Cape Peninsula
University of Technology

SKILLS NEEDED BY THE YOUTH TO ESTABLISH SOCIAL ENTERPRISES IN UNDERSERVED COMMUNITIES IN CAPE TOWN, SOUTH AFRICA

by

ATHENKOSI DOROTHY & NGQOLA

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Supervisor: Prof. André de la Harpe

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DECLARATION

I, Athenkosi Dorothy Ngqola, declare that the contents of this thesis represent my own unaided work, and that the thesis/dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

Signed *A.Ngqola*   **Date 1 October 23**

ABSTRACT

The primary goal of social entrepreneurs is to improve overall social well-being by making a significant social impact in developing and transforming economies. Idealistic people like social entrepreneurs strive to change the status quo by identifying innovative solutions to social problems that the market neglects address.

This study aimed to answer the following questions:

RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?

RQ2: How can SE skills be transferred to develop the skills of the youth in underserved communities?

This research aims are to explore the factors that influence social entrepreneurial skills of youth in underserved communities. The study was inductive. Data were collected through interviews. An interview guide with semi-structured interview questions was used. Non-randomly, conveniently selected participants were interviewed. Data underwent summarising, categorising and thematic analysis.

The research determined an absence of entrepreneurial ability, leadership, presentation, marketing and analytical skills, as well as social intelligence, creativity, innovation and passion. In addition, SE challenges include inadequate support from community members due to poor perception and attitude caused by lack of education and poverty.

The contribution of the study is proposed guidelines that can assist in facilitating strategic decision-making related to skills that could help youth in creating opportunities for others and also for their communities.

The research found that SEs are attempting to equip the youth with the needed skills, but they do not have enough support from the community and government. Some SEs do have some resources but are limited and cannot cater for the number of youths in need. This then leads to the inevitable cycle of increasing joblessness and crime rates in the communities. Unfortunately, many of the youth do not have adequate schooling and as a result, the normal transfer of skills is unable to occur. It is therefore important that SEs find other ways to transfer the needed skills.

The study adhered to strong ethics to ensure that the integrity and moral principles were followed throughout as required by CPUT. Consent was obtained in writing from the companies as well as the research participants.

Keywords: Social enterprises, social innovation, entrepreneurship, social entrepreneurship

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I wish to thank:

DEDICATION

This work is dedicated to my mother (Mamgcina) for her ongoing love and support, your prayers for me sustained me.

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ABBREVIATIONS AND ACRONYMS

SEs	Social enterprises
SI	Social innovation
HC	Human capital
RBV	Resource-based view
NGO	Non-governmental organisation
SETA	Sector Education and Training Authority
NYDA	National Youth Development Agency Act
SEDA	Small Enterprise Development Agency
TVET	Technical Vocational Education and Training

GLOSSARY

Social enterprise	"Instead of being driven by the need to maximize profit for shareholders and owners, businesses with primarily social objectives have surpluses that are primarily reinvested for that purpose in the business or in the community." (Bull & Ridley-Duff, 2019:619).
Social innovation	"Changes in cultural, normative, or regulatory structures that drive the society, leading to improvement of economic and social effectiveness" (Heiskala, 2007:10).
Entrepreneurship	Entrepreneurship is widely regarded as "a panacea for poverty alleviation and job creation" (Sutter, Bruton & Chen, 2019:1).

Social entrepreneurship	Social entrepreneurship is a "social phenomenon capable of generating social and environmental changes for regions and populations at the bottom of the pyramid in both developing and developed countries" (Ghalwash, Tolba & Ismail, 2017:268).
Crowdfunding	Crowdfunding is a "method of expanding a venture's activities through the fundraising process, in which social entrepreneurs can tailor their campaigns better than on standardized platforms" (Belleflamme et al., 2014:585).

CHAPTER 1: INTRODUCTION

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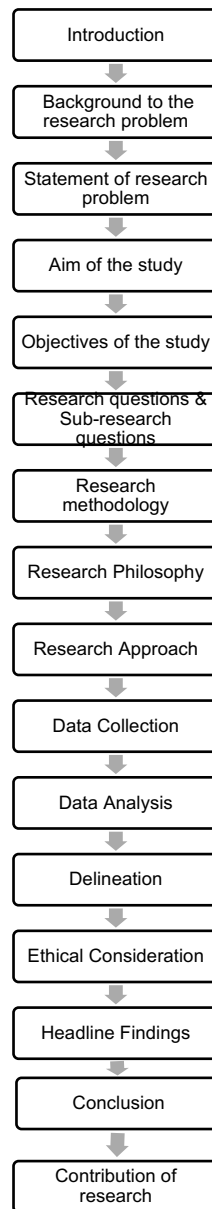
Figure 1.1: Layout of Chapter 1

1.1 Introduction

South Africa is confronted with a slew of socioeconomic issues, including unemployment, poverty and income inequality (Dzomonda, 2020). Such quandaries continue to haunt underserved communities, previously disadvantaged groups and particularly the youth in these communities (Fedderke, 2019).

The private sector and government are hopeful to address this through a coalition of initiatives such as job creation and local economic development. However, both government and the private sector have failed to

alleviate unemployment, poverty, income inequality, and social ills such as drug abuse and the country's high crime rate (Dzomonda, 2020). This arises from the government's inability to keep its promises due to malfunctioning public agencies (Littlewood & Holt, 2018). On the other hand, the private sector is primarily motivated by profit maximisation, and consequently social ills are ignored (Bacq & Lumpkin, 2020).

In underserved communities, social issues such as poverty, poor health and low levels of education may be addressed by successful entrepreneurial ventures. Social enterprises (SEs) can be such an endeavour. SEs are an important tool for addressing social challenges and responding to those challenges when the market and the public sector fail to do so (Honk & Canoga, 2020). Non-profit/nongovernmental organisations that aim to solve social and environmental problems create SEs (Giorbelidze, 2021), which assist them in generating independent income sources to fund their social mission and goals (Gigauri, 2018).

The primary goal of social entrepreneurs is to improve overall social well-being by making a significant social impact in developing and transform economies (Dodo et al., 2021). It follows that, unlike business entrepreneurs, social entrepreneurs, as enablers and social changemakers, should not create entry barriers in order to gain competitiveness, but rather should facilitate value generation (Halberstadt et al., 2020). Social entrepreneurs should rebuild communities in an unfavourable entrepreneurship environment through impactful social innovation solutions (Dodo et al., 2021). Idealistic people such as social entrepreneurs strive to change the status quo by identifying innovative solutions to social problems that the market fails to address (Baptista et al., 2019; Garcia-Jurado et al., 2021; Novak, 2021).

The environmental growth plan, as an overarching strategy, includes several more specific strategies that focus on growing or sustaining a supportive SE ecosystem. This is done as a means of making positive changes in society. These changes occur through activities such as organising advocacy campaigns, developing and disseminating valuable knowledge and research, providing training and advisory services to other SEs, assisting youth and less-reputed SEs to gain and maintain legitimacy (Bloom & Chatterji, 2009; Westley et al., 2014; Bauwens et al., 2020; Granados & Rosli, 2020; Islam, 2020b; Maseno & Wanyoike, 2020). This research was undertaken by exploring what skills the youth need for participating in the SE ecosystem and what factors affect the skills development of the youth in underserved communities. To gain insights into the problem, 13 SEs from an underserved community were selected and 30 interviews were conducted with employees and young people.

The layout of chapter 1 is presented in Figure 1.1.

1.2 Background to the research problem

SEs are revenue organisations that focus on minimising social challenges by implementing innovative solutions to major social problems that the market, public, private and voluntary sectors overlook (Yin & Chen, 2019; da Silva Nascimento & Salazar, 2020; Hojnik & Crnogaj, 2020; Xu & Xi, 2020). SEs in theory help rebuild marginalised and underserved communities by creating jobs in a sustainable manner (Littlewood & Holt, 2018; Dzomonda, 2020). Apart from non-profit or charity organisations, SEs promote social value and address social problems while earning a profit (Li, 2014; Garcia-Jurado et al., 2021; Grilo & Moreira, 2022).

However, there is little agreement on the boundaries and characteristics of SEs (Rivera-Santos et al., 2015) due to the fact that SEs are complex organisations that take various forms in different contexts (Kerlin, 2010; Chandra & Kerlin, 2020). The South African government is currently developing a social economy policy (International Labour Organization, 2021). However, because South Africa lacks a legal framework for SEs, it is impossible to know how many of these organisations exist. Some are non-profits, while others are for-profit enterprises. Others use blended legal forms to achieve their combined social and economic missions (Claeyé, 2017), presumably because they provide greater operational flexibility (Mair, 2020).

It is unfortunate that an absence of relevant individuals such as fundraisers and accountants contribute to the failure of these SEs (Yusoff et al., 2021). SEs rely primarily on donations, which necessitates a high level of accountability by ensuring that the organisation has a steward such as a qualified accountant to prepare the organisation's books (Sivathanu & Bhise, 2013).

1.3 Statement of research problem

SEs are profit-maximising businesses that focus on reducing social challenges by implementing new solutions to major social problems that are neglected by the market, public, private and voluntary sectors (Yin & Chen, 2019; da Silva Nascimento & da Silva Nascimento, 2020;   Hojnik & Crnogaj, 2020; Salazar, 2020; Xu & Xi, 2020).

When the youth lack the skills required to be self-employed in either in the public or private sectors of the economy, they are vulnerable to criminality such as kidnapping, raping, armed robbery, and other social vices that are a threat to society (Nwachukwu & Nwamuo, 2010; Baba & Audu, 2021).

Entrepreneurial skills need to be developed and precautions taken to improve social intelligence of students (Wu & Wu, 2019). Inadequacy and limited awareness of the effect of social entrepreneurs complicates efforts to grow, strengthen social stability, gain community support and build institutions (Ngatse-Ipangui & Dassah, 2019).

 Entrepreneurship education is vague and undefined and does not focus on preparing the youth for environmental potential, encouraging collaboration with entrepreneurs, teaching entrepreneurial practices

within and outside of the classroom, or imparting entrepreneurial management skills (Amrazi & Agus, 2020). Entrepreneurship as a socio-economic and cultural trend can have different positive outcomes in rural communities, which is in itself influenced by other circumstances, causes and skills.

The lack of entrepreneurial skills of the youth in underserved communities and the impact of the low levels of skills is far reaching, hindering the development of SEs in communities (Chitsaz et al., 2019). These circumstances and factors hinder the socio-economic development in the communities and can lead to further poverty and health risks. Despite of the increase in SE literature, it still remains unclear what the factors are that influence the social entrepreneurial skills of young people in underserved communities, specifically in Cape Town, South Africa.

1.4 Aim of the study

This research aims are to explore the factors that influence the social entrepreneurial skills of youth in underserved communities, in Cape Town, South Africa.

1.5 Objectives of the study

i)   To determine the skills needed by the youth to contribute to SE in underserved communities;

ii) To determine the challenges the youth face when developing skills;

iii) To investigate the mechanisms and tools the youth can apply learn skills in SE; and

iv) To determine the tools available to transfer skills to the youth.

1.5.1 Research questions (RQs) and sub-research questions (SRQs)

Two research questions (RQs) and two sub-research questions (SRQs) for each main question, as stated in Table 1.1, were posed to find answers to the problem under investigation.

Table 1.1: Research and sub-research questions, objectives and methodologies

RQ1: What are the factors that hinder the development of skills of youth for SE in underserved communities?		
SRQs	Objective	Methodology
SRQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing an SE?	To determine the skills needed by the youth to contribute towards SE in underserved communities	Interview Semi-structured questionnaire
SRQ 1.2: What role does local context play in the development of skills of the youth in underserved communities?	To examine the role of the context the youth functions in when developing skills for the establishment of SE	Interview Semi-structured questionnaire
SRQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	To determine the challenges the youth face when developing skills	Interview Semi-structured questionnaire
RQ2: How can SE skills be transferred to develop the skills of the youth in underserved communities?		
RSQS	Objective	Methodology

SRQ 2.1: How do the youth want to be skilled in underserved communities?	To investigate the mechanisms and tools the youth can associate with in order to be skilled in SE	Interview Semi-structured questionnaire
SRQ 2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	To determine the tools available to transfer skills to the youth	Interview Semi-structured questionnaire

*RQ - research question; SRQ - sub-research question

1.5.2. Research methodology

Leedy and Ormrod (2010:12) He agrees with Babbie and Mouton (2008) that research methodology "refers to a researcher's holistic approach to carrying out a research project." According to Mouton (2001:56), research methodology focuses on the research process and the tools and procedures used (Figure 1.1).

1.5.2.1 Research philosophy

A research philosophy is "a framework that guides the conduct of research based on ideas about reality and the nature of knowledge" (Collis & Hussey, 2014:43). Research philosophy is an essential component of research methodology. Ontology, epistemology and axiology are three branches of research philosophy. The important assumptions are present in research philosophy, which explains the researcher's worldview. These assumptions shape the research strategy as well as its methods.

1.5.2.2 Ontology

Crotty (2003:10) defines ontology as the "study of being". It is interested in "what kind of world we are investigating, the nature of existence, and the structure of reality as such". According to Guba and Lincoln (1989:83), ontological assumptions are those that answer the question "what is there that can be known?" or "what is the nature of reality?" Ontology mainly consists of objectivism and subjectivism.

> i) Objectivism

Objectivists believe that "social phenomena and their meanings exist independently of social actors" (Bryman, 2004:592). Objectivism assumes that social phenomena and the categories we use in everyday conversations exist independently or separately from actors. According to Davies et al. (1993), the goal of social science is to determine predictable reality in the most objective way possible. For this reason, objectivism was not chosen as an approach in this study.

> ii) Subjectivism

Subjectivism, according to Saunders et al. (2007:108), refers to the "belief that social phenomena are created by the perceptions and subsequent actions of those social actors concerned with their existence". According to Easterby-Smith et al. (2002:28), "the new paradigm developed by philosophers over the last

half century, largely in response to the application of positivism to the social sciences, stems from the view that 'reality' is not objective and exterior but is socially constructed and given meaning by people".

A subjectivism viewpoint was used for the purposes of this research study, with the goal of explaining details from the perspective of a specific individual who is a part of social world.

1.5.2.3 Epistemology

Epistemological assumptions are concerned with how knowledge can be created, acquired and transferred (Singh, 2019; Tennis, 2008; Saunders et al., 2007; Rescher, 2003; Cunningham & Fitzgerald, 1996). Epistemology is "concerned with the truth and certitude of human knowledge, with the subjective conditions and the scope and limits of its validity, with the subjective or mental factors involved in knowing" (Coffey, 2011:296). Some common names of epistemic stances are pragmatic, positivistic, operationalist, referential, instrumental, empiricist, rationalist and realist. Each of these makes claims as to what kind of knowledge can be created through research, how it is gathered and how it is presented. These epistemic stances do this work because they have a systematic view of reality, our knowledge of it, and the meaning we can ascribe to it (Tennis, 2008).

The phrase epistemology refers to ideas about "knowledge, what constitutes acceptable, valid, and legitimate knowledge, and how we can communicate knowledge to others" (Creswell, 2017). There are two major schools of thought in epistemology: i) positivism and ii) interpretivism.

   i)   Positivism

       Positivism holds that social facts with objective reality exist apart from individual beliefs. According to Easterby-Smith et al. (2002), knowledge is only meaningful if it is based on observations of this external reality.

   ii) Interpretivism

       Saunders et al. (2007:106) define interpretivism as an "epistemology that requires the researcher to understand differences between humans in our role as social actors". Interpretivist researchers play the role of 'social actors', interpreting their everyday social roles according to the meaning assigned to these roles and interpreting the social roles of others according to our own set of meanings (Saunders et al., 2007: 106). For the purposes of this research study, an interpretivism viewpoint was used, with the goal of explaining subjectivist details from the perspective of a specific individual who is a part of the social world.

