

Moon Lady: With sheets and furniture.

Andile: Where do the boys sleep?

Moon Lady: The boys sleep in the two rooms outside.

Andile: Ok, how long have you stayed here at Folweni?

Moon Lady: It is about a year.

Andile: Before that, where were you staying?

Moon Lady: I was staying at Greytown.

Andile: In which Standard did you leave school?

Moon Lady: I left in Standard 7.

Andile: Why did you leave school?

Moon Lady: I left school in Grade 9...I dropped out because I was pregnant (in 2000); I was also sick; I had an eye problem; when I exercise or read, my eyes became red and tears just kept running out. I still have that problem today but it is not like before. The doctors told me that I developed some allergy with a type of tree.

Moon Lady: I was sick.

Andile: What made you sick?

Moon Lady: I had an eye problem. When I exercised or read my eyes became red, with tears just running out.

Andile: Do you still have the eye problem?

Moon Lady: Yes I do, but not like before.

Andile: Did you go to the doctor?

Moon Lady: I went to a doctor and he just told me I was speaking nonsense, and that I had looked at a tree that did not go well with my eyes.

Andile: Really! Where did you have a look at this tree?

Moon Lady: In the rural areas.

Andile: And how did the problem get solved?

Moon Lady: I don't know, but he ended up giving me tablets.

Andile: What are you doing right now? (Occupation)

Moon Lady: I'm not doing anything right now.

Andile: What is the reason for you not doing anything?

Moon Lady: I have been trying; I was still going to try I just had to go somewhere first. In town, I was going to try and study for a certificate or go to Shoprite to look for a job. At Cambridge they said they wanted a certificate for being a teller. I am now trying to get that.

Andile: When did you try or when are you going to try?

Moon Lady: I will try at the beginning of the new month because there is too much business in December.

Andile: Ok, in which year did you leave school?

Moon Lady: I left school in 2000.

Andile: In 2000?

Moon Lady: Yes.

Andile: So tell me about your activities since then. What were you doing in 2001?

Moon Lady: I was working at the Mini Cash next to my home.

Andile: What were you doing at Mini Cash?

Moon Lady: It was just a shop, we just worked, even at the bakery, we also packed the goods in the store.

Andile: And in the following years?

Moon Lady: In 2002, 2003, 2004 I continued working there. In 2004 I did a piece job in a bottle store, I was selling things.

Andile: In Greytown?

Moon Lady: Yes, in Greytown.

Andile: In 2005?

Moon Lady: In 2005 I was working at my uncle's house in town.

Andile: All right, and in 2006?

Moon Lady: I was not doing anything. Unemployed.

Andile: Why did you stop working at these places?

Moon Lady: I was not registered at Mini Cash. They used to tell us that the owner wanted as many people as possible to work because sometimes we would be sitting

doing nothing. I ended up leaving the jobs at these places and I had to come and stay with my mother here at Folweni, and previously at Greytown we rented a place.

Andile: Why didn't you try to go back to school?

Moon Lady: I don't know, I tried at Greytown where we used to live, hey I tried, but I discovered that it was difficult.

Andile: Was it difficult at school?

Moon Lady: I can't imagine studying with younger children.

Andile: What is it that was difficult at school?

Moon Lady: What was difficult at school? There was nothing difficult; I only had a problem with my eyes.

Andile: I mean the time you were trying to go back to school.

Moon Lady: I was embarrassed to go back. I thought that going back and starting afresh with my sister's child, who was already ahead of me, would give me stress. But I know school is important.

Andile: Ok. Why was it important to you to go to school?

Moon Lady: It was important because I can see that nowadays you don't get anything easily if you aren't educated.

Andile: What made you see that?

Moon Lady: I see a lot of people being independent, sometimes in the families, problems are eradicated and they get assisted by people as young as myself. Had I also continued, I would have been of great help at home.

Andile: Are you not at this stage?

Moon Lady: No, it's just small help.

Andile: Does it ever happen that you think about going back to school again?

Moon Lady: I sometimes really think about it.

Andile: What stops you?

Moon Lady: Let me say it's only that I am older.

Andile: For going back to school?

Moon Lady: For going back to school.

Andile: How old are you?

Moon Lady: I'm 22.

Andile: How old is your cousin.

Moon Lady: My parents?

Andile: Your cousin?

Moon Lady: Ok. She is 21.

Andile: But where is she? What does she do?

Moon Lady: I think she is better because she is now doing Standard 9 and I have to start in Standard 7.

Andile: What do you think was the problem during the time you were trying to get a job?

Moon Lady: Most of the time the problem was that they wanted someone with Matric. I don't have it, most of the time they said they wanted a Matric certificate and then find that I really don't have it. When you seek a job, you are asked for qualification...everything you do you are asked to produce Matric certificate. You can see from this that education means a lot.

Andile: Did you try to start your own business?

Moon Lady: I have never tried.

Andile: Why?

Moon Lady: I don't have money at the moment.

Andile: Did you try to get some assistance from anyone regarding money?

Moon Lady: No one has money in my family.

Andile: Did you try Umsobomvu?

Moon Lady: No what I can say is that I don't know anyone who can assist.

Andile: If you were given the opportunity to start up a business, what kind of business would you start?

Moon Lady: I might start a business, but selling drinks because that seems to be the only business that works easily.

Andile: What kind of drinks?

Moon Lady: Oh, cool drinks and beer.

Andile: Ok, have you heard of SETAS?

Moon Lady: Of what?

Andile: SETAS, have you heard of SETAS?

Moon Lady: No, I have never heard of it.

Andile: Haven't you heard that the government is assisting people to improve their skills? Those people that have been working and have experience and people who are not employed. Something like that?

Moon Lady: I have never heard about it because the problem is that we don't even have a radio.

Andile: You never even hear the neighbours talking about it?

Moon Lady: No, I have never heard about it.

Andile: You have never even heard it on the neighbours' TV?

Moon Lady: No.

Andile: Ok, what about learnerships?

Moon Lady: Could you please elaborate a little on that one?

Andile: You have also never heard about these?

Moon Lady: I have never heard about them.

Andile: Ok, the Youth Commission?

Moon Lady: Maybe, is it a get-together for the youth?

Andile: No, there is a structure called the Youth Commission, which deals with youth issues in South Africa.

Moon Lady: Oh! I used to hear that there are people who assist the youth with problems.

Andile: Where did you hear about it?