1.5.3 Research approach

1.5.3.1 Deductive

A deductive approach is defined as "a theory testing process that begins with an established theory or generalisation and seeks to determine whether or not the theory applies to specific scenarios" (Hyde, 2000:82-90). This research does not intend to do theory testing.

1.5.3.2 Abductive

An abductive approach concerns observations or anomalies that cannot be explained using established theory (Dubois & Gadde, 2002; Andreewsky & Bourcier, 2000) or the deliberate use of an alternative theory to explain a phenomenon (Kirkeby, 1990).

1.5.3.3 Inductive

The inductive research approach can be thought of as the inverse of the deductive process (Johnson, 1996). Following the pattern of case result rule, argumentation in this process moves from a specific empirical case or a collection of observations to general law, i.e., from facts to theory (Kirkeby, 1990; Andreewsky & Bourcier, 2000; Danermark, 2001; Taylor et al., 2002). For this study the inductive approach to theory development was followed.

1.5.3.4 Research strategy

1.5.3.4.1 Introduction

Research strategies provide the overall direction of the research, including the process by which the research is conducted (Wedawatta et al., 2011). To select research methods, techniques or approaches, the researcher must first choose a research strategy approach – such as quantitative, qualitative or mixed-method – that will provide a blueprint for the direction of the research study (Jongbo, 2014). The choice of research strategy was guided by the research questions and objectives, the extent of existing knowledge, the amount of time and other resources available as well as the philosophical underpinnings.

1.5.3.4.2 Multiple case study

Multiple cases may not enable the same degree of 'rich description' of data as studies of single cases, but a multiple-case design allows analysis of data across cases. Multiple-case approaches allow the researcher to cross-check research findings after theory building (Irani et al., 1999). Furthermore, it enables differences in context to be related to constants in process and outcome (Elzoumor & Strachinis, 2019). For this reason, a multiple-case study strategy was chosen for the research. Fourteen (13) SEs were selected as cases (Chapter 4; section 4.1.2).

1.5.3.4.3 Sampling

Sampling is the selection of a "group of people in a chosen population that will be interviewed in research" (Singh & Nath, 2010:97-111). The non-probability sampling method is used "when the likelihood of a given element or individual in the population being included in the sample is unknown" (Bless & Higson-Smith, 2000:12). In this regard, it is important to note that generalisations based on a non-probability sample are acceptable for inferential theory building. However, for researchers to conclude generalisations about the population at large, a probability sample is required (Saunders et al., 2007). For this study, non-randomly, purposively and conveniently selected sampling were used. This was supported where applicable by snowball sampling (Brink, 1999; Saunders et al., 2009). The sample size was 13 SEs within Cape Town (Chapter 3; section 3.5.1).

1.5.4 Unit of analysis

The unit of analysis was the skills needed by youth to assist in establishing SEs in underserved communities (Chapter 3, Section 3.5.6).

1.5.5 Unit of observation

The unit of observation is the source from whom the data is collected. Two representatives of each of the 13 SEs were selected for the research. The unit of observation was CEO, managers, facilitators, subject (30) experts from SE companies (Chapter 3, section 3.5.7).

1.6 Data collection

Data collection is the "method of gathering primary data from samples through surveys, questionnaires and interviews, so that the study question or issue can be addressed to obtain original test findings" (Bryman & Bell, 2015:14). The data collection instrument for this research was a semi-structured questionnaire using an interview guide (Appendix B). The interview guide is there to ensure all participants are asked the same relevant questions. Interviews were used during the data collection process using MS Teams and recorded with the permission of the participants.

1.7 Data analysis

The data was analysed once the recordings were transcribed and mailed to the individual participants to validate the content and transcription. Zikmund et al. (2013:459) define qualitative data analysis stages as "editing, coding, and creating an electronic data file". Lazar et al. (2010:201-214) describe three stages of qualitative data analysis: i) data is analysed with the goal of learning more about the major research idea and its components; ii) the nature, properties, and dimensions of each component are examined; and iii) the information obtained is used to better understand the research and make inferences or derivations about the research substances.

A qualitative data analysis method was used in this study to explore how to improve the social entrepreneurial skills of youth people in underserved communities in Cape Town, South Africa. The interviews were transcribed, and keywords identified (coded) and categorised. A thematic analysis was done, and the themes linked to the research questions.

1.8   Delineation

Only one underserved community (Cape Flats) was used in this research. All other underserved communities were excluded.

1.9   Ethical consideration

Ethics is a philosophical term derived from the Greek word ethos, which means "character or custom" and refers to a social code that communicates moral integrity and consistent values (Partington, 2003:22). More specifically, Mouton (2001:238) believes that the ethics of science is concerned "with what is wrong and what is right when conducting research". To that end, all researchers, regardless of research designs, sampling, techniques or method of choice, are subject to ethical considerations (Gratton & Jones, 2010). Ethical issues and considerations are primarily concerned with permission to conduct the research, the participation of respondents, the community, and the general public, as well as the process used to analyse data (Keeves, 1997; Busher, 2002).

The research satisfies the requirements of the CPUT research ethics policy (Chapter 3; Section 3.6). Before the researcher could begin the research, the University Ethics Committee had to issue a compliance certificate. Participants (Ps) signed a consent letter agreeing to participate in the research. The Ps were assured of confidentiality and the right to withdraw from the research, if necessary, without repercussion. Data and information shared by the Ps are kept confidential and secure at all times.

1.10 Headline findings

i) Headline finding 1

There is a lack of entrepreneurial ability, leadership, presentation, marketing and analytical skills, as well as social intelligence, creativity, innovation and passion.

ii) Headline finding 2

There is lack of knowledge about SEs that hinders the youth from acquiring skills.

iii) Headline finding 3

Challenges include inadequate support from community members due to poor perception and attitude caused by lack of education and poverty.

iv) Headline finding 4

The environment has a youth high unemployment and crime rate.

v) Headline finding 5

There are scant resources by which people can upskill themselves.

CHAPTER 2: LITERATURE REVIEW

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Figure 2.1: Layout of   **Chapter**

2.1 Introduction

To successfully develop skills of the youth, SEs need an understanding of the challenges and drivers of the youth. SEs also need a vision and objectives to formulate, adopt and implement the skills and capabilities to successfully the lead youth in opening their own SEs. This chapter aims to provide an overview and the role of SEs in society, as well as the challenges that SEs face.

CPUT library databases such as JSTOR, Scopus, Google Scholar, Elsevier, Science Direct, Semantic Scholar, Z-lib.org, Connected papers and ProQuest were used to search the literature. Keywords derived from the title, problem statement and research questions guiding the investigation of the literature. Additional keywords were identified from the literature through an iterative process.

The literature review is structured (Figure 2.1) as follows: i) background to SEs; ii) definitions; iii) SEs; iv) entrepreneurship; v) social entrepreneurship; vi) role of SEs in society; viii) challenges faced by SEs; ix) crowdfunding; x) relationship between funders and SEs; xi) underlying research theory; xii) theories on sustainability; and xiii) a summary.

2.2 Background of SE

South Africa is progressively embracing development approaches that endeavour to meet social, economic, political and environmental needs of its citizens. This is more compelling as we acknowledge that the country faces daunting challenges of high unemployment, inequality and poverty (Plagerson et al., 2019; Rogan & Reynolds, 2019; Statistics South Africa, 2019).

SEs have attracted increased attention from both scholars and practitioners around the world (Saebi, Foss, & Linder, 2019; Doherty, Haugh & Lyon, 2014). In a broader sense, SEs are organisations that primarily aim to address social problems whilst engaging in commercial activities to (partially or fully) support their operations. This support can take several forms such as cooperatives, community enterprises, credit unions, housing associations, employee-owned businesses, trading arms of charities and development trusts (Powell, Gillett & Doherty, 2019; Vickers & Lyon, 2014).

2.2.1 Concepts and definitions of terms

2.2.1.1 Social enterprises

SEs are distinguished by their distinctive social, economic, business and revenue-generating characteristics (Di Domenico et al., 2010; Dart, 2004; Boschee, 2001; Dees, 1998; Emerson & Twersky, 1996). These characteristics frequently reflect an SE's pursuit of financial sustainability via socially motivated business that benefits beneficiaries and communities (Weaver, 2018; Agafonow, 2015; Di Domenico et al., 2010). According to Lorenzo-Afable et al. (2020), social entrepreneurs establish SEs because they care about a specific issue or people and are motivated by a sense of responsibility to provide care. Dart (2004: 411) defines SEs them as "market-driven, client-driven, self-sufficient, commercial, and business-like" organisations that generate revenue and profit rather than relying on traditional membership fees, grants and donations.

Table 2.1 is not an exhaustive list of definitions, but it does provide insight into the current landscape of definitions.

Table 0.2: List of existing definitions of social enterprises

Authors/Organisation	Definition of social enterprise
Haugh (2006:899-907)	"Organisations that conduct business with a social purpose. Adopt a variety of legal structures but share the principles of pursuing business-led solutions to achieve social goals and reinvesting surplus for community benefit"
Nyssens (2006:3-27)	"Organisations with a clear goal of benefiting the community, founded by a group of citizens, and in which the material interest of capital investors is restricted"
Thompson and Doherty (2006:361-375)	"Groups looking for commercial solutions to social problems. Distinguished from other socially-oriented organisations and initiatives that provide (sometimes substantial) benefits to communities but do not want or seek to be 'businesses"
Alter (2007:1-124)	"Any socially beneficial business venture. They address a social issue or a market failure and create social value while maintaining the financial discipline, innovation, and determination of a private sector business"
Brouard and Larivet (2010:2)	Organisations that pursue social missions and operate for the benefit of the community, regardless of ownership or legal structure, and with varying degrees of financial self-sufficiency, innovation, and social transformation (Brouard & Larivet, 2010).
European Commission (2011:248)	"SEs operate in the social economy, with the primary goal of making a social impact rather than profit for their owners or shareholders. They operate in an entrepreneurial and innovative fashion, providing goods and services to the market and using profits primarily to achieve social objectives"
Kadir and Sarif (2016:51-66)	"A non-profit enterprise, social-purpose business, or revenue-generating venture founded to support or create economic opportunities for poor and disadvantaged populations while also operating with a financial bottom line in mind"
New Zealand Department of Internal Affairs (2016:13)	"Organisations with a social, cultural, or environmental mission derive a significant portion of their revenue from trade and reinvest the majority of their profits in the fulfilment of their mission"
Weaver (2018:21)	"A social intervention that uses business to advance human development and operates under any legal form. A new type of business that seeks to solve social issues"
Akbulaev et al. (2019:7)	"A legally registered organisation whose mission is to solve social and environmental problems rather than to make a profit. Profit is primarily used for organisational development or public affairs"
Ridley-Duff and Bull (2019:619-634)	"Instead of being driven by the need to maximise profit for shareholders and owners, businesses with primarily social objectives have surpluses that are primarily reinvested for that purpose in the business or in the community"
Ākina Foundation (2020:30)	"Organisations that trade with the goal of making a positive, cultural, and environmental impact"
Kartikasari et al. (2020:113-124)	"SEs are diverse organisations with innovative business models that create and trade products and services in the marketplace and reinvest profits to advance the social goal rather than distributing them to business shareholders or owners"

In general, SEs are organisations that adhere to a social mission and use business to advance human development and a core social mission (Tanekenov et al., 2018; Weaver, 2018; Besley & Ghatak, 2013; Luke & Chu, 2013; Barraket et al., 2010; Talbot et al., 2002). SEs strive to balance a social or environmental mission with commercial revenue-generating activities that contribute to their financial self-sufficiency and sustainability (Weaver, 2018; Besley & Ghatak, 2013; Dacin et al., 2010; Mair & Marti, 2006; Emerson & Twersky, 1996). SEs differ from traditional for-profit businesses in that they use market strategies and business structures to develop products and services that can help them address social issues such as homelessness, joblessness, poverty and inequality (Weaver, 2018; Barraket et al., 2010; Teasdale, 2010a).

Since SEs are commonly rooted within communities and can offer more flexible alternatives or complementary interventions to statutory services, they are often seen as more proactive than the state in meeting social needs (Scottish Government, 2018a; Roy et al., 2013; Nyssens, 2007). As a result, SEs may

be well suited to rural contexts where innovative and specialised community solutions are frequently required to counteract service withdrawal and limited access to services and facilities (Steiner & Teasdale, 2018).

SEs, which are responsible for social value creation, are the agents that enable the emergence and effectiveness of SE (Naphatorn, 2019; Weerawardena & Sullivan-mort, 2001). SEs are hybrid organisations with dual goals (Yin & Chen, 2019; Siegner, Pinkse & Panwar, 2018), because in order to achieve the social goal, the business model must also develop a financial goal (Stevens, Moray & Bruneel, 2015; Battilana, Sengul, Pache & Model, 2014). These solutions – which can be social, environmental, or economic – are developed by SEs (Napathorn, 2020).

According to Erpf et al. (2019), SE has various definitions due to a lack of rigorous methods in discussing such definitions, which include various areas of treatments and perspectives. As a result, scholars attempted to highlight SE typologies using an empirically validated taxonomy. The complexity of defining SE stems from the multidimensionality of entrepreneurship, which takes into account a wide range of tasks and existing characteristics (Akbulaev et al., 2019). As opposed to simple businesses, SE are entrepreneurial activities of non-profit organisations with the goal of achieving their statutory objectives. SE are related in that their social impact on entrepreneurial activities is more important than financial efficiency. SEs are innovative entrepreneurial activities that bring about social change in societies and communities.

SE definitions have evolved based on a variety of direct activities that complicate their nature and distinguish them from non-profit organisations and for-profit businesses. According to Abdul Kadir et al. (2019), SEs are for-profit organisations established to advance social causes in a financially sustainable manner. SEs can be legally registered organisations that conduct non-profit activities with the goal of solving social problems (Akbulaev et al., 2019). Furthermore, SEs are specific types of businesses whose goal is to make a public (in the form of solving social problems) rather than a private (commercial) profit by implementing socially significant projects (Popkova & Sergi, 2019).

A SE role is not only to solve and achieve social goals, but also to be financially and profitably sustainable to compete with other conventional businesses (Akbulaev et al., 2019). SEs appear to be hybrid organisations founded for a social purpose that employ a for-profit business model to generate the financial resources required to support their social missions (Subaien et al., 2019). Choi et al. (2020) argue that social entrepreneurship differs from SEs in that SEs are strongly associated with market-oriented organisational activities with a social purpose, whereas social entrepreneurship focuses on the ability of individual social entrepreneurs to run their organisations using market-oriented ideas and creativity. Social entrepreneurship, according to Akter et al. (2020), is a subset of SEs and social businesses.

In general, the characteristics of SE differ between non-profit organisations and for-profit firms in that they are market-oriented (generate revenue) while pursuing social goals rather than profit alone (Choi & Park,

2020). Accountability and transparency structures are also defining SEs characteristics (Mäkelä et al., 2017; Doherty et al., 2014; Thompson & Doherty, 2006). They are a hybrid of for-profit business profit-making components and non-profit organisation social values and missions (Choi et al., 2020; Kadir et al., 2019). According to Popkova and Sergi (2019:3), SEs must have four mandatory characteristics: i) the primary character of public (non-commercial) interest; ii) the secondary character of their own (commercial) interest; iii) the absence of profit expectation; and iv) the implementation of socially significant initiatives. Akbulaev et al. (2019:7), however, mention five criteria to be considered when defining an SE, namely: i) social impact, ii) innovativeness, iii) profit and financial sustainability, iv) democratic management, and v) the ability to reinvest profit in businesses or for social purposes.

Expansions and new start-ups of SEs can attract funding, donations, volunteers and creative talent in order to create social and economic value by developing innovative products and services that solve social problems (Hojnik & Crnogaj, 2020; Abramson & Billings, 2019). Several authors state that in order to establish SEs that can flourish and be financially stable, an organisation's leadership must have the ability to expand and develop the business at all stages of its life cycle (Battilana, 2018; Diakanastasi et al., 2018; Klada, 2018). SE system-shaping solutions involve a unique innovation that generates direct social-ethical values for the beneficiaries, who are primarily vulnerable people in society (Lubberink et al., 2019).

2.2.1.2 Social innovation

The concept of social innovation (SI) differs from other concepts of innovation in that its foundation is in meeting a social need or solving a social problem (van Wijk et al., 2019; Mulgan et al., 2007) (Table 2.2). As a response to societal challenges, SI aims at "reconfiguration of social practices that seeks to improve outcomes on societal well-being and necessarily includes the engagement of civil society actors" (Polman et al., 2017:176-193). Polman et al. (2017:176-193) define SI as "the reconfiguration of social practices in response to societal challenges, with the goal of improving societal well-being outcomes and requiring the participation of civil society actors". SI is defined as "new approaches to addressing social challenges that have a positive impact on individuals, society, and organisations" (Hahn & Andor, 2013:15). SI is also defined as "new models, services, and products that address multiple social needs at the same time" (Marolt, 2015:260-271). Social innovations are "new solutions (products, services, models, markets, processes, and so on) that simultaneously meet a social need (more effectively than existing solutions) and lead to new or improved capabilities and relationships, as well as better asset and resource utilization" (Alfalih, 2022:102593). Or in other words, "social innovations benefit society while also increasing its capacity to act" (Grice, 2012:15). According to its sociological interpretation, innovation always indicates a response to some kind of problem, so "there is no social innovation without a problem, to which it serves as an answer" is correct (Forray & Kozma, 2020:7).

Table 0.3: Selected definitions of social innovation

Definitions
"Changes in cultural, normative, or regulatory structures that drive the society, leading to improvement of economic and social effectiveness." (Heiskala, 2007:10).
"Application of new concept, which contributes to a permanent social value." (Flew, 2008:20).
"A new solution to a social problem, which is more efficient, effective, permanent, or a fair than the existing methods, and the advantages brought by the innovation serve the society." (Phills et al., 2008:7).
"An idea for solving social problem is implemented." (Kesselring & Leitner, 2008:30).
"Real creation of certain social value." (Phills et al., 2008:7).
"A result of the influence of a public, private, or non-profit sector, as well as of the local society or single entities." (Harris & Albury, 2009:57).
"Fulfilment of new needs, not provided by the markets, or development of new, more satisfactory manners for society's activation" (OECD, 2011:304).
"The new solutions which at the same time fulfils the social need and leads to new or improved realisations abilities of the society, as well as to better exploration of the held resources." (Grice, 2013:308).

SI is regarded as a creative and collective process (Castro-Arce et al., 2019). The process occurs primarily through partnerships initiated by individuals (users or non-users), social movements and organisations (Nicolopoulou et al., 2017; Senent-Bailach & Rey-Marti, 2017).

Nevertheless, rather than being understood by both academics and practitioners to help create a greater level of societal impact through the corporate lens, many innovative ideas are stillborn, or are consolidated in the knowledge foundation to provide a greater understanding from the researchers' perspective (Caroli et al., 2018; van der Have & Rubalcaba, 2016; Phillips et al., 2015; Dawson & Daniel, 2010; Mulgan et al., 2007).

There has been a growing interest in SI in the fields of business and management. One of the reasons for this growth in SI interest is that entrepreneurs and organisations are growing dissatisfied with the solutions to social problems, and organisations are eager to take initiatives with more potential innovative solutions for the greater good (Caroli et al., 2018; Mirvis et al., 2016).

SI has received a great deal of attention in both research and practice, as well as across many disciplines and research fields (Angelidou & Psaltoglou, 2017; Pol & Ville, 2009; Moulaert et al., 2007). This focus on the concept and its core principles of SI leads to a plethora of understandings centred on finding new solutions to complex societal problems (Lee et al., 2021), triggering reconfiguration of social practices (Howaldt et al., 2016; Moulaert et al., 2005), and changing actors' attitudes (Neumeier, 2017). SI is said to "provide solutions that cultivate and implement new ideas with the potential to deliver value and foster long-

term transformations" (Barlagne et al., 2021:4). The initiative of SI is critical for legitimacy and accountability purposes, as stakeholders must screen, monitor and evaluate (Mersland et al., 2019).

Funding is one of the most difficult challenges that social innovators face. This is due to the fact that social entrepreneurs and innovators do not readily meet traditional investment criteria for charitable, commercial or public investors (Bonnici, 2020). Funding is required for social innovators to ensure an increase in delivery capacity and a reduction in product costs. Funding is also in high demand for runnngi successful marketing campaigns (SAB Foundation 2020). The SAB Foundation Impact Report identified a number of challenges for SI in South Africa, including a lack of funding, resources, production equipment, market access, brand exposure, premises or office space, small markets, the right customer fit, a lack of government buy-in, proper finance systems, trained staff and a capacity to meet demand, finding suitable suppliers and staff shortages (SAB Foundation 2020:16). Aside from various organisations and governments that have adopted SI frameworks, there are still numerous challenges that various bodies face in adopting SI (Edwards-Schachter, 2017)**.**

2.2.1.3 Entrepreneurship

Entrepreneurship is widely regarded as "a panacea for poverty alleviation and job creation" (Sutter, Bruton & Chen, 2019:1). As a result, there is a need for consistent research to evaluate entrepreneurial ways of thinking in relation to their performance. According to Mazzarol and Reboud (2020), entrepreneurial thinking is essential for understanding both entrepreneurs and entrepreneurship. Entrepreneurship is recognised as a critical factor in improving the economy by creating new employment and income opportunities (Chitsaz et al., 2019; Sabokro, Tajpour & Hosseini, 2018). Entrepreneurship has numerous positive effects on economic growth and welfare, including social and environmental welfare and job creation (Neumann, 2021; Prasetyo, 2020a, 2020b; Prasetyo & Kistanti, 2020a; Farouq & Dadwal, 2019).

Entrepreneurship is primarily concerned with "respective behaviors and decisions, as well as the exploration and exploitation of opportunities, as well as the development and implementation of resources required for the formation of a profitable business" (Tajpour & Hosseini, 2021a:7). Given that rebuilding strategies and organisational innovation are based on the identification and exploitation of opportunities that necessitate resources that are not always available to entrepreneurs, all aspects of entrepreneurship are important (Bordbar et al., 2021). As a result, entrepreneurship can be thought of as a set of strategic decisions and behaviours (Tajpour, 2021).

The government of South Africa recognised the importance of entrepreneurship such that a new Ministry of Small Business Development was established in early 2014. However, South Africa continues to suffer from an alarmingly high national unemployment rate of 27.6%. In the first quarter of 2019, youth unemployment was at 55% and the NW province unemployment rate was at 26.4%; and this was exacerbated in part by a

chronic shortage of skilled labour market. To add to this, the Mail and Guardian (2017) contends that approximately 80% of South African business start-ups fail within the first three years.

The skills shortages need to be addressed with urgency. One such avenue for addressing the skills shortage is through universities. Universities play a critical role in cultivating an entrepreneurial culture and creating a fertile ecosystem for potential entrepreneurs (Ghafar 2020; Gelaidan & Abdullateef, 2017). Higher education institutions frequently serve as the engines of economic growth in developing countries like South Africa (Bhorat, Cassim & Tseng, 2016).

2.2.1.4 Social entrepreneurship

Prior to 1994, many people were excluded from mainstream business activities, which opened many opportunities for social entrepreneurs, particularly in marginalised communities (Manyaka-Boshielo, 2017). The trend of opportunities for social entrepreneurs accelerated after apartheid ended, as the government and many formal businesses were committed to repairing the social, economic and political injustices that existed prior to 1994 (Littlewood & Holt, 2018). Because South Africa is one of the world's most unequal countries (Littlewood & Holt, 2015) there are numerous opportunities for social entrepreneurship (World Bank, 2020). Table 2.3 summarises some of the characteristics of social entrepreneurship prior to and after 1994.

Table 2.3 shows that, following the start of the post-apartheid democratic era in 1994, there has been a clear shift in social entrepreneurship trends. Many existing SEs were created to address problems caused by the pre-1994 political system (Manyaka-Boshielo, 2017).

Table 0.4: Trends in South African social entrepreneurship, basic characteristics and evolution (Littlewood & Holt, 2018; Manyaka-Boshielo, 2017; Littlewood & Holt, 2015; Bray, 2012; Urban, 2008)

Prior to 1994	Post 1994
Founding of the Pietermaritzburg Consumers Co-Operative	Non-Profit Organizations Act (1997) repeals restrictive Fundraising Act 1978
United Nations declares apartheid a crime against humanity	End of transition to democracy, reduction in international donor funding
Donors began funding local civil society	COFTA—World Fair Trade Organization Africa; Amendments to Cooperative Act (2005).
Growth of "civics" campaigning around local material issues (e.g., better service delivery) and wider political issues (overthrow of apartheid)	Broad-Based Black Economic Empowerment Act 2004 COFTA formed; Co-Operative Development Policy for South Africa, 2004
Agricultural co-operatives, trade union cooperatives emerge	Cooperatives Act (Act No. 14 of 2005)
Ashoka Foundation opens offices in South Africa	SASIX launched 2009 ASEN and UnLtd South Africa created
Social entrepreneurship not so prevalent as a main focus yet	ILO SE research study commences
Informal nature of social entrepreneurship taking place in rural and marginalised areas	CSES E founded at the University of Johannesburg; GIBS launches SECP; South African Government New Growth Path Framework
Social and cultural role, especially in the rural areas	Bertha Centre for SI and, Entrepreneurship launched University of Cape Town; SE World Forum, Johannesburg

Social entrepreneurship is gaining popularity, and the literature on the subject is rapidly expanding (Sassmannshausen & Sutter et al., 2019; Volkmann, 2018; Halberstadt & Kraus, 2016; Semrau et al., 2016;). Over the last 10 years (Figure 2.2), social entrepreneurship research has gained traction by creating communal value and encouraging societal change, primarily in the context of the developing economy (Del Giudice et al., 2019; Rao-Nicholson et al., 2017).
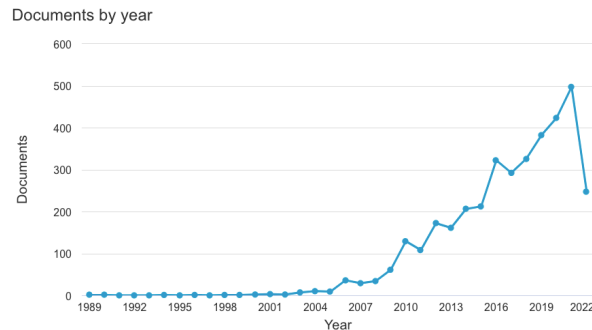
Figure 0.2: Growth in publications since 1989 (Scopus, 11 July 2022)

Social entrepreneurship is a "social phenomenon capable of generating social and environmental changes for regions and populations at the bottom of the pyramid in both developing and developed countries" (Ghalwash, Tolba, & Ismail, 2017:268). In short, social entrepreneurship is likely a driver of long-term development (Bozhikin, Macke & Costa, 2019; Belz & Binder, 2017).

Social entrepreneurship also has a significant impact on the overall market. Attempts to define social entrepreneurship emphasise the importance of replacing the current market with a new market environment that is effective and efficient for business entrepreneurs (Chandra & Paras, 2020). Unlike traditional business entities, which seek to maximise profits, social entrepreneurship seeks to solve social problems and add value (Chandra & Shang, 2017). Social entrepreneurship outcomes are widely understood to include and prioritise social contribution and social value (Brieger & DeClerq, 2019; Duncan, 2009).

Social entrepreneurship is important because it can contribute to increased growth; a more stable, equitable, and prosperous economy; and the development of an innovative market in various countries (Deng et al., 2020; Prasetyo & Kistanti, 2020a; Acs et al., 2018; Aparicio, Urbano & Gomez, 2018; Sohel, 2018; Popov, Veretennikora & Kozinskaya, 2018). Regional economic development emphasises the importance of social entrepreneurship in maintaining the locality or community and living safely. As a result, it should be incorporated into economic mechanisms by conducting business and establishing economic and financial policies (Jilenga, 2017) and refer to a future business that prioritises social missions over profits (Pongracz, 2020).

2.3 Role of social enterprises in society

SEs are profit-maximising businesses that focus on minimising social challenges by implementing innovative solutions to major social problems that the market, public, private and voluntary sectors have overlooked (da Silva Nascimento & Salazar, 2020; Hojnik & Crnogaj, 2020; Xu & Xi, 2020; Yin & Chen, 2019). SEs have evolved as a solution to unstructured, cross-cutting and complex problems that neither the government nor the market can solve on their own (Choi et al., 2019; Weber & Khademian, 2008).

By considering its core beneficiaries as part of its social mission, SEs impact the well-being of a community, generating SE participants and increasing feelings of inclusiveness, a sense of belonging and trust (Cal et al., 2018; Farmer et al., 2016). Those who participated in SEs by creating products or providing services to their communities reported higher levels of happiness (Gordon et al., 2018; Macaulay et al., 2017).

According to Kong et al. (2018), SEs provide a safe environment for learning the necessary skills for exploring and participating in society. SE frequently benefits marginalised members of society who are underserved by the market or political institutions (Srivetbodee et al., 2017). Employment-focused SEs, for example, frequently recruit people from groups that have experienced long-term social and economic exclusion (Maxwell & Rotz, 2017; Cooney, 2013; Aiken, 2007). It is acknowledged that the benefits of SE can extend beyond specific individuals and groups and have a broader impact on society through systemic social change in areas such as local economic development, public health and poverty reduction (Srivetbodee et al., 2017).

2.4 Challenges faced by SEs

Early-stage SEs frequently lack adequate strategic resources for business success (Garidis & Rossmann, 2019; Muoz & Kimmitt, 2019; El Ebrashi, 2018; Pandey et al., 2017). However, SEs can develop effective strategies from a set of strategic resources involving several dimensions, such as the uncertainty of the contextual environment and organisational goals (Khalifa, 2019). Intangible strategic resources are more important for the growth and social mission of SEs than tangible strategic resources (El Ebrashi, 2018).

SEs have faced a number of challenges that hamper their ability to pursue both commercial trading activities and social or environmental missions (Davies et al., 2019). These constraints and challenges include the following: i) limited access to funds and capital; ii) ill-fitting legal structures; iii) a lack of a clear identity; iv) management tensions; and v) difficulties in measuring social value (Abramson & Billings, 2019:1).

According to Doherty et al. (2014:425), SEs are, by definition, hybrid organisations that have sites of contradiction, contestation and conflict. Due to the tensions that arise from balancing a social mission with commercial revenue-gathering activities, SEs face significant challenges (Muoz & Kimmitt, 2019; Stevens et al., 2015; Tian & Smith, 2014).

Expansions and new start-ups of SEs can attract funding, donations, volunteers and creative talent in striving to create social and economic value by developing innovative products and services that solve social problems (Hojnik & Crnogaj, 2020; Abramson & Billings, 2019). However, the increased number of SE organisations starting and expanding frequently results in many failed start-ups and business expansion failures due to various barriers to long-term growth and financial sustainability (Abramson & Billings, 2019; Davies et al., 2019; Battilana, 2018). Several authors concluded that the most significant barriers to SE organisational growth and financial sustainability are governance challenges related to preserving dual objectives and preventing mission drift, as well as funding challenges related to unclear legal identity and social impact measurements (Abramson & Billings, 2019; Davies et al., 2019; Battilana, 2018).