Moon Lady: I heard about it on the radio.

Andile: Really! You just said there was no radio at home?

Moon Lady: At MaMkhize's house, she is our neighbour.

Andile: Oh, at your neighbour's.

Moon Lady: Yes, my neighbour.

Andile: That means that you have just heard about it recently because MaMkhize just started staying here last month.

Moon Lady: Yes.

Andile: Did you ever try to contact them?

Moon Lady: No, I never tried.

Andile: You tried to go back to school and in the process you thought you were too old?

Moon Lady: Yes I have tried.

Andile: What happened?

Moon Lady: I did think about it because I even bought the uniform.

Andile: Which uniform did you buy before being admitted to school?

Moon Lady: I went to Greytown.

Andile: Had they already accepted you?

Moon Lady: Yes, they had no problem.

Andile: So they did not have a problem with you going back to school?

Moon Lady: They didn't have a problem because they said I must try and get the remove.

Andile: Ok.

Moon Lady: I went twice I think and I thought the children were teasing me, and I then stopped going because it was difficult.

Andile: How did they tease you?

Moon Lady: They laughed at me because in class there were those that were way younger than me. I was too old.

Andile: How did you know that they were laughing at you?

Moon Lady: Hey! Kids like mocking each other.

Andile: What did they say when they were teasing you?

Moon Lady: That they saw themselves studying with their granny, some even said, "Wow, Siphos (pseudo)'s mom" and I saw it was necessary to put the pen down. It was at that moment that I realised it was necessary to put the pen down. I couldn't imagine myself studying with younger children. My sister's child, who was much younger than I was, was already ahead of me in school. Studying in this environment gave me stress.

Andile: Did they know you?

Moon Lady: Yes, these children knew me very well.

Andile: So what did the teachers say at school?

Moon Lady: They didn't say anything.

Andile: So those that knew you had a child at school, what did they say when you did not come back?

Moon Lady: No, they did not say anything.

Andile: Oh! What did they say at home when you were not going back to school?

Moon Lady: They were disturbed but they said that I might as well stay at home rather than being made a laughing stock by children. The teachers didn't say anything when other learners teased us. It was a bad experience for me. When I decided not to go back to the school, my family was disturbed but after a while they said that I might as well stay at home rather than being made a laughing stock by children.

Andile: Why was it important for you to go back to school at that time?

Moon Lady: It was important because when I decided to look for a job they wanted a Matric certificate. In most jobs they want a Matric certificate and then they find out that I don't have one.

Andile: Was there anyone assisting you to get a job?

Moon Lady: There was someone who once assisted me; even here at Folweni there is someone.

Andile: Who assisted you?

Moon Lady: It was my brother-in-law who is working at Pick & Win; she has been working there for very long.

Andile: Now, what happened?

Moon Lady: They said I must first get a certificate for operating a till and bring it to them. I tried to go back to secondary school but I discovered it was difficult. So now, in town, I was going to try and study for a certificate. At one Shoprite store they said they wanted a certificate for being a teller so I am trying to get that.

Andile: Oh! So you said you never tried to start your own business?

Moon Lady: I have never tried.

Andile: Since you are staying at home what is happening? What are your experiences?

Moon Lady: I need a job because now I am staying at home unwillingly until the sun goes down (all day).

Andile: What is it that you think can help you right now?

Moon Lady: What will help me right now is to go and get the certificate.

Andile: The certificate you are talking about, how much is the certificate?

Moon Lady: It is R150-00.

Andile: R150-00. How much do you earn per month?

Moon Lady: R580-00, R200

Andile: Is that from the children grant?

Moon Lady: Yes it is from the grant and some money from my boyfriend.

Andile: So is that not enough for paying for the certificate? Or what is the challenge right now?

Moon Lady: The problem is that since my brother passed away we have accumulated too much debt. We are using all the money to pay it back.

Andile: When you think about it, where do many people end up when they leave school before completing Matric? Where do they end up?

Moon Lady: They end up being nothing, just loitering the streets drunk, not even knowing what time it is.

Andile: Here at Folweni?

Moon Lady: Even here at Folweni I see it is that way too people too.

Andile: What do you think the government is doing to assist the youth?

Moon Lady: Sometimes the government creates job opportunities. But we never get in, not everyone gets in. Except people who clean the road and some who have building certificates. Others have their friends at Public Works and they get tenders.

Andile: Here at Folweni?

Moon Lady: Yes, even here, sometimes when the roads need to be cleaned the government creates those opportunities.

Andile: How many people does the government employ?

Moon Lady: I don't know how many people. Not many though.

Andile: Are there many of those whom you know?

Moon Lady: There are those that got employed today.

Andile: Why were you not employed?

Moon Lady: It's just that they don't know me well here at Folweni.

Andile: You get hired if you are known?

Moon Lady: Yes, I think so.

Andile: You think the hiring...

Moon Lady: The way I see it, is that they only employ people that they know. People who have lived in Folweni for a long time are luckier. When they hire, they call people by names.

Andile: When did they register their names?

Moon Lady: I don't know but they just shout 'so and so come', and my neighbour also got the job.

Andile: Who was calling the names?

Moon Lady: I don't know that guy but I am familiar with his face, he is also from this area.

Andile: How much has dropping out of school affected your future?

Moon Lady: It has affected my future very much because there are many things that I can't get because I quit school.

Andile: Many things like what?

Moon Lady: Like jobs.

Andile: So, what do you think the youth here at Folweni end up doing after dropping out of school?

Moon Lady: Yes, it's only cleaning.

Andile: Are there any who go back to school?

Moon Lady: No. I don't know. But I have not seen many people go back to school. They just drink isiqatha.

Andile: How do you think government is assisting the youth, except with these cleaning jobs?

Moon Lady: The government is assisting by giving them a little money so that they are able to buy clothes and cosmetics. They get it so that they can produce something at

home because at home they are expecting you to give even the little that you get.

Andile: Who gets the money?

Moon Lady: People who have children.

Andile: Where do the unemployed parents in the area get the income to support their unemployed youth?

Moon Lady: Most of the time there are no jobs, the parents are earning a pension and child grants.

Andile: Thank you Moon Lady. As I said before, I will transcribe the interview and be in touch. Thank you for your time. If I have follow-up questions I will contact you. What is your phone number? May I have your number?

Moon Lady: XXXXXXXX

Andile: What I will do is write down this interview and I will show it to you so that you can read it before I submit it at school. I promised you before that I would not include your name.