The introduction of a new SE into a subsistence marketplace has the potential to disrupt such institutional norms, resulting in market innovation and transformation (Kjellberg, Azimont & Reid, 2015). However, more than 80% of SEs fail within the first three years due to a lack of funding, operational breakdowns, a lack of understanding of the environment, and a lack of access to long-term resources (Gasca, 2017; Grassl, 2012).

2.5 Crowdfunding

Crowdfunding in all of its forms is a new and rapidly expanding phenomenon around the world. Despite this expansion, there has been little theoretical advancement in crowdfunding literature yet (Brown, Mawson, Rowe & Mason, 2018; Zhang et al., 2016). Furthermore, the existing body of knowledge has primarily relied on data from a few large crowdfunding platforms, with little attention paid to smaller market entities (Lagazio & Querci, 2018; Yu et al., 2017). Crowdfunding platforms have emerged as a potentially significant source of funding for business and philanthropic initiatives, growing faster than other financial innovations (Rau, 2020) and specialising to the point where they now target specific industries (Yu et al., 2017). Crowdfunding enables investments in financial benefits, as well as social and environmental impacts and personal interests (Baumgardner et al., 2017). Crowdfunding allows not only the organisation to rely on the community, but also the community to mature by promoting emerging regulatory frameworks (Ziegler et al., 2018).

Various forms of crowdfunding attempt to balance the roles of multiple stakeholders (Ziegler et al., 2018; Bruton et al., 2015; Belleflamme et al., 2014; Mollick, 2014). Crowdfunding is a method of expanding a venture's activities through the fundraising process, in which social entrepreneurs can tailor their campaigns better than on standardised platforms (Belleflamme et al., 2014). The procedure entails groups of people pooling funds via the Internet to support a specific project (Ahlers et al., 2015). Lending, equity, reward and donation are all examples of financial contributions (Ziegler et al., 2018).

There are several types of crowdfunding available to assist SEs. They differ depending on the investment and the expectations of potential investors (Short et al., 2017). Crowdfunding assists organisations in

overcoming resource constraints by connecting them to a much larger pool of capital from strangers through local social networks (Agrawal & Khare, 2019).

The crowdfunding market proposed by Hossain and Oparaocha (2017:41) is divided into four types: donation-based, reward-based, lending-based and equity-based models.

i) Donation-based crowdfunding: This is the most common type of crowdfunding in which funders donate solely for charitable purposes, typically to a cause in which they believe and for which they do not expect anything in return; the mere completion of the project is sufficient reward for them. These contributions are typically made to social and charitable causes (Hossain & Oparaocha, 2017).

ii) Reward crowdfunding: This describes how individuals or organisations provide financial resources to individuals, projects or organisations in exchange for non-monetary rewards such as products or services (Ziegler et al., 2018). Reward-based campaigns may allow the funding organisation to pre-purchase a product or service, whereas the reward structure for supporting a social project through a donation may not allow for pre-purchasing (Kraus et al., 2016). High-value consumers are critical in a crowdfunding campaign because transforming innovation into products necessitates sufficient funds to cover development costs (Bender et al., 2019). Entrepreneurs can benefit the targeted community groups through reward-based crowdfunding by communicating their product innovation, providing updated information, and responding to stakeholder inquiries (de Larrea et al., 2019).

iii) Lending-based crowdfunding: Based on a borrower-lender relationship, funders or contributors "supply funds for an agreed period with the expectation of receiving their funds back, possibly with interest" (Hossain & Oparaocha, 2017).

iv) Equity crowdfunding models: These models demonstrate how individuals seek a controlling interest in a company (Ziegleret al., 2018). Funders allocate financial resources in this type of crowdfunding model to receive financial rewards from their investment. This model differs significantly from the reward-based crowdfunding platform, which offers limited rewards such as the product itself or recognition for funding the venture (Cholakova & Clarysse, 2015).

Crowdfunding activities with simple products benefit from positive product perception and trust. In contrast, crowdfunding success with high-complexity products results in more favourable product perceptions and trust (Wehnert et al., 2019). The activities may be useful in dealing with the uncertain market by combining angels and crowd investors who bring important benefits to venture investment (Wang et al., 2019).

As social entrepreneurs compete with dozens of similar campaigns at any given time (Popper & Lorenz, 2020), the crowdfunding industry is characterised by low success rates (Zhang et al., 2020; Courtney et al., 2017), posing a significant challenge for both social entrepreneur campaigns and crowdfunding platform strategies.

2.6 Relationship between funders and SEs

Impact investors and traditional investors have different goals. Impact investments seek to have a social or environmental impact in addition to financial returns (Lee et al., 2020; Chowdhry et al., 2019). Impact investors, for example, frequently invest in sectors that address global challenges, such as those aimed at reducing poverty or mitigating climate change (Geczy et al., 2019; Gray et al., 2015). As a result, impact investors consider the social impact of their investments in addition to the potential financial return of portfolio ventures. Prior research has also shown that impact investors are willing to forego financial returns in order to achieve social goals (Chowdhry et al., 2019).

Governments, foundations and philanthropists are the primary sources of philanthropic donations. This type of impact investor is not concerned with market returns, but rather with social objectives. As a result, they are particularly appealing to SEs who are fully committed to the social goals of their hybrid organisation (Chowdhry et al., 2019). Impact investing is becoming more popular, and impact investors are a growing source of funding for SEs (Geczy et al., 2019; The Economist, 2017).

The field of social finance has appeared as a strategy for increasing capital flow to SEs through the use of a variety of existing and new financial instruments such as impact investing (Glanzel & Scheurle, 2016), philanthropic venture capital (Scarlata & Alemany 2010) and venture philanthropy (Gordon, 2014). According to Nicholls and Paton (2009), these fields are interdependent and will coevolve because either one can restrain or stimulate the other.

2.7 Underlying research theories

Theory is defined as "a statement of relations among concepts within a set of boundary assumptions and constraints" (Bacharach, 1989:496) and consists of "a set of well-developed categories (e.g., themes, concepts) that are systematically inter-related through statements of relationships to form a theoretical framework that explains some phenomenon" (Strauss & Corbin, 1998:22). Theory commences with something of interest (Whetten, 1989) and attempts to describe the start and protraction of the phenomenon. "In our role as scholars, we are attracted by inconsistencies between our understanding of, and the conventional wisdom to explain, the phenomenon" (Whetten, 1989:490).

A theory is made up of three parts. First, there must be a desire to investigate something, such as SEs in this case. Determining the phenomenon of SEs is the first step toward developing a theory. The definition defines the scope of the research. The definition can direct attention to the most important and relevant aspects of the socioeconomic system. Second, we must define the establishment and variables that are relevant to our phenomenon of interest (Suddaby, 2010). This is when a strong definition of the phenomenon of interest aids the investigation by defining the scope of the study. Finally, a theory shows the connections between phenomena, such as "a story about why acts, events, structure, and thoughts occur" (Sutton & Staw, 1995:378). The theory's proposed explanation goes into the processes that underpin the relationships

and seeks to elucidate systematic accounts for a "specific occurrence or non-occurrence" (Sutton & Staw, 1995:378). Theory must therefore go beyond description and explanation to demonstrate the logical order of causal relationships (Sutton & Staw, 1995) and explain how and why variables or constructs relate to evidence (Weick, 1989; Sutton & Staw, 1995).

SEs has attracted the attention of many scholars (Mairb & Marti, 2006). SEs are perceived important elements in society that aim to solve societal problems. Corporations are interested in the potential of SEs especially in relation to fulfil corporate social and environmental responsibilities. Community, voluntary and charitable organisations in the non-profit sector have focused on business models of SEs to achieve financial sustainability. In addition, policy makers have acknowledged the potential of SEs to deliver goods and services to poor and hard-to-reach individuals and groups. Scholarly literature has been widely published. However, the development of theories on SEs have been few.

Theory borrowing involves bringing ideas from one theoretical domain, a source, to address an issue or explain a phenomenon in another, a target domain (Floyd, 2009). Not all theories travel well between disciplines and the capacity to do so is related to the level of theoretical abstraction (Oswick et al., 2011). Higher abstraction confers on theories greater potential to travel between disciplines when compared to theories that stay close to context and data. Theory borrowing should go beyond confirming and reaffirming the utility of an existing theory, and actually improve the theory in some way (Whetten, 1989). Improvements might be derived from theorisation or analysis of empirical data and may involve re-contextualisation, re-positioning or re-framing the source theory (Oswick et al., 2011).

The perceived tension between research aimed at developing theory and research aimed at improving practice is at the root of the criticisms. The act of doing something is traditionally contrasted with theory, which is an abstraction of ideas about a phenomenon. Theory is often elevated above practice in the academy, but theory without practice can be perceived as dry and irrelevant: "there is nothing so practical as a good theory" (Lewin, 1951:169). The legitimacy requirement that social science research be socially relevant necessitates that theorists outline the practical implications of the new theories they develop.

Comparing and contrasting how these theoretical lenses explain and predict SEs has resulted in a better understanding of the source theory, as well as opportunities to support, refine and extend it. Organisation and management theory frequently draw on a variety of established theories from various disciplines (Oswick et al., 2011; Whetten et al., 2009), and SE research is no exception. Theoretical perspectives from anthropology, economics, psychology and sociology have been used in SE articles (Short et al., 2009). For example, institutional theory, particularly institutional entrepreneurship (DiMaggio, 1988), has been used to explain the complexities of SE organisation and management (Mair & Marti, 2006), and structuration theory (Giddens, 1984) has been used to investigate the social construction of SE (Giddens, 1984; Chell, 2007).

Scholars in the field of business and management have borrowed theories from accounting, management, marketing and operations management (Short et al., 2009).

Since most theoretical advances are built on the foundations of existing theories, articles in peer-reviewed journals situate their research in a conceptual framework that draws on relevant theories, and thus "references to theory developed in prior work help to set the stage for new conceptual developments" (Sutton & Staw, 1995:372). Extending theory, on the other hand, is a distinct conceptual challenge that extends beyond situating research within the context of previous work. Knowledge expansion through the extension of established theory also provides a valuable opportunity to build cumulative theory (Sutton & Staw, 1995:383). Extending existing theories can generate new theories in a variety of ways, such as refining the original constructs of source theories, pushing the boundaries of the existing theory, or elucidating the processes of the original theory.

Extensions or modifications should alter existing views in significant ways while not stretching the theory beyond reason (Van de Ven, 1989). For example, theories to predict and explain institutional entrepreneurship have been lengthened to the domain of SE by conceptual analysis to theorise the relationships and procedures of organisational and institutional entrepreneurship (Tracey et al., 2011; Dacin et al., 2010), Strauss' theory of bricolage has been extended to the domain of SE by proposing a theory of social bricolage (Di Domenico et al., 2010), and a new theory of social franchising (Tracey & Jarvis, 2007).

Researchers who make significant breakthrough discoveries are held in the highest regard within the academy. The goal of discovery is thus fundamental to one's identity as a scholar and to the academy's collective legitimacy. Despite the fact that many SE research articles are theoretically rich, few present new theories to explain and predict when, why, and how SEs emerge and create economic, social, and environmental value. New theory emerges as a result of either empirical data analysis for new insights or conceptual translation of existing theories into new theory (Albert & Anderson, 2010; Albert, 1977). New theories, for example, to explain the emergence of community-based enterprises (Peredo &Chrisman, 2005) and community-led social ventures (Haugh, 2006), have drawn on experimental observations from social and community enterprises.

2.8 Theories on sustainability

Sustainability is an important topic for understanding and developing societies (including business, government, and NGOs). For scholars who want their academic contributions to have an impact, sustainability is critical for tap the potential (including theories, models, and policies). Sustainability is defined as "the ability of a human, natural, or mixed system to withstand or adapt to endogenous or exogenous change indefinitely" (Dovers & Handmer, 1992; 262). Sustainability is a financial state in which people's and commerce's requirements on the environment can be met without jeopardising the environment's ability to provide for future generations (Hawken, 1993).

This section provides an examination of some evolving sustainability theories, namely i) corporate social responsibility, ii) stakeholder theory, iii) corporate sustainability, and iv) green economics.

2.8.1 Corporate social responsibility

The concept of sustainability can be traced back to the 1930s, when some articles about corporate social responsibility appeared (Carrol, 1999). However, the relationship between firms and society was not theorised until 1953, when Howard Bowen published Social Responsibilities of the Businessman (Lee, 2008). Bowen argued that large corporations were critical centres of power, with their strategies and actions having a wide-ranging impact on citizens' lives (Bowen & Johns, 1953).

Bowen and Johns (1953:6) define social responsibilities of businesspeople as "businessmen's obligations to pursue those policies, make those decisions, or follow those lines of action that are desirable in terms of our society's objectives and values". The phrase "social responsibility of businessmen" has since evolved into "corporate social responsibility" (CSR). However, in the 1950s and 1960s, the concept was not widely accepted and was met with a number of criticisms. One of the most prominent critics, Milton Friedman, argued that the true social responsibility of a corporation is to make money for its shareholders, and thus Bowen's proposed social responsibility threatened the very foundation of free enterprise society (Friedman, 1962).

CSR is "the firm's consideration and response to issues that extend beyond the firm's focusing on economic, technical, and legislative obligations in order to achieve societal and benefits to society in besides traditional financial growth and to fairly balance the concerns and needs of various stakeholders" (Davis, 1973:312-322).

2.8.2 Stakeholder theory

The definition of a stakeholder is "any organisation or person who can influence or is effected by the achievement of the organisation strategy" (Lozano, 2015:32-44). The two types of stakeholders are primary stakeholders and secondary stakeholders. Secondary ones have a greater direct influence on the company or are influenced by it more than primary ones (Castka & Prajogo, 2013). Stakeholder theory originally focused on social stakeholders, but it has recently expanded to include non-social stakeholders to address environmental issues (Lozano, Carpenter & Huisingh, 2015).

2.8.3 Corporate sustainability

The ability of a company to thrive in a highly competitive and ever-changing global business environment is referred to as corporate sustainability. Businesses that anticipate and manage current and future economic, environmental, and social opportunities and risks by focusing on quality, innovative thinking, and productivity will emerge as leaders with a greater likelihood of creating a competitive advantage and long-term stakeholder value (Robeco, 2013). The importance of meeting the needs of stakeholders and trying to

balance the economic, environmental, and social dimensions of corporate performance is emphasised in the definition of corporate sustainability.

2.8.4 Green economics

The green economy is "critical in developing policies that are sustainable" (Geels, 2012:471-482). At the Fifth Ministerial Conference on Environment and Development (MCED) in Asia and the Pacific in 2005, the concept of green growth was introduced into intergovernmental discussions for the first time, and the importance of green economy and green growth has been increasingly recognised in international and national policymaking since then. A green economy, according to the United Nations Environment Programme (UNEP), "improves human well-being and social equity while significantly reducing environmental risks and ecological scarcity" (UNEP, 2010:5).

2.8.5 Opportunity-based entrepreneurship theory

Entrepreneurs, according to Drucker (1985), do not cause change (as the Schumpeterian or Austrian school claims), but rather make use of the opportunities created by change (in technology, consumer preferences, and social norms). Not all new businesses are entrepreneurial or represent entrepreneurship.

According to Drucker, an entrepreneurial firm must innovate or be change oriented. Drucker also emphasises that profit is not required for free enterprise. In his book on innovation and growth, he claims that the creation of the modern university, particularly the modern American university, is the best litmus test for the history of free enterprise. He then describes how revolutionary this was at the time. He also includes a chapter on entrepreneurship in government organisations (Drucker, 1985).