Moon Lady: Yes.

Andile: I'm the only one who will know your name.

Moon Lady: Ok.

Notes:

- A conductor is the person who assists the taxi driver in the township. His job is to identify passengers, alert the driver to stop, and he opens and closes the door for these passengers. They generally earn R30 – R50 per day working from about 4am (earliest) to 8pm (latest).
- A remove is a stamped note from the former school to the new school confirming that you were their learner and that you are moving to the next grade. This is in addition to the report card.
- Siphso - Her child's pseudonym.
- Isiqatha is a very cheap drink with very high alcohol level.
- The father to the children lives in Greytown which is about 200km from Folweni (where the mother and the children live). He is a casual worker as and when there is a job to be done.
- Income dependent of child grants and it takes care of her needs (mum's).
- Conditions for a grant – no father.
- The 3 (mum, 3 children) survive on R580 per month.
- She and her family stay in the RDP houses. These houses are one bedroom houses separated into the living room, and the....
- Retirement grant as the second household income.
- She has two youth brothers. Both dropped out of school as well. One is working as a security guard and the second one is unemployed.

6.1.4. Shorty

Andile: I need to put on record that, as explained, the interview is for my studies. It covers the youth experiences in the area. I need to record the interview. I will not use your name for whatever reasons in the study or presentations. After the interview, I will write everything down (transcribe) and you will have to check whether what I have written is in accordance with what you have said, and I will take it from there. If you discover that the information that I promised would be used for my research has been used for purposes other than the research that would be bridge of our agreement. You have the right to deal with me in any way you may see fit, report me to the University of Pretoria. If we write a report we will not write your name, we will only refer to you as a 'participant' or we will give a 'pseudonym'.

Basically the research looks at the youth and the youth labour market concerning the issues of employment. It investigates problems experienced by the youth when they seek employment or when they want to go back to school. Our aim is also to find out why the youth drop out in the first place, and to evaluate ways that work and those that do not work. Could you please tell me your name and surname?

Shorty: I'm Shorty K.

Andile: How old are you?

Shorty: I'm 26.

Andile: Male or female? For the record.

Shorty: Female.

Andile: Are you married? Or have been married before?

Shorty: No.

Andile: What is your current occupation?

Shorty: I'm not doing anything. Unemployed.

Andile: What is your source of income?

Shorty: I do not get any money per month. Except...

Andile: Except what?

Shorty: 190 (R190-00).

Andile: Where do you get this money from?

Shorty: It is the grant.

Andile: Oh! What grant?

Shorty: For my child.

Andile: Who do you stay with?

Shorty: I'm staying with my mother and my child.

Andile: How old is your mother? And father?

Shorty: I think she is 40-something. I don't know my father. My mother was married to someone else who passed away.

Andile: I am sorry to hear that. What is your mother's occupation and roughly how much does she get a month?

Shorty: R390-00.

Andile: Where does she get it?

Shorty: She also gets the grant.

Andile: What for?

Shorty: For children.

Andile: How old is your child? Is she attending school?

Shorty: Eight. Yes, the child is attending school.

Andile: Where?

Shorty: At Hlengisizwe (local school).

Andile: So, you have one child?

Shorty: Yes.

Andile: What is your highest qualification?

Shorty: In Standard 9.

Andile: In Standard 9 (Grade11). Where did you go to school?

Shorty: At Folweni High.

Andile: Why did you leave school?

Shorty: I could not manage. ...I mean, I don't know why I left school; I got pregnant and I didn't have money for me and my child. I dropped out of school as I could not manage.

Andile: You did not manage, why?

Shorty: I don't know why I left.

Andile: Did you fail?

Shorty: Yes, I failed but...

Andile: But?

Shorty: But that was not the reason. I did not have money for me and my child

Andile: But your child has a grant

Shorty: The money is not enough for us.

Andile: Is it enough for the child

Shorty: Sometimes.

Andile: When did you have your child?

Shorty: She was born in 1998.

Andile: So, you had the baby and you carried on with school?

Shorty: Yes.

Andile: So, at the time you were not at school you had a child, and you went back to school and then what happened? How long after did you go back?

Shorty: I gave birth and I went to school after a year.

Andile: Why did you go back then?

Shorty: I needed to finish and find a good job. And take care of my family.

Andile: So you associated finishing school and getting a good job.

Shorty: Yes. Educated people have good jobs. Looks at you, you have a new car every year and you take care of your whole family. I think all educated people get good jobs. Even if they do not drive good cars, they still make enough money to get everything they want.

Andile: Thanks for the complement. Now the reason you went back was the prospect of the future. You only stayed at home for a year, and when you went back you did not have any problems?

Shorty: Yes. I did not. The principal did not have a problem. They just wanted my report.

Andile: What made you leave then?

Shorty: I failed twice. Other teachers were saying nasty things about me at the time and I left. The principal only wanted my report [the previous year's report card to prove that she had passed]. My problems started when I encountered the school community. The teachers started saying nasty things about me. They mocked me... Said that is the reason I left school before... And that I will get another baby soon. They labelled me a whore and prostitute....This hurt me and I left. I failed twice.

Andile: Grade 11. Ok. Have you ever tried studying at the again?

Shorty: No.

Andile: Have you tried FET colleges like Coastal College?

Shorty: No. I have not passed Matric. It's been a long time out of school and I think my brain would fail me...I might not grasp things [academic work] like I used to. I have seen other people failing.

Andile: They do enrol students with Grade 10?

Shorty: I never thought about it. I didn't know that. And I do not have the money.

Andile: In which year did you leave school, in 1998? And what have you been doing since then?

Shorty: No in 2001. I was just staying home for all these years.

Andile: What are your plans for 2007?

Shorty: I have no plans. I hope I get a job. That is why I do short [non-formal] courses instead ...I have never tried to go back to the secondary school or to a [FET] College

Andile: Are you looking for a job?

Shorty: Not anymore. I have been looking all these years and have not found any. Please need Matric and I have Standard 9.

Andile: So after you dropped out in 2002 you never tried studying; you have never tried again? You have never even tried finding a job, not even starting your own company?

Shorty: Mmm! I have tried finding a job. But there are too many people who have even stopped looking. There are no jobs for people who are not educated. Guys are lucky; they can drive taxis or be conductors.

Andile: Why can't girls drive taxis?

Shorty: Eish! Have you ever seen a girl drive a taxi in this area? They will not employ a girl. No one will.

Andile: Maybe we should give you options that you have never tried...You said you have never tried to go back to school?

Shorty: (Giggling)

Andile: You have never even tried to go to college? You have also given up finding a job.

Andile: You have also never tried to start your own business?

Shorty: I tried, but things did not go well.

Andile: What business did you start?

Shorty: Selling Clothes? Second-hand items?

Andile: Ok! What went wrong?

Shorty: The capital; people were not paying their credit and I lacked the funds so I just decided to leave it.

Andile: Have you heard about SETAS?

Shorty: No.

Andile: Have you heard about Learnerships?

Shorty: No.

Andile: Have you heard of Umsobomvu?

Shorty: No.

Andile: Have you heard of skills programmes?

Shorty: No.

Andile: The National Youth Commission?

Shorty: No.

Andile: So you have not worked in your whole life?

Shorty: Yes. What I did find was just something I would not categorise as a job.

Andile: What kind of job would you not categorise as a job? Did you not earn money?

Shorty: I was earning money, but a minor salary.

Andile: What is that? What were you doing?

Shorty: I was just working in a house.

Andile: Cleaning?

Shorty: Yes.

Andile: Who found you the job?

Shorty: Another lady from area 14.

Andile: Ok. Then you decided to leave?

Shorty: No. I was just standing in for one lady who was sick.

Andile: For how long?

Shorty: Six months.

Andile: How much did you earn? About how much?

Shorty: I was earning R1500-00.

Andile: Monthly?

Shorty: Yes, monthly.

Andile: Ok. When you think about it, what is it that young people here at Folweni do after dropping out of school?

Shorty: They just sit and make babies, others use drugs.

Andile: How many people do you know that dropped out and are doing nothing?

Shorty: Mhh Lots. My age group there are lots and lots.

Andile: Ok. Those that get jobs, how do they get them?

Shorty: Eish!

Andile: What do you think helps people to get jobs here at Folweni? Those that work, what could have assisted them?

Shorty: Some get help from their relatives. Most people volunteer in order to get jobs.

Andile: Where do they volunteer?

Shorty: Like at...Works (Public Works).

Andile: Why don't you then volunteer?

Shorty: At the time they were volunteering I was not around, I was temporarily working but other girls were there.

Andile: How do you think leaving school has affected your life?

Shorty: It has affected me very much because I want to go back but now it's too late. Look at me now, I am not working, I'm not doing anything and I have no money, nothing.

Andile: So, it affected you financially?

Shorty: Yes.

Andile: Why is it too late?

Shorty: I am too old to go back to high school. I do not have money to pay for other courses.

Andile: How would you explain to another person the importance of studying? How would you explain to your child if your child needed help?

Shorty: It is important to study because you can't do most things if you are not educated. You can do most things if you are educated. You can afford a better life if you are educated.

Andile: Most things like what?

Shorty: There is nothing else except having money.

Andile: Having money?

Shorty: You are able to live well if you have money; you do what you want when you want.

Andile: If you were given an opportunity to ask someone for help, or even the government, what kind of help would you ask for your future?

Shorty: I would like to go back to school.

Andile: But you mentioned that it might be too late? How would going back to school assist you? What would you do at school?

Shorty: I would finish my schooling, even if it is too late. If I can get money and go on studying. That would be great.

Andile: Shorty, we have reached the end of the interview. Thank you.

I will write (transcribe) this interview down and I will call you when I am in Johannesburg for any follow-up or outstanding questions about going back to school or related issues.

Shorty: Oh!

Andile: Thanks.

6.1.5. WESTY

Andile: I am putting on record that I will not use your name for whatever information I use from this interview. If someone wants to use this information, they will first need to get written consent from you. If I ask you questions that you are uncomfortable with, you have a right not to answer. After transcribing and recording (writing down) this information, I will give it to you to read and make sure that these are all things you have said. Are you more comfortable if I use isiZulu or both English and isiZulu?

Westy: I would like to use isiZulu.

Andile: What is your name?

Westy: I'm Westy.

Andile: How old are you Westy?

Westy: I'm 23.

Andile: I would like to record your gender as male for the record. Are you married?

Westy: No.

Andile: What is your occupation?

Westy: I only play soccer.

Andile: Is it professional soccer? Meaning, does it pay?

Westy: No.

Andile: What else do you do?

Westy: Nothing.

Andile: Who do you stay with?

Westy: My mother.

Andile: How old is she?

Westy: In years?

Andile: Yes.

Westy: She was born in 1960.

Andile: What is your mother's occupation? Is she working?

Westy: No, she is not working.

Andile: How many children does your mother have?

Westy: Four.

Andile: And you, do you have a child?

Westy: No.

Andile: What is your mother's highest level of education? In which standard did your mother stop school?

Westy: In Standard eight.

Andile: Is she married?

Westy: Yes, she is married.

Andile: And how old is your father?

Westy: I don't know because he passed away.

Andile: How much money is your mother making per month?

Westy: Eish! I won't know because she sells vegetables.

Andile: Where does she sell them, at home?

Westy: Yes.

Andile: How many siblings - sisters and brothers do you have?

Westy: One sister.

Andile: Brothers?

Westy: Two brothers.

Andile: What is your sister doing as an occupation?

Westy: Sorry?

Andile: What does your sister do?

Westy: She's still at school.

Andile: Where does she go to school?

Westy: She is doing a welding course in town.

Andile: At an FET College?

Westy: No, not there. There is this new company that has just started.

Andile: So is the company going to employ her after her studies?

Westy: I don't know.

Andile: Does she have any children?

Westy: Yes, she does.

Andile: One?

Westy: Yes one.

Andile: So you have brothers as well?

Westy: Yes. Three brothers.

Andile: What do they do?

Westy: The one is working. I said two because one of them has recently passed away.

Andile: Your brother?

Westy: Yes, the one passed away.

Andile: One is working and one passed away?

Westy: Yes.

Andile: I am sorry to hear that. Where does your brother work?

Westy: Here in iSiphingo

Andile: What does he do?

Westy: He is working at a tuck shop, and he is selling things.

Andile: What is the highest standard that he completed in school?

Westy: Standard 9.

Andile: Does he have a child?

Westy: Yes.

Andile: Is there anyone else you stay with? At the moment it's you, your mother, your sister and your brother?

Westy: Yes.

Andile: What standard did you finish at school?