Stevenson (1990) added an element of resourcefulness to the opportunity-oriented definition based on research Drucker (1985) conducted to determine what distinguishes entrepreneurial management from administration management. According to Stevenson (1990:17-27), the heart of entrepreneurial management is "the pursuit of opportunity without regard to resources currently controlled". According to Stevenson (1990), businesses not only see and pursue opportunities that administration managers do not, but they also do not let their own initial resource endowment limit their options. Entrepreneurs use the resources of others to accomplish their business objectives. Administrators, to the contrary, allow their current resources and job description to constrain their visions and actions (Nteere, 2012).

According to opportunity-based entrepreneurship theory, an entrepreneurial firm must be innovative and change-oriented in addition to profit-seeking. This is the heart of a social enterprise company. Furthermore, social entrepreneurs are not constrained by their current resources because they can make arrangements from others to achieve their social mission.

2.8.6 Human capital theory

The term human capital (HC) was coined in the early 1960s by Schultz (1961:140), who proposed that HC was made up of "knowledge, skills, and abilities of the people employed in an organisation". While concise, Shultz's (1961) initial definition of HC is somewhat limited in that it disregards the concept of 'value' and the importance of 'investment' in HC. In 1981, Schultz revised this definition to include "all human abilities, whether innate or acquired. Human capital will be a valuable asset that can be improved with the right investment" Schultz (1981:21).

Becker (1993:3) defines HC as "individual knowledge, information, ideas, skills, and health" more than a decade later. Becker's definition, like Schultz's original classification, is somewhat limited. Becker's definition, on the other hand, is intriguing because it expands on the concept of "individual health." Individual health and well-being are significant factors in current research on the contextual development of HC within organisations. Bontis (1999:391) defines HC as "the human factor in the organisation; the collective intelligence, skills, and expertise that gives the organisation its distinct character. The human elements of the organisation are those who are capable of learning, changing, innovating, and providing the creative thrust that, if properly motivated, can ensure the long-term survival of the organisation". Bontis (1999) emphasises the importance of HC innovation, change and creativity. In addition, the definition emphasises the significance of motivation in maximising these capacities. The definition acknowledges the importance of "distinctive character".

The most significant application of human capital theory to social entrepreneurship is that individuals who work in social enterprises are projected to be capable of learning new things, to be innovative, and to provide an innovative thrust that, if properly motivated, can ensure the long-term survival of the social enterprise. Furthermore, the theory assesses how skills and knowledge acquired over time in a social enterprise contribute to the enterprise's overall sustainability.

2.8.7 Social capital or social network theory

The term social capital first appeared in sociology and political science in Hanifan's (1916) study of rural school community centres. Burt (1992:323) defines social capital as "friends, colleagues, and more general contacts who provide opportunities to use your financial and human capital". Social capital is defined by Nahapiet and Ghoshal (1998:242-266) as "the sum of the actual and potential resources embedded within, available through, and derived from an individual's or social unit's network of relationships". To emphasise the similarities between the two, Granovetter (1982) uses the term social network theory rather than social capital.

Entrepreneurs are part of a larger social network structure which accounts for a significant portion of their opportunity structure (Clausen, 2006). Shane and Eckhardt (2003:15) state that "an individual may recognise the existence of an entrepreneurial opportunity but lack the social connections required to turn

the opportunity into a business start-up. This problem is thought to be mitigated by having access to a larger social network". In a similar vein, Reynolds (1991) mentioned social networks in four stages of sociological theory. Stronger social ties to resource providers, according to the literature on this theory, facilitate resource acquisition and increase the likelihood of opportunity exploitation (Aldrich & Zimmers, 1986). According to other researchers, it is critical for aspiring entrepreneurs to have access to entrepreneurs in their social network because their knowledge is a form of cultural capital that new businesses can use to identify opportunities (Aldrich & Cliff, 2003; Gartner, 2004).

Social entrepreneurs must use social networks to advocate for funding and ensure that various stakeholders support their ideas.

2.8.8 Resource-based view (RBV)

Buyers, suppliers, competition intensity, and industry and market structure are all taken into account (Porter, 1985). These factors influence how resources are conceived and deployed. Firms that meet the VRIN (valuable, rare, inimitable and non-substitutable resources) criteria, according to the resource-based perspective, are capable of achieving high performance (Barney, 1991).

Miller and Shamsie (1996:15) define resources as "both tangible and intangible resources that are either knowledge-based or property-based inputs into an organisation's production process". Property-based assets are tangible, whereas knowledge-based assets are intangible. Both are required for a business to function. Resource acquisition is critical in the resource-based perspective because resources with value, scarcity, uniqueness and non-substitutability can generate competitive advantages and have a significant impact on organisational performance.

The resource-based viewpoint will assist social enterprises in understanding how the strategies they develop and implement will improve their efficiency and effectiveness. Social ventures will be able to achieve their social mission, ensure stakeholder value, and be profitable by maximising profits through better resource utilisation.

2.8.9 Schumpeterian theory of innovation

Innovative entrepreneurs who disrupt and disorganise the existing way of doing things are rewarded, according to Schumpeterian theory. An entrepreneur, according to Schumpeter (1934:255), is "someone who establishes a business and implements new combinations of means of production". The role of the entrepreneur, according to Schumpeter's (1934) theory of economic development, is to disrupt the status quo (the general equilibrium) through innovation. According to Schumpeter (1934:255), entrepreneurs are responsible for all changes that disrupt the normal circular flow of industry, a force known as "creative destruction of capital". Creative destruction is a process of industrial mutation that transforms the economic

structure from within, destroying the old and creating a new one. According to Schumpeter (1934), entrepreneur innovation generates gales of creative destruction by rendering old technologies obsolete.

Entrepreneurial efforts to offer new products and services, new markets, new production methods, new sources of supply, and to develop a new organisation, according to Schumpeter (1934:255), are where innovation can be found. According to Schumpeter (1935), entrepreneurship is the source of change. As a result of innovation, new activities and markets emerge. Profits are generated by firm innovation.

The most important application of Schumpeterian innovation theory to social enterprise is that a social entrepreneur should establish a social enterprise, develop new combinations of means of production, be innovative, and effect social change by creating market disequilibrium. Schumpeterian theory of innovation is chosen as lens for this study.

2.9 Existing gaps in SEs

Future research should concentrate on later stages of SI to demonstrate the difficulties in disseminating SEs (GHigauri & Djakeli, 2021; Joo-Roland & Granados, 2020). Further research can build on these findings to conduct in-depth and large-scale analyses of SEs from the perspective of digitalisation in conjunction with remote working strategies.

Inadequacy or partial awareness of the effects of social entrepreneurs prevents growth, impedes improved collaboration in societies, mutual engagement and organisation building (Ipangui, 2019). There are societal issues and critical social needs all over the world that governments, non-governmental organisations (NGOs), and businesses fail to identify or address effectively (Lubberink, 2019). The institutional and contextual conditions in which SEs operate can be considered because these factors can help or hinder SE survival, growth and sustainability (Nguyen, 2019), to better understand the direct and indirect effects of mission statements on performance, particularly in SEs where mission statements are essential and inherent in the business definition (Mirabent et al., 2019).

Research on social entrepreneurship education entails recommendations for SE leadership to be broadened to include design and implementation challenges of the social mission more explicitly (Siegner et al., 2017).

2.10 Summary

This chapter has provided a broad overview of SEs while also establishing the context for this thesis. This chapter discussed the concepts and benefits of SEs, as well as their role in society and the challenges they face. Different types of funders and their relationships with SEs have been discussed. Theories about sustainability have been proposed. The theory of innovation chosen for the study is the Schumpeterian theory. The following chapter discusses the research methodology and the design of the current research study, as well as the clarification of terms and a broad understanding of the existing research outcomes.

SEs also often struggle to measure and report their social value or their impacts and outcomes. Existing studies suggest SEs can have a positive impact on individuals and communities. Yet the lack of research has prompted some to speculate if these claims match reality. SE is regarded as actively contributing to youth, society, economy and the well-being of local communities around underserved communities.

The research methodology and design of this study are presented in Chapter 3.

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

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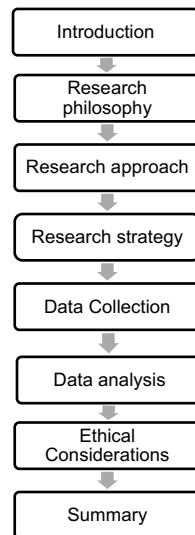
Figure 0.3: Layout of Chapter 3

3.1 Introduction

Research methodology provides the reason for the process creation used for the formulation of a theory that serves as a guide in which the research should be carried out (Mohajan, 2018:60). The grounds and nature of ontology and epistemology that the researcher has chosen also influence the research methodology (Neuman, 2014). Zikmund (2003) defines research methodology as the procedures and methods to be used for data collection and analysis. The tools and procedures to be used in achieving the study's objectives, as well as the method to be used in the research process, are all part of research methodology (Mouton, 2001). Researchers use the term method to refer to the techniques and approaches to collect and analyse data, according to Saunders, Lewis and Thornhill (2007). Researchers select research methodologies based on the paradigm that drives their research activity, specifically their perspectives on reality and humanity (ontology), the theory of knowledge that guides the research (epistemology), and how that knowledge is acquired (Nayak & Singh, 2015).

This section is presented as follows (Figure 3.1): i) research philosophy, ii) research approach, iii) research strategy, iv) data collection, v) data analysis, vi) ethics and vii) a summary.

3.2 Research philosophy

"Sources, properties and development of knowledge" can be defined as a research philosophy (Hamal & Sapkota, 2020:29). Two major research paradigms are ontology and epistemology (Abu-alhaija, 2019; Saunders et al., 2007). Sanders et al. (2016:124) defines research philosophy as "a system of beliefs and

assumptions about the development of knowledge". Willis (2007:8) defines a research paradigm as "an overarching belief system, worldview, or framework that guides research and practice in a field".

The ontology and epistemology of research philosophy are distinctive (Abiodun Obas & Tajudeen, 2021), as discussed in Chapter 3; sections 3.2.1 and 3.2.2.

3.2.1 Ontology

3.2.1.1 Introduction

Ontology is a branch of philosophy that studies the nature and structure of objects, properties, events, processes, and relationships in all domains of reality (Smith, 2003; Buckingham et al., 2011:253) The term ontology comes from the Greek ``ontos'' (being) and ``logos'' (study). In other words, ontology is the study of existence. Ontology is often used by philosophers as "synonymous with metaphysics". This is a term coined by one of his early philosophers, Aristotle, and his students (Smith, 2003). From an ontological standpoint, the two main paradigms are objectivism and subjectivism.

3.2.2.2 Objectivism

The world exists independently of our knowledge of it, according to an objectivist, i.e., "it exists out there" (Gray, 2013:15) awaiting discovery. According to objectivists, ``social phenomena and their meanings exist independently of social actors'' (Bryman, 2004:16). We did not take an objectivist approach because this study is a multiple case study, and the meanings are not considered independent.

3.2.2.3 Subjectivism

For the subjectivist, there are multiple socially constructed realities and multiple ways of accessing them. According to Sanders et al., subjectivism is the belief that "social phenomena are produced by the perceptions and subsequent actions of social actors involved in their existence." (2007:108). Subjectivism is "often associated with concepts such as constructivism and social constructivism" (Saunders et al. 2007: 108).

Subjectivists base their research on relativistic ontology, applying subjectivist epistemology (Denzin & Lincoln, 2005). Denzin and Lincoln (2005:21) Defines subjectivism as "a type of argument-based scientific knowledge in which knowledge is postulated through the lens of variables such as ethnicity, class, race, language, and other social and cultural paradigms." In this study, knowledge is generated through the eyes of the participants and the subjective attitude of the researcher.

3.3 Epistemology

3.3.1 Introduction

Epistemological assumptions are concerned with the creation, acquisition and transmission of knowledge (Singh, 2019; Tennis, 2008; Saunders et al., 2007; Rescher, 2003; Cunningham & Fitzgerald, 1996). Epistemology is "concerned with the truth and certitude of human knowledge, with the subjective conditions and scope and limits of its validity, with the subjective or mental factors involved in knowing" says Coffey (2011:198). Pragmatic, positivistic, operationalist, referential, instrumental, empiricist, rationalist and realist are among the terms used to describe epistemic stances.

Each of these make claims about the types of knowledge that can be generated through research, how it is gathered, and how it is presented. These epistemic stances perform this function because they have a systematic view of reality, our understanding of it, and the meaning we can ascribe to it (Tennis, 2008). The epistemological paradigm has many paradigms. For example, there is critical realism, postmodernism, pragmatism, positivism and interpretivism. The following two subsections discuss positivism and interpretivism.

3.3.2 Positivism

Positivist epistemology holds that the truth about phenomena is discovered through the application of the scientific method. Positivism is based on the philosophical stance of natural scientists who generate generalisations from observable reality within society. Positivism refers to the general importance of what is given, with a stricter emphasis on considering pure data and facts that are not influenced by human interpretation or bias (Scotland, 2012; Saunders, 2012). In this study, positivism was not used to consider an organisation or other social enterprise to be real, as physical objects and natural phenomena are.

3.3.3 Interpretivism

According to interpretivist epistemology, knowledge can only be created and understood within the contexts that give meaning to experience (Hatch, 2013). Interpretivism differs from positivism in that it seeks to include richness in the insights gathered rather than providing definite and universal laws that can be generalised and applied to everyone regardless of certain key variables and factors (Myers, 2008; Saunders et al., 2012; Bhattacherjee, 2012).

To explore what skills are needed by the youth and to explore how entrepreneurial skills of the youth can be developed in underserved communities in Cape Town, the perspective of an interpretivist was adopted to understand the realities of the world as it is, interpret it and seek to find an explanation for the information obtained.

3.4 Research approach

3.4.1 Introduction

There are three types of research approaches: deductive reasoning, abductive reasoning and inductive reasoning (Cohen, Manion & Morrison, 2000; Bryman & Bell, 2019). These three approaches are discussed in detail in the following subsections.

3.4.2 Deductive

According to Wohlin and Aurum (2014), deductive research appears to be more suited to quantitative research due to its emphasis on testing a theory, whereas inductive research is more suited to both quantitative and qualitative research due to its emphasis on observation and general conclusions. The deductive research method starts with a clear existing theory that will be tested to form a hypothesis (Saunders et al., 2019; Creswell & Creswell, 2018; Greener, 2008). Because no existing theories or hypotheses were tested in this study, the deductive approach to theory development was not used.

3.4.3 Abductive

According to Saunders et al. (2019), abductive reasoning alternates between beginning with a theory before looking at the data and beginning with data analysis before formulating a theory. According to Saunders et al. (2016), abductive reasoning is not limited to any particular methodology and is advantageous in quantitative, qualitative or mixed methods due to its flexibility in approaches.

The goal of abductive research is to find the most logical solution and useful explanation for concepts (Hurley et al., 2021; Reichertz, 2013; Coffey & Atkinson, 1996; Peirce, 1974). When empirical data differs from what is expected based on current theoretical understanding, a researcher conducts abductive research by examining breakdowns (Reichertz, 2013; Schwartz-Shea & Yanow, 2013). As a result, theoretical knowledge gaps frequently emerge, with existing theoretical frameworks failing to account for empirical findings (Rinehart, 2021; Alvesson & Kärreman, 2007). When such information is revealed, an abductive researcher must be creative in developing theory that generates a more appropriate and improved understanding based on the contextual empirical material (Tavory & Timmermans, 2014; Timmermans & Tavormans, 2012; Alvesson & Kärreman, 2007; Coffey & Atkinson, 1996). As a result, abductive research is referred to as recursive and iterative because theory generates theory; however, theoretical development is also limited in areas where existing literature adequately explains phenomena (Timmermans & Tavory, 2012).