Westy: Grade 11. And I did not finish it here (in the local school).

Andile: Grade 11. Ok. What subjects were you taking? Can you remember?

Westy: I remember - Commerce.

Andile: Why did you leave school?

Westy: We were influencing each other as friends, and the love of money. There was peer pressure.

Andile: So your friends said you must leave school and you did?

Westy: I can say so.

Andile: What else can you say?

Westy: It wasn't just my friends. I was the one who decided because I thought we would make money.

Andile: Make money doing what?

Westy: We were doing some bad things, criminal and then I went to jail.

Andile: So why don't you continue with school? Go back to school?

Westy: The reason I'm not continuing with school is that there is no one working at home. There is no one who can pay for my schooling.

Andile: In what year did you leave school?

Westy: '99.

Andile: What were you doing between 2000 and now?

Westy: In 2000 I was arrested, then I continued with schooling at Westville prison.

Andile: At Westville you continued with Grade 11?

Westy: Yes, I did continue with it.

Andile: Did you finish it?

Westy: No, I didn't complete it.

Andile: Why not?

Westy: I was about to be released.

Andile: Why don't you continue now that you are outside prison?

Westy: I explained that I didn't have money to continue with school.

Andile: In 2001, where were you?

Westy: In Westville.

Andile: Up to 2006? In other words you were released this year?

Westy: Yes, in 2006.

Andile: Ok. Which grade did you do during your time in jail?

Westy: At Westville?

Andile: Yes, at Westville, did you leave school before doing grade 11?

Westy: Here at Folweni I left before doing it.

Andile: So did you finish grade 11 in Westville Prison?

Westy: I did study it there. We were all tested because when you arrive there you get tested. We were then told that all of us would start at level one because of the tests.

Andile: You did some tests?

Westy: I then started, I studied there. But before that I was studying at school B.

Andile: Before you went, you studied at school B? What were the fees at school B?

Westy: I am not sure if it was R95-00.

Andile: How much is it now?

Westy: I don't know now.

Andile: Even here at school C, do you know how much it is?

Westy: No, I don't know.

Andile: Ok. What other options do you think are available for you?

Westy: I hope to find a job or get into professional soccer. That is very difficult.

Andile: Have you heard of the SETAS?

Westy: SETAS?

Andile: Yes.

Westy: No, I've never heard of it. I heard about FET on TV and in the papers. But I did not know you could enrol there with Grade 10 pass. I never thought about it. As such, I never tried to enter into FET as I thought they wanted Matric and I have not passed Matric.

Andile: About learnerships?

Westy: Yes, I once heard about them.

Andile: Where did you hear about learnerships?

Westy: At prison, from the Social Worker.

Andile: What did she say about them?

Westy: I still remember the word learnership but nothing else.

Andile: But you don't know what she was saying?

Westy: I don't remember what she said because there were many things before I went out. The whole year we learned a lot of things for the day we get out.

Andile: So you had a social worker? What was she dealing with?

Westy: The people who are about to go out, with less problems.

Andile: Have you heard about the National Youth Commission?

Westy: No, is the National Youth Commission in isiZulu?

Andile: It is a commission dealing with issues for young people and policies in the country.

Westy: Yes, I heard about it in Westville.

Andile: Do you remember what was said about it?

Westy: When we were about to be released we were taught about life skills, and the parole officers told us about many things that we could do once we were released.

Andile: Like what?

Westy: Sports, they told us about jobs we could get there.

Andile: Where did they say you could get jobs?

Westy: For example, I have a lot of access to different things which they explained, like table tennis and soccer.

Andile: Have you tried all of that?

Westy: I have never tried table tennis. I never saw it where I was. I did try sports.

Andile: What did they say about sport?

Westy: I did play sport here at Folweni because there is a gentleman that I got acquainted with who works at Amanzimtoti and he is within the circles of Supersport. He told me to wait a while and that he would find me a place in a certain team because Supersport was cheating on finances (underpaying players). Pitso also indicated that I should wait a little while.

Andile: Where is he? Are you still waiting?

Westy: Yes, he made me wait.

Andile: What is his phone number?

Westy: He doesn't have a phone. I used to phone him at work.

Andile: So, you never tried to go to school because of money?

Westy: Yes.

Andile: Have you tried to get a job?

Westy: Yes, I've tried to get a job.

Andile: What happened?

Westy: I went to work but it looks like there was not enough work. I think it was for about a week and then there was no more work to do. I have tried to find a job. I am not luck to find anything. But there are too many people who have even stopped looking. There are no jobs for people who are not educated.

Andile: What were you doing?

Westy: Working at the harbour where ships are manufactured.

Andile: What were you doing?

Westy: We were cleaning the ships because boy, isn't work scarce?

Andile: You've never tried to get another job?

Westy: The other one that I tried was in town, but I still have to learn for it once again. It is welding.

Andile: Don't you have a welding certificate?

Westy: I do.

Andile: Why do you want to do it again?

Westy: I want to refresh my memory

Andile: How would you do that?

Westy: What I know is that I have forgotten because where I studied was free. Is it free?

Andile: Ok. How long does it take?

Westy: It takes about 3 months.

Andile: Now if it's free, why didn't you go there in the first place?

Westy: I heard they were only taking 10 people, there were 10 that went with us and we were made to wait.

Andile: Who made you wait?

Westy: One Indian that works there.

A

ndile: How do you know about that Indian?

Westy: From the newspaper. My sister showed me the advert.

Andile: Did your sister also find work there?

Westy: Yes.

Andile: Who's assisting you to get a job?

Westy: It's my friend who's like me in the project; we've tried to get jobs.

Andile: You are the same in which way?

Westy: A friend of mine, we are assisting each other. He is the one we went to prison with.

Andile: Have you tried to start your own business?

Westy: No, I've never tried.

Andile: Why?

Westy: It's only money.

Andile: Oh. You said you had never heard about Umsobomvu? It's supposed to assist the youth that want to start up businesses. You are supposed to contact them if you want to start up a business and I think they are also available here in Durban.

Westy: Yes, now I remember about Umsobomvu.

Andile: When you think about it, where do many people end up if they leave school before completing Matric?

Westy: If they leave school before they finish Matric?

Andile: Yes.

Westy: It's only crime that they do.

Andile: You say they end up committing crimes?

Westy: Yes, they end up in crime.

Andile: Anything else?

Westy: In jail.

Andile: Where do most people end up here at Folweni?

Westy: Some are just at home and others end up in jail.

Andile: What is the government doing to help them?

Westy: Through opening small companies. But most businesses are still a dream.

Andile: Where do you get the information that helps you?

Westy: I got it from Westville. While I'm here outside I get it from a friend of mine. My friend helps me a lot.

Andile: What does your friend do?

Westy: He is a mechanic; we were detained together at Westville.

Andile: What is he doing right now?

Westy: He is a car mechanic. When I need something I just speak to him.

Andile: Ok. Why don't you work with him?

Westy: I sometimes get a temporary job from him.

Andile: Where does he stay?

Westy: He stays here at Folweni, but he's away most of the time.

Andile: You say the guy you were detained with is the one you are working with.

Westy: Yes.

Andile: And who else?

Westy: My parent.

Andile: Your mother?

Westy: Yes.

Andile: Ok. If you had a chance to speak to the government, what would you tell them to do to improve where you ended up?

Westy: I would tell them to open small companies so that we could get jobs.

Andile: How important is education to you?

Westy: Education is very important in order to be able to communicate with other people.

Andile: Ok. How many years have you stayed here at Folweni?

Westy: I still stay here even now!

Andile: (Laugh)

Westy: I left when I was 18.

Andile: Even when you were in jail you resided here at Folweni; the only thing was that you were away for a while. How many years have you stayed here, you arrived in 19,,?

Westy: I was born here. I'm 23 now.

Andile: What is it that makes you laugh a little bit when you think of Folweni? What is it that you can remember and you say, "Yes! Folweni".

Westy: Nothing. Only those that make me feel bad when I think of them.

Andile: Which ones are those?

Westy: The old matters – when there was fighting.

Andile: Violence?

Westy: Violence.

Andile: Thank you. If there are follow up questions I will phone you. I will write down the information and give it to you to check that everything is correct or if I have added things you did not say.

6.1.6. LK

LK has been out of school for a period of 5 years. He dropped out of school at grade 11.

The main reason for dropping out:

Andile: Why did you drop-out of school?

LK: I had no uniform and no school fee. The principal was giving me problems and my parents were not paying. So I stayed at home. My father was saying he will pay next week. He didn't. So I could not go back to school.

Andile: What is your father's occupation? Is he employed?

LK: Yes he is employed.

Andile: Where and what does he do

LK: He is employed at **** and drives one of their machines.

Andile: How long has he worked there?

LK: For many years. Since I was a baby.

Andile: why is he not paying your school fees?

LK: he says he does not have enough money. But he drinks (alcohol) and he can afford buying it.

Andile: And your mother?

LK: My mother is unemployed and she sometimes sells drinks (non alcoholic fizzy drinks) and makes no money.

Andile: How much was your school fee?

LK: At that time it was about R55. I don't know now.

Andile: In the past few years, you said 5, what have you been busy with?

LK: Nothing. I sometimes work as a conductor.

Andile: How much do you earn as a conductor?

LK: R30 or R50 a day.

Andile: So why didn't you pay your own school fee?

LK: Because my father said he will pay. And it is his role as a father.

Andile: He says he does not have money?

LK: He does have.

Andile: So if he gave R100 today, you would go back to school?

LK: Yes I would.

Andile: Why would you go back now?

LK: Because school is important and I was very clever at school. And now, I drink because I am bored.

Andile: What if you saved your own money?

LK: Sometimes I do that and then I use the money and then I have nothing.

Andile: Where do you see yourself in three years?

LK: I don't know. I hope I can get money and go back to school and study engineering.

Andile: Is there someone else in the family who can assist you?

LK: No. There is no one.

Andile: In the community?

LK: No one.

Andile: Do you know anyone else who dropped out of school?

LK: A lot of people. My cousins and some friends.

Andile: Why did they drop-outout?

LK: Some it was money. Some were expelled from school. The other guys went to jail and came back.

The love of money caused me to drop-out...I got caught up with the wrong people.... I thought I would make a lot of money stealing, me and my friend...we influenced each other. At my home, there was no one working to pay for my schooling.

Andile: What do most of them do for a living?

LK: They.... I don't know. They... my other cousin drive taxis. The other guys are conductors...

Andile: Have you tried founding a job other than in the taxi industry?

LK: Yes. I did?

Andile: What job? And how did that go?

LK: I was trying to found job at Toyota and Ferodo. We wait at the gate and lucky call few people by name. In other places they want people with Matric. And sometimes at Toyota they want you to bribe them and I didn't have the money.

It's not easy [getting jobs]...the problem is that every time you go and market yourself, they [employers] want certificates. You see now, I don't have one

Andile: Anywhere else?

LK: The other time there were forms for prison warders and also theydid not take me because I don't have Matric.

Andile: Have you tried starting your own business?

LK: No.

Andile: Have you tried Learnerships?

LK: No. What is that?



Andile: Do you know SETAs?

LK: No.

Andile: Learnerships are structured learning experiences. One can study whilst working.

LK: No. I have not tried them.

Andile: Where do you go from here?

LK: I will think about it.

The Pilot

The questionnaire was piloted with the LK in Folweni.

6.1.7. PRINCIPAL – School B

The purpose is to trace the pathways of out-of-school youth who dropped out of school between grades 1 to 11 as they seek re-entrance to the education, training and development (ETD) system, or entrance into the labour market. I plan to investigate the factors that determine the choices that drop-outs make either in re-entering the ETD system or entering the labour market. Your contribution in this research will be highly appreciated.

Andile: Before we start, I need to put it on record that, the data from this interview will be used for the purposes of my PhD research. Should there be any other person wishing to use your data, you will be contacted and you will need to give consent for the use thereof. Without the consent, the data cannot be transferred to another researcher.

I also have to put it on record that there will be no financial benefits for whatever data is used for my research. As a process, I will send you the transcript as soon as the transcription is finished. You will then evaluate whether what is in there represents your responses. I will probably email you the transcript....

The rate of dropping out in your school, is it as the other schools in the area (high or low)? Has it improved or gotten worse over the years?

Principal: The rate of drop-outs from schools has been topping up the challenges of our Government. I have been following this trend with a sheer sadness, considering the fact that the future of this country lies in the hands of its youth and it what they make of it. Between 1998 and 2000 academic years, I observed an escalating rate of learner drop-out in my school. The contingency plan (Plan B) of the Stakeholders of my school saw a satisfactory decrease in learner drop-outs from my school. The drop-outs were largely attributed to poor tuition rendered to learners; since the very educators were not as committed as they should have been.