3.4.4 Inductive

The inductive research approach is ascending with an emic viewpoint, whereas the deductive research approach is descending with an etic viewpoint (Tracy, 2013). This is because the inductive research approach focuses on the subject's worldview. In contrast to a deductive research approach, which begins

with a clear existing theory that will be tested to formulate a hypothesis, an inductive approach uses the data collected and analysed to formulate a theory (Saunders et al., 2019; Creswell & Creswell, 2018; Greener, 2008).

Inductive research is exploratory in nature, departing from prior assumptions to develop theoretical understanding via interpretive methods (Hurley et al., 2021; Mantere & Ketokivi, 2013; Gioia et al., 2012).

For this study, an inductive research approach with a qualitative research strategy was selected to collect data from 13 SEs in the Cape Town area. The research approach and strategy were selected based on the method's ability to i) perform subjective studies through an inductive approach; ii) explore the subject and data close up; and iii) gain deeper insight, understanding and meaning from the data. This differs from quantitative methods which are used to conduct objective studies using a deductive approach, systematically created prior to data collection and detached from the data (Edson et al., 2017).

3.5 Research strategy

3.5.1 Introduction

The overall direction of the research, including the process by which the research is conducted, is provided by research strategies (Wedawatta et al., 2011). To choose research methods, techniques or approaches, the researcher must first choose a research strategy approach, such as quantitative, qualitative or mixed-method, that will serve as a blueprint for the study's direction (Jongbo, 2014). The research questions, aim and objectives, the extent of existing knowledge, the amount of time, other resources available, as well as the philosophical underpinnings, all influenced the research strategy.

In this study, a qualitative research approach was used. According to Mohajan (2018:25), it provides a holistic view of the participants' "feelings, opinions, and experiences, as well as interprets the meanings of their actions", allowing the researcher to obtain and analyse data on a deeper level in search of new insights. An inductive research approach was applied in this study.

3.5.2 Case study as a research strategy

A case study as a research strategy is frequently cited as "an obvious option for students and other new researchers seeking to undertake a modest scale research project based on their workplace or a comparison of a limited number of organisations" Rowley (2000:16). According to Duff (2012), the case study as a research strategy is an influential option for obtaining and investigating data to build a theory.

3.5.3 Case study strategy explained

A case study is a popular but complex research strategy used to add to the body of knowledge of "individuals, groups, organisational, social, and political" spectrums across all sectors (Yin, 2003:1). Adelman et al. (1976:140) define a case study as "the study of an instance in action". Pring (2000:250) defines case study as "the study of the unique case or the particular instant". According to Morris and Wood

(1991), a case study strategy is a good choice for researchers who want to gain a thorough understanding of the process and research background.

Yin (2003:14) emphasises that case study as a strategy should not be limited to qualitative research because some qualitative research takes the form of ethnographic methods that seek to see the natural worldview from the experience of the subject researched and depart from previous theory work, but it can be based on both qualitative and quantitative research methods.

For this particular study, a multiple case study strategy with an exploratory design was chosen. In the context of challenges faced by SEs the focus was on SEs in the containment of the Cape Town.

3.5.4 Multiple case study approach versus single case study approach

The use of a single or multiple set of cases is a major decision in developing a research design (Gustafsson, 2017; Irani et al., 1999). Case studies, according to Yin (2018:83), "can be divided into single case studies that can be holistic or embedded designs versus multiple case studies that can also be holistic or embedded designs". Yin (2018:84) elaborates on holistic and embedded cases as follows:

i) Holistic case study designs: In single case studies, the researcher examines a single organisation as a whole and conducts a single experiment on one aspect of the organisation as a case study, whereas in multiple case studies, the researcher examines multiple organisations and conducts individual experiments within each organisation focusing on single aspects only.

ii) Designs for embedded case studies: For single embedded case studies, the researcher does not focus on just one aspect of the organisation, but analyses various units, sub-units, and sub-subunits within the same organisation. whereas for multiple embedded case studies, a similar case study is performed, but across multiple organisations.

The investigation of a single case allows the researcher to get close to the phenomenon and study it in depth. It also enables a detailed description and identification of a complex structure. The study of multiple cases may not allow for the same level of rich data description as studies of single cases, but a multiple-case design allows for data analysis across cases. Multiple-case approaches enable researchers to cross-check research findings after developing theories (Irani et al., 1999). Furthermore, this allows differences in context to be linked to process and outcome constants (Elzoumor & Strachinis, 2019). For this research a multiple case study as strategy was chosen with 13 selected SEs within Cape Town (Chapter 4: section 4.1).

3.5.5 Sampling

Since it influences the outcome for the research goal, sampling is critical for successful research activity. Techniques are divided into two categories: probability sampling and non-probability sampling. Probability

sampling is used when any member of the population has an equal chance of participating in the study (Taherdoost, 2016). Acharya et al. (2013:330) refer to probability sampling as the "gold standard" in sampling methods because it can be linked to survey and experiential research strategies. Other methods of probability sampling include systematic sampling, stratified sampling and cluster or area sampling (Kothari, 2004:15). Non-probability sampling entails selecting a sample group of members at random, which means that only a subset of the population has a chance to participate in the study (Dudovskiy, 2011). Non-random sampling was used in this study. Furthermore, the sampling was done in a non-purposeful and convenient manner. Snowball sampling was used in some cases to select SEs. The size of the organisation influenced the selection of the SEs that participated in the research, as the enterprises had to meet the criteria of a small enterprise as defined by the small enterprise business ministry (Chapter 1; section 1.8.2.3). The location of the enterprise influenced the sampling process as well.

3.5.6 Unit of analysis

The who or what for which information is analysed and conclusions drawn is referred to as the unit of analysis (Sedgwick, 2014:1). The person or object from which the business researcher collects data can serve as the unit of analysis. The entire unit is being studied. Individuals, groups of individuals, organisations of individuals, countries, technologies and objects that are the subject of the investigation are all included. The unit of analysis for this study consists of the factors that influence the social entrepreneurial skills of youth in underserved communities.

3.5.7 Unit of observation

The unit of observation consisted of the 30 Participants (Chapter 4; section 4.1). A semi-structured interview was conducted with either facilitators, the enterprise's managing director, the director or a chief executive officer working full-time for the enterprise for each SE that agreed to participate in the research. In-depth face-to-face interviews and were conducted with 30 participants: two programme managers, five facilitators, six CEOs, four managers, four directors, four coordinators and five analysts.

3.5.8 Data collection

3.5.8.1 Introduction

Face-to-face interviews were conducted for this study, with the option of online interviews via computer-mediated communication (Zoom or Microsoft Teams) for participant safety and convenience. Contacts, email and phone calls were used to reach out to the participants. The consent form, proposal and interview questions were emailed to the 30 participants (Appendix B). The meeting was scheduled at a convenient location and time for each participant. The day before the interview, a reminder email was sent with the

interview questions attached for the participant's convenience. The interview was taped with the participant's permission.

3.5.8.2 Interview: Permission

The researcher sent out email invitations to participate in the study (Appendix A), but for the most part, physical visits to the SEs were required. Prior to the interviews, telephone follow-ups were conducted. Participants in the study freely accepted to participate in the study by signing a consent letter prior to the interview (Appendix A). The interviews began only after the consent letters were signed. All of the participants signed an informed consent letter.

3.5.8.3 Interview: Processes

In this study, data were gathered using a semi-structured questionnaire. Notes were taken and, with permission, interviews were recorded. The notes and recordings were transcribed for further analysis. Given that this is a qualitative study, the interview presented itself as an appropriate data collection method; respondents were required to openly express their opinions and understanding of the skills required by the youth to explore how entrepreneurial skills of the youth can be developed in underserved communities.

Face-to-face interviews were conducted for this study, with the option of online interviews via computer-mediated communication (Zoom or Microsoft Teams) for the participants' safety and convenience. Participants were contacted via email and phone. The proposal and interview questions were emailed to participants. The meeting was scheduled at a convenient location and time for each participant, and a reminder email with the interview questions attached was sent to participants a day before the interview. The interview was taped with participant permission.

3.6 Data analysis

Data analysis is a research method that describes the manifest content of communication objectively, methodically and quantitatively (Bengtsson, 2016). Qualitative content analysis can be used to analyse data gathered during interviews (Laudel & Glaser, 2014). The data can then be transcribed into text format for easier analysis (Obalola & Adelopo, 2012). This study was qualitative in nature (Yang et al., 2018).

Data was collected during the interview process and transcribed into a text construct so that the researcher could gain a thorough understanding of the data. Once transcribed, the transcription was mailed to each individual participant for validation and content accuracy. The transcripts were then coded; keywords were identified, summarised and classified; and a thematic analysis was performed (Chapter 4; section 4.6).

3.7 Ethical considerations

Human interaction was used to conduct the research with organisations. The selected participants signed a letter of consent. Through informed consent, participants acknowledge that they understood the purpose

of the study the expectations. The researcher must ensure that the integrity, personal information of participants and organisational data are protected at all times. This was accomplished by concealing the participants' identities and sensitive information; the participants' identities and sensitive information were processed and protected in accordance with the Protection of Personal Information (POPI) Act No 4 of 2013 (Information Regulator South Africa, 2013) and the Constitution of the Republic of South Africa Act 108 of 1996. (The Republic of South Africa, 1996).

Data processing must be accurate and truthful. The confidentiality of the information is to be ensured by storing the collected data on a secure device that is encrypted and is not connected to the Internet as this can lead to hacking. Identifiable characteristics of the participants were not made public so participants were not at risk. Participants could select a location or method for conducting the interview that was both safe and private. This was communicated to the participants prior to the scheduling of the interviews. Participation in the research was entirely voluntary, and participants could opt out at any time by informing the researcher, with no repercussions. All participants were given the option to withdraw from the research both in the informed consent and prior to the start of the interview process. This study was approved by the University's Ethics Committee, and a Certificate of Compliance was issued (Appendix B).

3.8 Summary

The research followed a subjectivist and interpretivist philosophical approach. Moreover, an inductive research approach to theory development was followed using a multiple case study strategy to collect data from 13 SEs in the Cape Town area. The main aim of the study explore what skills are needs by the youth and to explore how entrepreneurial skills of the youth can be developed in underserved communities. The 13 SEs were selected purposively and non-randomly in Cape Town, South Africa. For each enterprise that accepted to participate in the research, a semi-structured interview was conducted with programme managers, facilitators, CEOs, managers, directors, coordinators and analysts.

Face-to-face interviews were conducted with 30 participants (two from each SE) with the option of physical interviews or online interviews via computer-mediated communication (Zoom or Microsoft Teams). The participants were contacted through contact, email and telephone. Those willing to participate were emailed the proposal and interview questions. Data was analysed by coding the transcripts, re-coding where necessary, summarising, categorising and then undertaking a thematic analysis.

Ethics were adhered to according to the ethical policies, regulations and procedures of the Cape Peninsula University of Technology.

Chapter 4 presents the data analysis and findings of the research.

CHAPTER 4: DATA ANALYSIS & RESULTS

Figure 0.4: Layout of Chapter 4

4.1 Introduction

This chapter presents (Figure 4.1) the analysis and results of the qualitative data collected for research for this study. The study focused on SEs. Chapter 4 expands on the interviews conducted during the research process and the findings based on the analysis of 26 participants. For convenience, the problem statement, research questions and aim of the study are again listed.

Problem statement: With the decline of business start-ups in the country and the lack of entrepreneurial skills, this study investigates the challenges youth face when developing skills and examines the role of the context of youth functions when developing skills for the establishment of SE. Moreover, the rationale is to assist young people to consider establishing SE rather than searching for employment. As there are many factors that contribute to the enhancement of entrepreneurial skills, being aware of those factors can assist youth to overcome those factors.

RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?

RQ2: How can SE skills be transferred to develop the skills of the youth in underserved communities?

Aim of the study: The aim of the study is to explore the skills needed by the youth and to explore how entrepreneurial skills can be improved in underserved communities.

Objectives of the study:

i) To determine the skills needed by youth to contribute towards SE in underserved communities;

ii) To examine the role of the context in which youth function when developing skills for the establishment of SE;

iii) To determine the challenges the youth face when developing skills;

iv) To investigate the mechanisms and tools the youth can use to be skilled in SE; and

v) To determine the tools available to transfer skills to the youth.

4.2 Cases

The research, based on a case study, focused on skills needed by the youth and explored how entrepreneurial skills can be improved in underserved communities. The social economy chosen is social enterprises (SE) which operate in Cape Town, South Africa.

i) **Company B:** Company B is an agro-processing enterprise that aims to impact communities through its value chain. They pride themselves in sourcing 100% of their ingredients and vegetables from local organic farms. Spinach King's story is an interesting one. It started in 2011 by Lufefe Nomjana in his neighbour's kitchen. Lufefe fell in love with healthy living when volunteering at one of Khayelitsha's community gardens. Spinach was a vegetable that really peaked his interest after he found out how easy it was to grow and how nutritious it was.
He then looked around his community and noticed how much bread everyone was eating. This spurred his thinking to combine spinach and bread and change the way the community views health. This was when Company B was born. The company currently employees 12 people and the bakery supply various Spars and hotels.

ii) **Company C:** Company C was initiated in 2000 by nine women from Khayelitsha, initially to act against the HIV/AIDS pandemic. Over the years, they have broadened their focus. The programmes now include an i) edu-care centre; ii) aftercare facilities for children and youths (aged 6 to 24); iii) a psycho-social support group for children and youth at risk; iv) and a vegetable garden. The vision is for communities to be healthy and self-reliant. Through their programmes, the SE builds awareness and knowledge with the aim of developing progressive and independent children, youth and adults. Their work is guided by the spirit of ubuntu. Company C employs of four staff members, has 15 volunteers and 300 beneficiaries.

iii) **Company D :** COMPANY D was formed in 2009 by Mrs. Deliwe Malgas from Gugulethu, and a physiotherapist in Khayelitsha special school with other concerned parents. They have focused on establishing COMPANY D and reaching out to youth. There is a serious lack of school sports facilities and sports equipment, and a concerning drop in learner participation in school sport. By

providing sport programmes to unemployed youth, the aim is to assist in addressing some of the effects of the many social ills such as HIV/AIDS, teenage pregnancy, substance use and abuse that leads to early school drop-out in township schools.

This SE attempts to make possible the provision of sporting facilities in schools, sports and recreation programmes, supporting sustainable youth employment and development through sports coaching and mentoring. The SE is looking at providing sports programmes, equipment, and human resources to primary and high schools.

iv) **Company E:** In August 2017, Mzi and Sbosh, two young community leaders from the Samora Machel township on the outskirts of Cape Town, spent a month in Italy as part of the ICLE (International Cultural Leadership Exchange) project. In September 2018, the South African non-profit association Company E was formed. The purpose of this organisation is the support to the birth of Thandolwethu Early Childhood Education Centre, the school that Mzi, Sbosh and Wendy really wish to see. The SE currently consists of 12 staff members.

v) **Company F**: Company F (I.D.I.C) is non-profit organisation founded by I.D.I.C directors in 2013. The SE developed through passion and compassion of its members, seeing the need for social development in Gugulethu and surrounding areas. INGCAMBU, meaning root, derived its name from a research study to source out the root cause of the major factors affecting the growth and upliftment of these communities.

The communities have a high rate of teenage pregnancy, crime, gang violence, drug abuse, alcohol abuse, domestic violence, HIV and AIDS. The government and its entities as well as private sector entities are doing their best to combat these factors. Company F believes that the community needs to eliminate the root causes to combat against these challenges factors and to empower the youth and uplift the community of Gugulethu and surrounding communities. The organisation currently consists of three staff members and five volunteers.

vi) **Company G :** Company G is Empowered Development. Florian Zech founded AMANDLA in 2007 in Khayelitsha. Amandla coordinates a network wherein local knowledge and active citizenship meet government processes. There are two main programmes: i) Community Solutions, and the ii) Resource Access Programmes. These programmes link with the local network of government, schools, NGOs and community members to tear down barriers from HIV, to the lack of academic support, to build the support network Philippi's children need.