I worked very hard in building the positive character of my school hence learners that were enrolled in my school for the first time in the year 2000 realized that they had a responsibility to take the school to greater heights.

Frankly speaking, the school does not have a serious problem of drop-outs. Comparatively speaking then, the rate of learner drop-out from my school is minimal as compared to neighbouring schools.

The majority of learners who do leave my school having not accomplished their educational ambitions are girls who experience pregnancy during the year and a handful of both, boys and girls who are unable to rise to the high standards that we have set as a school.

Some of the learners that we lose from my school are attracted by job opportunities made available to them by the corporate sector such as Toyota SA, the biggest employment agency in my area.

I would want to believe that my neighbouring schools do experience the problems relating to drop-outs. This feeling is informed by a number of learners that are admitted from my school with progress reports reflecting the names of my neighbouring schools.

Our communities are gradually seeing the need to educate their children hence there has been huge improvement due to commitment from parents and communities at large.

Policy: What do the South African Schools Act (1996) and other policies say about the learners who drop out of school? According to the Schools Act, a public school must admit learners and serves their educational requirements without unfairly discriminating in any way. The Act encourages public schools to admit learners regardless of their age or a tag of being referred to as 'drop-outs'.

The Act does not explicitly state what should be done with the learners deemed fit to be called drop-outs. I would want to believe that the introduction of the Further Education and Training Act of 1998 sought to accommodate learners who must have progressed beyond Grade 9 to enter into technical institutions in order to be equipped with sorely needed skills. The silence of the Schools Act in regulating on the matter of drop-outs fairly leaves individual school with an opportunity to use their discretion in allowing these learners back to formal schooling. If it is deemed suitable, the schools must take these learners back in formal education.

• How does your school enforce the policy?

My school follows the act to the letter. In my school I try to minimize the drop-outs by liaising closely with tertiary institutions to provide career awareness programmes. This has yielded positive fruits because the majority of our learners do pass grade 12 with exemptions. There are rare cases that we admit at grade 11 who according to my conclusion, they are a way beyond school going age. We do admit such learners since the Act is silent on the issue of drop-outs.

We are working extremely hard to prevent ageing learners from getting lost to the system by encouraging them to take skills-based courses with the nearby technical institutions. We are at present trying to pilot a computer literacy programme with which we seek to address challenges facing learners who are unable to be absorbed by the job market or to further their studies due to the poverty stricken background from which they hailed.

• What is your view on the implementation of SASA?

I am deeply moved by the endeavour of our government to transform our education system. It pleases me to acknowledge that the premise for the South African Schools Act (1996) was broader consultative process. For the first time in this country, the different races worked together towards addressing common educational challenges. My view on

SASA is such that every citizen of this country needs to see education as a cornerstone of our society. I am also pleased by the fact that SASA creates one education system for one nation. That SASA seeks to embrace our learners with skills is marvellous to observe. That SASA seeks to redress the past educational pathways is mouth-watering. It worth noting and commenting on the fact that today's' learners stand better chances of obtaining financial assistance to further their studies. The only challenge regarding SASA is that it seeks to raise awareness of learner's rights and yet it is very quiet on the responsibilities that are inherent in education rights.

I do believe that much should have been done in workshopping educational managers regarding the implementation of SASA. It is sad fact that there are countless numbers of educational managers who are quite lazy in running the schools in the manner that is in harmony with the South African Schools Act. In the end that SASA was implemented, it leaves me with no choice but to work towards accomplishing sought objectives, educationally. This is however not the case with most neighbouring schools. There are no traces of the policy and the governing bodies are not knowledgeable.

- **What indicators (how do you determine) do you use to determine whether or not there is a high rate of dropping out in the area?**

I have utilized the number of learners that my school enrolls in grade 11 of each academic year against the number of those who progress to grade 12. In the past the majority of learners who failed grade 11 would eventually decide to leave the school. That was observed in the figures of learners who against the odds decided to repeat the same grade. Between 2002 and 2007 there has been a steady increase in the number of learners registered to write grade 12 in KwaZulu-Natal Province.

These realistic and informed indicators demonstrated to me that there is a drastic drop in the so called drop-outs (Lost generation) and in our schools. However I have observed the number of learners in the area, who are of school going age but have not finished Matric and who are not progressing with any form of training. This is also the case in my neighbourhood.

- **The rate of dropping out in the surrounding: Is it high or low? Has it improved over the years?**

There are two neighbouring schools in my area. In the past, the school that I would refer to as X used to have quality results in grade 12. Comparatively speaking, this school posed a serious threat to my school because some of the learners left my school to study in the stated school. The recent decline in results saw that school experiencing a problem of drop-outs. Through circuit programmes such as Matric intervention, we saw school X beginning to redeem themselves. Speaking from the position of information, I would want to state that the situation has improved a great deal. The common factor that leads to drop-outs emanates from teenage pregnancy. This is the common social challenge with a direct negative bearing on our education. The other factor that makes us experience the problem of drop-outs has been the economic boom from the industrial area of Prospecton. This is a place where Toyota South Africa has established itself as a major employment agency.

Most of our learners are attracted by job opportunities availed to them by this corporate sector. There has also been a steady rise of drop-outs due to the HIV/AIDS pandemic. It is a sad state of affairs to see young teenagers having to leave school and look for jobs in order to support their siblings. I want to believe that individual schools need to work very closely with the Department of Social Development in order to advance social grants to help these destitute learners.

- **What do these youth do after dropping out?**

The majority of girls deemed drop-outs are adding to social burdens. They have become young mothers who found it very difficult to support their children. These trends have created a heavy challenge and corruptive mentality to the Department of Social Welfare.

Some of these girls found themselves in the streets of Durban at night trying to make ends meet. Their economic background forces them to operate as prostitutes. On the negative, the spreading of the HIV/Aids pandemic is escalated.

Most of the boys who are deemed drop-outs are engaging in criminal activities. There have been some cases wherein some of our drop-outs are spotted in the acts of confiscating cell-phones from our learners.

The taxi industry has also seen itself as employment agency to these youth. The majority of our drop-outs are unsuccessfully searching for job opportunities but lack of skills made them unattractive to employers.

It is sad to note that some of the drop-outs are drowning in alcohol. This is a serious social problem that we are faced with. These youth are facing future doom and are adding to existing social woes. There are only a very few youth who pursue their plight at technical schools.