The children in Philippi township in South Africa face brutal poverty. Housing is haphazard, opportunities are scarce, and HIV infections claim one in three young women. Company G programme tried to break the cycle that keeps young people trapped generation after generation. The community-oriented, multi-tiered approach mitigates poverty's impact on education.

Amandla helps children and young adults beat the odds. The SE currently consists of 15 staff members, with a team of local and international volunteers.

vii) Company A: Company A mission is to harness South Africa's potential through community-led projects, focusing on putting people first for human security. Since 1962, Company A has been building connections in township communities across the country. Today, the organisation advocates for these communities and provides support and resources to grassroots projects, driven and owned by community leaders.

Company A believes that communities know exactly what they need to thrive, they just need help to get there. The ground-up approach is rooted in activism and champions local knowledge and solutions. Company A is an SE of over 100 committed field workers, most of whom come from the same communities they work to uplift. Together, they actively work towards a more just society where human rights can be fully realised. Company A is proud to have over 120 talented staff members, many of whom hail from the same communities they serve.

viii) Company H: Company H was started in 2014 by a small group of dynamic UCT students. In 2014, Phaphama began work with seven entrepreneurs from Khayelitsha. Just five years later, in 2019, they began the year working with 30 entrepreneurs from Khayelitsha, Philippi, Lange and Belhar. Company H is a non-profit student-run consulting organisation.

Phaphama trains senior university students who are innovative and passionate about making societal change, and who crave practical experience working with the local business community outside their university environment. They connect these students with small and medium enterprises based in Khayelitsha and Philippi who lack the necessary support to meet their entrepreneurial goals. The SE have worked with over 100 small to medium enterprises and over 300 student consultants.

ix) Company J: The purpose of Company J Collective is to invest in sustainable solutions to extreme poverty and injustice through holistic life development. Their impact areas are social and psychosocial development, education, economic development and spiritual formation. Their approach aims to bring transformational change to communities through nurturing healthy relationships in every sphere of the lives of youth aged 18-35 who are not employed, in formal education, or in training (NEET).

The SE develops the social, psychosocial and spiritual aspects coupled with practical skill development for employability, further study and entrepreneurship. This multifaceted approach holistically develops the potential of youth and equips them to build better lives for themselves, their families and their communities. The SE also partners with local churches and offers theological education, leadership gatherings and discipleship training for ongoing, sustainable growth in the lives of the youth. They have been actively engaged in these activities since 2013

in the greater Lower Crossroads, Philippi area. Company J Collective currently have 16 full time employees and four long-term volunteers.

x) **Company I:** Company I, a non-profit organisation that has been creating hope in the community of Langa, was established in 2012. The programmes seek to empower and uplift the community of Langa. All their programmes are intertwined and connected with the goal of community empowerment. The programmes include: youth development programme; community development and family strengthening; school strengthening; collaboration; refugees; advocacy; mercy funds; and ventures. The SE supports young people and adults in the community with basic and further education, training in skills development and psychosocial support. Company I currently has 20 full time employees and 67 volunteers.

xi) **Company L**: In 2017, Thandokazi Maguga conducted research and gathered information regarding one of the major social challenges faced by local schools in Gugulethu. Her research was based on the number of drop-outs the community was having and why mainly they were in primary school or early years of high school. Upon her research she discovered one common social issue: the lack of opportunities to choose from and the lack of career choices offered in the school, resulting in learners dropping out or getting into drugs.

They implement their services by means of daily workshops with the learners, career expos, debate tournaments, book clubs, entrepreneurship competitions and financial literacy seminars. Success is measured by the change in behaviour displayed by the learners at school and in their communities, improvement in schoolwork and participation in school activities which reduces the number of dropouts and crime in the communities. More learners are staying at school because their career choices are valued and prioritised.

xii) **Company M:** Company M, established in 2015, is a South African NGO/NPO that understands the plight of so many unemployed youths in South Africa today. They place a particular emphasis on the actual employment of unemployed youth from the ages of 18-29 years old. Company Maims to provide paid employment to unemployed youth between the ages of 18- 29 years old for a period of one to two years, to reduce the high rate of unemployed youth regionally across Africa, but initially focusing on South Africa. They connect unemployed youth with the demands of the labour market, providing unemployed youth with a disposable income which uplifts their sense of self-pride and personal achievement, taking them away from social ills and improving their daily lives, including the lives of their families and dependents.

xiii) Company K: The Youth Development Programme involves training unemployed youths to mentor children aged 13 years and older using sport. The programme is available at some of facilities where schedules and activities may vary. In addition to training and mentorship, some

facilities run youth groups where participants play games, socialise and attend Bible classes. The programme is open to high school students.

4.3 Participants

Twenty-six participants of 13 SEs were interviewed. Two participants were from Metropolitan Municipality based in Cape Town, South Africa (Table 4.1).

Table 0.5: Population, number of actual interviews per faculty

Organisation	Population	No of interviews
Company A	120	2
Company B	12	2
Company C	4	2
Company D	3	2
Company E	12	2
Company F	3	2
Company G	15	2
Company H	100	2
Company I	20	2
Company J	16	2
Company K	4	2
Company L	3	2
Company M	5	2

Twenty-six participants took part in the interview process namely: i) two programme managers, ii) five facilitators, iii) six CEOs, iv) four managers, v) four directors, vi) four coordinators, and vii) four analysts. All participants provided written consent for the interviews to be conducted and face-to-face interviews were undertaken for the purposes of this research.

4.4 Analysis

The analysis started by transcribing the face-to-face interviews (Table 4.2; Appendix C). Once transcribed, the transcriptions were emailed to the participants to verify that the transcriptions were correct, and that the intent of the participant was correctly captured.

Table 0.6: Example of a transcribed interview (blue font = interviewer questions; red fonts = key words and concepts)

INTERVIEW TRANSCRIPTION P1
IQ1.1.1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?
Interviewer: What skills are needed by the youth of underserved communities to contribute towards establishing a SE? P1: Entrepreneurial ability. Trainings and voluntary works that will be conducted in workshops so that they can be facilitators, so that they can be part of social enterprise.
IQ1.2.2: What role does local context play in the development of skills of the youth in underserved communities?
Interviewer: What is the current role undeserved communities play in the development of social enterprises? P1: Participants in event that social enterprise conduct. They market social enterprise. They also part of board of the social enterprise.
IQ1.1.3 What challenges do the youth face when developing SE skills in an underserved community?
Interviewer: Why do the youth of underserved communities need skills during development of social enterprise? P1: So that they can be equipped and able to be creative and work on their own, through skills that they have gained during trainings.

* IQ = interview question; P = participant

Table 0.7: Example of the codes and concepts (highlighted in red)

IQ #	RESEARCH QUESTION	PARTICIPANTS 1	CODES
1.1.1 1.2.1	What skills do the youth from undeserved communities need to contribute to SEs? What is the current role underserved communities play in the development of social enterprise? What basic skills do youth possess in your opinion?	P1: They need skills that are personal marketable, skills that desired on the market. They need skills that will speak to the environment and market P1: Participants in event that social enterprise conduct. They market social enterprise. They also part of board of the social enterprise. P1: Strength of brain understand culture understand of what is happening in the community.	Problem Solving Technical Skills and Leadership Ski Assisting Social Enterprise. Help with funds Able to constantly respond to experiential factors
2.2.2	How do the youth want to be skilled in underserved communities?	P1: Youth obtained skills through training, training is a technique to increase skill, knowledge, and attitude.	Youth Programmes Personal development

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2.2.1	What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?	P1:Lack of sources of information and modern electronic equipment that help to apply the knowledge and skills gained from training.	Internet, library, and books laptops, tablets and Wi-Fi

* IQ = interview question; P = participant

This process occurred after interviewing participants and reading the transcripts repeatedly to ensure that all possible codes were identified. Similar meanings of phrases and concepts were summarised by identifying similarities and dissimilarities from various participants. Table 4.3 and Table 4.4 shows how codes and concepts were identified and linked. Table 4.5 is a summary of responses of participants linked to the codes.

Table 0.8: How codes and concepts were identified (highlighted in Yellow)

Participant 3	Participant 23	Participant 22	Summary
Leadership Skills, make positive impact and to establish strong support system among (employees, other stakeholders, and communities). Youth need skills so that they can be creating inspiring and innovative solutions. They need skills that are personal marketable, skills that desired on the market. Entrepreneurial ability or entrepreneurial drive. They need skills that will speak to the environment and market.	Youth need skills to learn so that they can make a better decision for example: Leadership Skills, entrepreneurial ability, Self-Realization, Self-Meditation.	We need all skills for all different kind of interest, we need skills that are necessary to the youth in terms of leadership skill and Skills to boost someone self-esteem.	SE assist youth to consider establishing SE rather than searching for employment. There are many skills that youth need to contribute to entrepreneurial skills. Youth need all skills for all different kind of interest, we need skills that are necessary to the youth in terms of leadership skill and self-esteem. Youth need skills to learn so that they can make a better decision about what they want to do with their lives. Youth need skills that will speak to the environment and market. Entrepreneurial ability or entrepreneurial drive.

*P = participant

Table 0.9: Summary of responses of participants linked to the Codes

Codes (Phrases)	List of Participants and their responses																										
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	P22	P23	P24	P25	P26	P28
Entrepreneurial ability, leadership skills, presentation skills, marketing skills, social intelligence, creativity and innovation, analytical skill and passion	x	x				x	x		x	x		x	x	x		x		x	x		x	x	x	x	x	x	
Peer pressures, lack of knowledge about social enterprise hinders youth from gaining skill, being trapped in the community they are living in, a culture of not seeing yourself achieving, and a perceived high behavioural control.	x			x					x				x			x											
The lack of network of connection							x																				
The lack of knowledge about industries that focus on skills development.									x																		
The lack of resources to obtain skills.									x																		
Not to know about the possibilities out there to achieve what you want.															x												
To be stuck in the society they are leaving and a culture that does not see you succeeding.															x												
The youth's attitudes low and learning social enterprises skills.																								x			
The lack of confidence within youth																										x	
creating inspiring and innovative solutions		x																									
create their own SEs and help their own community				x																							
to build their skills and contribute to their own societies											x																
for personal growth																x											
during development of a SE they can also grow																		x									
can have forward –thinking attitudes and can initiate changes and ideas on their own																								x			
Network with organizations to direct them and share the resources							x																				
Community have an obligation of coming together to achieve certain goals								x																			
Participation as involvement whereby communities are involved in the creation									x																		
Community coming together to plan, make decisions										x																	
Community encourage SEs and support them to encourage social change																						x					
Communities attract and retain talent, as well as assist and expand SEs														x													
Communities help SEs to focus on the improvement of social well-being																		x									
One-year internship focuses on teaching life skills to a wide range of young people																x											
SEs come together and share information.																							x				
Business incubators provide mentorship to youth.			x																								
Target the vulnerable youth									x																		
Underserved community still need lot of skills development.															x												
The environment has high unemployment and crime rate under the youth												x															
in adequate training for facilitators												x															
inadequate support from the community members due to poor perception and attitude caused by lack of education and poverty									x																		
The lack of monitoring and evaluation on development projects, a poor revenue bases							x																				
very limited resources for people to upskill themselves															x												
skills shortage, corruption, poor infrastructures, among others							x																				
Social services industries focus on skills development for the youth				x																							
Youth possesses communication Skills.	x			x			x			x		x		x		x											
basic computer skills like typing, using web browsers, and working with Microsoft.			x	x																							
Basic skills youth possess listening skills.				x																							
Youth also have life Skills.																									x		
Communication Skills	x			x			x	x	x			x		x		x				x	x	x	x	x		x	
Leadership Skills									x	x								x									
Interpersonal skills		x	x									x							x					x			
Creativity and innovation									x																		
Problem Solving Skill				x																							
conflict management skills							x																				
Entrepreneurial Skill																	x										
Social Innovation									x																		
Risk Management								x																			
Negotiation skills												x															
Creates new job opportunities.		x																									
Improves the skills and employability of young people.		x																									
Improve people's health, safeguarding the environment, and creating more economic opportunities.											x																
Community growth because they will have access to skill donation.																			x								
Access to more opportunities in terms of learning.																					x						
Reduces poverty within the community.																											x
Increase employment and wealth.																			x								
They will be less crime in the community.																					x						
They will be less poverty within the community.																						x					
To see changes from youth and crime rate decreases.		x																									
To create jobs for their youth.	x																										
To provide solutions for unemployment and poverty; and creates value for society.												x															
To see youth starting their own business.																		x									
To see changes in the community and youth become innovative.																								x			
To see youth having better skills.																x											
E-learning is away to obtain skills		x																									
By Network Online using platform like LinkedIn									x																		
Take Professional Development Courses											x																
Skills are obtained by youth entrepreneurship programmes.				x																							
Youth obtained skills through training programmes.	x																										
Lack of self-esteem and self-efficacy skills.												x															
Lack of social connections.												x															
Lack of continuity in gaining skill.																x											
Lack of confidence.									x																		
Peer pressure and depression.																											x
Gang Violence.																								x			
The lack of understanding the landscapes in the community		x																									
The lack of motivation when a person has no interest in the content or feels it is a waste of time, he or she will have trouble learning									x																		
The lack of foundation knowledge or skills makes it difficult to comprehend and retain new information									x																		
The lack of prerequisite knowledge																x											
The lack of material and moral incentives that help CEO of social enterprise in the application of new experiences																								x			
Digital skills can be used to transfer skills for SEs which are cross-cutting and describe the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately.	x																				x	x	x		x	x	

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Table 4.5 presents a summary of the reactions of the participants associated with the codes. The following section (section 1.4) expands on that description in greater detail in accordance with the research questions based on the information gleaned from the interview transcriptions (RQ). The participants are listed as P1 to P20.

In the next section, the answers to the interview questions are presented. Examples of interviews are given, and each interview question summarised in one or more findings. The findings are then summarised and categorised and themes are developed.

4.5 Findings

This section elaborates on the findings derived from the interviews conducted for the study. In this chapter, the information from the interview transcriptions is presented according to the research questions (RQ), sub-research questions (SRQ) and the specific interview question (IQ) linked to the SRQ. The section is structured as follows: i) findings of the SEs, ii) findings of the Metropolitan Municipality, iii) theme development and iv) summary.

4.5.1 Research question 1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?

4.5.1.1 SRQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?

IQ1.1.1: What skills do the youth from undeserved communities need to contribute to SEs?

The rationale behind this question was to determine if the SEs know and understand the skills needed by the youth to contribute towards the establishment of SE.

All 26 participants confirmed that the youth need entrepreneurial ability, leadership skills, presentation skills, marketing skills, social intelligence, creativity and innovation, analytical skills and passion to contribute towards the establishment of SEs. According to P21, "The youth need all skills for all different kind of interest, we need skills that are necessary to the youth in terms of entrepreneurial skills, leadership skill and Skills to boost someone self-esteem" (Appendix C). P1 explained, "They need skills that are personal marketable, skills that desired on the market. They need skills that will speak to the environment and market" (Appendix C).

Finding 1: The skills needed are entrepreneurial ability, leadership skills, presentation skills, marketing skills, social intelligence, creativity and innovation, analytical skill, and passion.

IQ 1.1.2 What factors hinders the youth to gain skills for the establishment of SEs?

The rationale for this question was to determine the factors hindering youth from acquiring skills necessary to establish SEs.