- **Have there been incidences where these youth have tried to get back to the school?**

Yes, there have been incidences where these youth did try to come back to school. The majority of these youth cite the fact that life is extremely hard outside if one is without education on his or her side. After careful analysis of the situation some of these youth have been given a life line. I must praise the attitude of those who make a come-back to school because they seem the complete opposite of what they were initially, and they make our lives at school quite enjoyable.

- **Do you accept all the youth back into the system?**

NO. Much as we all view education as a right, allowing the drop-outs back to school is quite circumstantial. We do visit our records to establish as to factors that led to their leaving of the school prematurely. If our records reflect unbecoming behaviour from such youth, we deny them entry; in fact we encourage them to pursue their education at technical schools. We do not allow learners with criminal records back to the system.

- **POLICY: What does the policy say regarding that?**

Admission to public schools 5. (3) states, 'No learner may be refused admission to a public school on the grounds that (b) does not subscribe to the mission statement of the school. The policy clearly states that nobody has the right to refuse any learner entry to school but this relates to children wishing to do grade 1. The policy is silent on the matter regarding drop-outs. To my understanding, the Governing Body reserves the right to grant or deny entry to a public school to learners. Schools need to treat individual case(s) as completely different from other cases.

A second chance must be given to the most deserving learners after a careful analysis of the situation. We need to be mindful of the fact that the right to education is an inherent one. Refusing our learners entry to school might lead to a gross violation of an inalienable right (education).

- **What have been your responses?**

As an Educational Manager, I have made a positive manipulation of the admission committee. This implies that our school as a social agency needs to welcome those (youth) members of the community with a potential to reshape their future. We trace records of these youth and if deemed necessary, we do afford a second chance to the most deserving. In some instances, I personally recommended that some of these youth needed to focus on trade in order to enhance their chances to secure employment.

I am voluntarily participating in Adult Basic and Training programmes and it is amazing to see such enthusiasm being shown by the drop-outs. My response to technical drop-outs (those who could not fit on NCS) has been that they need to enrol with ABET Centres in order to redirect their future plight. I have advised some of the drop-outs to seek employment with the help of their immediate families.

- **Challenges faced and best practices**

The challenges that are very common are presented by drop-outdrop-outs. The worst challenge is the age of these learners. They do not fit age-wise to their colleagues in class hence there is always a room for conflict informed by age gap. Most of the drop-outs who are readmitted to school are beyond school going age. They found it difficult to cope in class and to submerge to their youthful educators. They refuse to accept corrective measure.

The other challenge that these drop-outs come across is the Curriculum change.

The learning field of NCS is largely different from the interim core-syllabi. This makes it difficult for these youth to work tirelessly in order to cope.

The other challenge is discipline, because the majority of the learners we have these days are a rude and crude phenomenon.

The best practice is to move beyond the call of age. We need to open the doors of learning and to afford each and every learner the right to education. We need not give exaggerated respect to drop-outs but we need to be mindful of creating a positive learning climate for our learners without unfairly discriminating against individual learner(s). We need to uphold the Schools Act and provisions thereino. The individual learner regardless of his/ her age needs the preservation of educational rights as a best practice

- **What have been the adv/disadvantages of these youth getting back to the schooling?**

Advantages are social, cognitive and economic for the school and the individual. The repatriation of drop-outs to school plays a pivotal role. It creates a positive atmosphere that links the school and the community in which the school is situated. The majority of the youth returning to school comprise a group of mature learners, cognitively. They are focused and demonstrate their will to achieve educationally.

The added advantage is that the youth returning to school sustain the post provisioning norm to educators in a school. In some cases new post are created for teachers posted at the school.

Socially, the school is in a position to invest skills and impart knowledge to the members of the society. 'A learning nation is a winning nation.' This implies that the more the community becomes cognitively advanced, the wiser they will become.

The increase in enrolment for the school also implies that there is bound to be an increase in the norms and standards given to the school. The school also enjoys a massive boost to its financial muscle through school fees contributed by learners. The individual learner benefits by being a meaningful member of the society who is in a position to participate in the political and economic matters of the community.

The individual also stands a better chance of securing employment thus improving the social condition of his people.

The youth that are welcomed back to school seemed more real and have suffered the tragedies of life hence they want to grab the opportunity at their disposal with both hands.

It has to be noted that there are disadvantages presented by these youth returning to school. The majority of them do not have age on their side. Some of these youth have parenting responsibilities. From time to time, they ask to leave the school early or absent themselves on the grounds that they have to honour dates for social grants.

Some of these learners have been disowned by their parents and as a result experience a serious problem in getting school material.

Some of the disadvantages are curriculum driven. These youth found it difficult to understand the new system of education. Some experience financial problems and cannot finance their education, hence the school struggles to make ends meet. Another disadvantage is that some of these learners are permanently latecomers due to the chores they need to perform for their children. This tendency disrupts the harmony that should prevail in schooling

- **What possible pathways do the youth who drop-out school taken take within**

- **ETD.**

The Further Education and Training Act (1998) made it possible for the youth that may have passed Grade 9 to enter - these institutions. Such youth are having a clear

educational pathway to redeem their plight (educationally). They stand a better chance to be equipped with sorely needed skills.

Sadly though, those who left school having not gone beyond Grade 9, found life extremely difficult. They have absolutely no chance to advance their educational plight. Their possible pathway is in criminal activities which grossly taints the image of our country. There is also a serious component of affordability which becomes an even greater challenge to their progress.

- **Labour market.**

Our country is moving in the direction of skills. The fact is that the youth that went through technical institutions are beaming with confidence in the world of skills. Our labour market is flooded with labourers that lack skills and expertise. The youth from technical schools are marketable in the labour world. Drop-outs who may have gone to these institutions secure themselves lucrative jobs because their knowledge is practical and skills driven.

These are the cornerstones of our ailing economy and people behind social engineering of our upliftment. These youth also stand a better chance in the SMME (Small Micro Medium Enterprise) for their expertise is trade driven. They are the major role players in the reconstruction of our country amenities availability).

It is disturbing that the drop-outs that did not pass Grade 9 stand too little chance to be absorbed by the labour market. These are the people who leaned quite heavily on our economy, yet they have nothing to provide to address the woes of the ageing citizens of our country.

These are the people crowding our jails because they resort to crime in order to make a living.