All the participants (26) agreed that peer pressure is one of the factors that hinders the youth from acquiring skills for the establishment of SEs. For example, P7 said that "the youth face constant pressure from elders and peers to be possessed" (Appendix C). P15 stated these factors as hindering youth from establishment of SEs:

> "The lack of knowledge about SEs hinders the youth from gaining skills. Factors that hinder youth to gain skills are that the youth is trapped in an adverse community where they are living in with a culture of not seeing yourself achieving. There is also a perceived level of high behavioural control by some community members." (Appendix C).

Finding 2: Peer pressure and lack of knowledge about social enterprise hinders youth from gaining skills and remaining trapped in their communities in a culture which doesn't envision achievement. and a perceived high behavioural control.

Finding 3: The lack of network of connection, especially for youth from families lacking significant social enterprise.

Finding 4: The lack of knowledge about industries that focus on skills development.

Finding 5: The lack of resources to obtain skills.

Finding 6: Not knowing about the possibilities and opportunities available to achieve goals.

Finding 7: Being stuck in the society in which they live and a culture that does not envision success.

Finding 8: The attitude of youth towards learning social enterprises skills.

Finding 9: The lack of confidence within youth, as they think they can gain skills only if they are educated or can only open business if you have a certain qualification.

IQ 1.1.3 Why do the youth of underserved communities need skills for the development of SEs?

The rationale for this question was to determine if the youth need skills during the development of social enterprise (SE).

All participants (26) agreed that the youth do need skills during development of SEs. According to P15, "They need those skills during development of social enterprise because they are key to the economy's growth, business expansion. For example, can help youth stay at the forefront of innovation and creativity" (Appendix C). P25 indicated that, "youth need skills so that they can have "knowledge of social enterprise and better understanding of the community they want to serve" (Appendix C). P6 said that the "youth need skills during development of social enterprise for them to grow their community" (Appendix C). P8 and P9 indicated that with limited opportunities without the skills necessary, there

are few opportunities for advancement. Without access to skills training, youth remain trapped in a cycle of poverty with little hope for their future. P19 also added that,

> "It's not only youth that need to develop social enterprise, but everyone also needs skills to develop social enterprise. It's evidence that something like finance a lot of business owners and entrepreneurs come across. Having poor financial management, they are putting their own money into the business, they are not sure if they are making profit or loss. At the end of the day business needs to make money. Focusing on profit or loss. For example, how can you run a sustainable business that is going to succeed (Google) in the future that benefits you and people around you positively if you do not know whether your business is making money or sustainable at all. Some skills are fundamental to starting a business and they are applicable to the stud." (Appendix C).

Finding 10: The youth need skills during the development of an SE so that they can bring creative, inspiring and innovative solutions.

Finding 11: So they can create their own SEs and help their own community.

Finding 12: To allow them to build their skills and contribute to their own societies.

Finding 13: Lack of skills for personal growth during the development of an SE.

Finding 14: The youth need those skills so that during development of a SE they can also grow. Can you assist me to restructure this one

Finding 15: Lack of forward-thinking attitudes to initiate changes on their own.

4.5.2 SRQ1.2 What role does local context play in the development of skills of the youth in underserved communities?

IQ 1.2.1 What current role do undeserved communities play in the development of SE?

This question was posed to determine if underserved communities play a role in the development of SEs.

Five participants (P5, P11, P13, P19 & P23) indicated that underserved communities play a supporting role in SEs and help SEs to develop new ideas for community. According to P25, "Community support and come together with social enterprise and work toward common goals" (Appendix C). P24 added that, "They support each other and work together with their children" (Appendix C). P20 said that,

> "Underserved communities play a massive role in developing social enterprise because as an entrepreneur you must understand the people that you are serving". The people within the underserved communities are far better than people from outside the communities. One thing I

have seen is the need for support and the willingness of people in underserved communities to give support." (Appendix C).

Finding 16: Network with organisations to direct them and share the resources for the next generation.

Finding 17: Communities have an obligation to come together to achieve certain goals.

Finding 18: No involvement of communities in the creation, content and conduct of a programme or policy designed to change lives.

Finding 19: Community coming together to plan, make decisions and take full control of issues and manages problems.

Finding 20: Communities encourage SEs and support them to encourage social change.

Finding 21: Communities attract and retain talent as well as assist and expand SEs.

Finding 22: Communities help SEs to focus on the improvement of social well-being, with people working together in pursuit of their general interests.

IQ 1.2.2 What structures are currently in place to promote skills development in underserved communities?

P1 expressed that structures are currently in place to promote skills development, "running workshops per quarter for youth calling dropouts at school and youth that are still at school, educating them on how to build themselves. ECD programme voluntary work that is done for the whole year. While youth on that programme they are given stipend." (Appendix C). P5 added that "collaboration with other NGOs that are around in underserved communities to increase awareness about social issues and tell them about opportunities they have so that they can benefit" (Appendix C). P19 explained, "There are other business development organisations around the country. Alternatively, there are a lot of community centres such as Philippi Village and Harare library in Khayelitsha where there are computer facilities available and learning spaces where people could upskill themselves." (Appendix C). P20 mentioned that "there are a lot of businesses and organisations that promote skills development to equip youth with skills" (Appendix C). P15 said, "One-year internship focuses on teaching life skills to a wide range of young people, while at the same time helping the mentors build their own work skills with ongoing educational opportunities and on-the-job training." (Appendix C). P3 continued, explaining that "structures are currently in place are NGOs that are economic development (e.g., Hope of Africa) to prepare youth for social enterprise, government and business incubators (business provide mentorship to youth)." (Appendix C).

Finding 23: One-year internship focuses on teaching life skills to a wide range of young people.

Finding 24: SEs come together and share information.

Finding 25: Business incubators provide mentorship to youth.

IQ 1.2.3 What are the local contexts to be considered for the development of skills for undeserved communities for youth?

The question was posed to establish if there are local contexts to be considered for the development of skills in underserved communities for youth.

P23 and P24 said that every location that has a high rate of crime, poverty and unemployed youth needs to be considered for the development of skills (Appendix C). Some participants (P7, P8, P10, P17, P21, P22 & P25) argued that "every underserved community need development of skills, because some youth sit with their qualification and do nothing. Also, an environment or community that has no idea about skills development" (Appendix C). P11 insisted that "local context that has no development at all especially in things that deal with youth need to be considered for the development of skills" (Appendix C). P3 highlighted that "you need to understand the market and which target market you want to do your social enterprise. Understand the need of that market environment. Speak and understand the market" (Appendix C).

Finding 26: Target the vulnerable youth.

Finding 27: Underserved communities still need substantial skills development.

Finding 28: The environment has high unemployment and crime rates involving youth.

IQ 1.2.4 What are the challenges encountered regarding bringing a local context to skills development in underserved communities for youth?

Although P23 agreed that there are challenges in bringing a local context to skills development, P3 added, "skills application training programmes are challenging and must find and implement an effective way to ensure skills are learned" (Appendix C). P21 suggested that "the curriculum system or education system is one of the stumbling blocks against academics that comes from youth or organisations that are established in underserved communities to give skill to youth" (Appendix C). P19 continued,

> "The biggest issue that I have encountered with skill development is that there is a very limited base level of skills. For Example, there are so many online tunes available like Google sheet, but there is a lack of computer literacy among a lot of people and secondly, it is expensive to have a laptop. Base level is reflected by the lack of money to have a computer or laptop." (Appendix C).

P5 also said that "the mindset of people that they have about NGOs in underserved communities. They undermine those NGOs since they are in underserved communities, they do not see them as help for community." (Appendix C).

Finding 29: There is inadequate training for facilitators.

Finding 30: Challenges include inadequate support from community members due to poor perception and attitudes caused by lack of education and poverty.

Finding 31: The lack of monitoring and evaluation on development projects, a poor revenue base.

Finding 32: There are very limited resources for people to upskill themselves.

Finding 33: Encountered various challenges such as skills shortage, corruption, poor infrastructure, among others.

IQ 1.2.5 Which industries focus on skills development for youth as contextualised in underserved communities?

The following industries were identified as being industries that focus on skills development: Philippi Village, NFs, Ikamva Youth, SETA, Department of Education, NYDA, SEDA, private sector, City of Cape Town and the Department of Labour and Activity Change. P19 highlighted that the "industry we experience the most is the fashion industry making clothes, selling clothes, salon industry owning a salon, running a salon. General food, whether it is baking things or making things that are sold to people to eat" (Appendix C). P3 said that "Business are given incentives to employ youth (get benefit from the government if you employ youth that are under 35 years" (Appendix C). P1 also mentioned that "Shawco practices and promotes responsible citizenship in South Africa by enrolling student volunteers in health, education, and social entrepreneurship initiatives in underserved communities across the Cape Flats" (Appendix C).

Findings 34: Social services industries focus on skills development for the youth, giving them skills to manage social problems and services.

5.4.2.3 SRQ 1.3: What challenges do youth face when developing SE skills in an underserved community?

1.3.1 What basic skills do the youth possess in your opinion?

Fifteen participants (P1, P2, P3, P9, P10, P12, P14, P15, P16, P17, P18, P19, P21, P23, & P26) indicated that the basic skills youth possess include dance, poetry, understand trading culture, flexibility, self-control, planning, adaptability, cognitive flexibility, higher-order thinking, social skills, self-control, concentration, time management, negotiation skills, passion and critical thinking.

There are different opinions on basic skills youth possess. P3, for example, claimed that "the youth possess, strength of the brain, understands culture and understands what is happening in the community" (Appendix C). P20 highlighted that, "basic skills youth possess depends on the level of education they have reached. If they have matric, they have a basic level of business" (Appendix C). P25 noted that, "Youth have ideas of doing something, but they cannot implement creativity".

Finding 35: Youth possesses communication skills.

Finding 36: Youths have basic computer skills: typing, using web browsers and working with Microsoft.

Finding 37: A basic skill youth possess is listening skills.

Finding 38: Youth also have life skills.

1.3.2 What skills do you have:

     i) In general?

     ii) to develop a social enterprise?

This question was asked to understand skills that participants possess.

P19 said that

> "Coding is the greatest I ever come across even though they are barriers to entry but when you have overcome those barriers everything is open source. You get all the help you need for free online. You can develop anything that your heart can imagine, and you can solve so many problems by running code. That is the skill I must develop social enterprise." (Appendix C).

The following skills were identified: communication skills, interpersonal skills, leaderships skills, monitoring and evaluation skills, research skills, problem solving skills, mentoring skills, planning skills, active listening skills, creativity and innovation skills, decision making skills, entrepreneurial skills, collaboration skills, leadership skills, monitoring and evaluation skills, computer skills, facilitating skills, conflict management skills, marketing skills, management skills, social innovation skills, risk management skills, negotiation skills, interpersonal skills, analytical skills, people management skills, communication skills, time management skills and training skills.

Finding 39: Communication skills help to advance in a career and be competitive when searching for searching for new jobs.

Finding 40: Leadership skills in SE make a positive impact and establish strong systems to nurture new future leaders.

Finding 41: Interpersonal skills help engage in SE discussions, and to identify and interpret social cues.

Finding 42: Creativity and innovation help SE to improve existing business practices and gain ideas to be more marketable with products or services.

Finding 43: To develop SEs, problem solving skills lead to creative solutions that will work well for the parties involved in a conflict.

Finding 44: Patience helps in conflict avoidance; conflict management skills help alleviate frustrations.

Finding 45: Entrepreneurial skills develop SEs to address social circumstances that exclude or marginalise a portion of humanity.

Finding 46: To develop social enterprise, social innovation helps with changes in public arrangements, but also as inspiration, experimentation and a catalyst for change.

Finding 47: Risk management empowers SE with the necessary tools to adequately identify and mitigate potential risks.

Finding 48: Negotiation skills deliver lasting, quality solutions to SEs.

1.3.3 How do you think social enterprise will impact community lives?

This question was asked to understand if social enterprise impacts community lives.

P14 indicated that, "It will impact the community by improvements through training, educating, and facilitating communities' engagement in different activities. Social enterprises will impact community lives by creating positive change in society through their initiatives" (Appendix C). P3 noted that "They have a huge impact having these youth engaging in social enterprise, it will decrease crime rate because they have something to do" (Appendix C). P9 highlighted that, "Social enterprises offer a community with a sense of purpose. By engaging themselves in this kind of social action, they can bring fulfilment to their hearts" (Appendix C). P15 suggests that "Social enterprises would have a positive effect on the economy to increase profits while still benefiting society and the environment. Social enterprises would influence the lives of people in their communities by promoting a wide variety of sustainable development solutions" (Appendix C). According to P22, "People's lives will be improved, neighbourhoods will be supported, and the environment will be helped. There will be development within the community and the community will also change" (Appendix C). P23 claimed, "It will improve people's life chances, support communities, and help the environment" (Appendix C). P25 argued that "It will create opportunity for youth because mostly they are unemployed and doing nothing" (Appendix C).

Finding 49: Create new job opportunities.

Finding 50: Improve the skills and employability of young people.

Finding 51: Improve people's health, safeguarding the environment, and creating economic opportunities.

Finding 52: Community growth because they will have access to skill donations.

Finding 53: Access to more opportunities in terms of learning.

Finding 54: Reduce poverty within the community.

1.3.4 How will the development of the social enterprise (SE) benefit this community?

According to P1, "the development of the social enterprise benefits the community by creating jobs, the bigger the organisation the more it creates jobs for people of community" (Appendix C). P6 added "The community will grow, and it will be known as a community that has social enterprise that help youth to grow" (Appendix C). P2, P7, P8, P16, P19 and P25 agreed that the development of social enterprise will benefit

the community by creating more opportunities for youth and for the community" (Appendix C). P3 continued, "Social enterprise creates opportunities for families so that they have stable homes and are able to take their children to school so that they can study further." (Appendix C). P10 noted, "Social enterprise will play a prominent role in driving future economic growth." (Appendix C).

P13 said that "The development of Social enterprises will play a crucial role in local communities by creating new opportunities in terms of employment, income growth, enhanced provision of services, increase in local income retention and engaging the community in development programmes" (Appendix C). P14 added that, "Social enterprises will drive the production of environmentally friendly products, meet the needs of an underserved community, or focus on charitable activities" (Appendix C). P20 indicated that, "There will be a lot of advantages and growth for social enterprise and for the community. Social enterprise will grow internally while youth of the underserved community will get employment. Will provide income generation opportunities that meet the basic needs of people who live in poverty" (Appendix C). P26 also said that "it will provide them livelihood opportunities and by raising the standard of living of the people" (Appendix C). P25 mentioned that "Improvements through training, educating, and facilitating communities' engagement in different activities such as home-based care and developing children's mentality and creating space for people to develop their needs" (Appendix C).

Finding 55: Increase employment and wealth.

Finding 56: There will be less crime in the community.

Finding 57: There will be less poverty within the community.

1.3.5 What are the expected outcomes of the community from the social enterprises?

P14 said that "The development of social enterprises will have positive effects that influence local and regional development by satisfying local and regional needs, creating jobs in the community, developing relational assets in business processes, and restoring community solidarity." (Appendix C).

According to P7, "The expected outcomes of the community from social enterprise increasing capacity, enriching, and empowering citizens so that they can improve their own quality of life is the goal" (Appendix C). P8 continued, "Community expected outcomes from social enterprises to play a significant role in offering relief and other basic amenities to individuals who are suffering from extreme poverty" (Appendix C). P9 highlighted that, "Expected outcome of a community from social enterprise is to play a critical part in developing society, improving communities, and promoting citizen participation" (Appendix C). P10 added that, "To motivate citizens in all aspects of society to act, rather than depend on state power and beneficence. They expect to benefit from social enterprise and tailor the programmes according to their needs" (Appendix C). P3 stated, "They expect social enterprise to do what is promised to do for the community and build a more integrated community where people care another" (Appendix C).

Finding 58: To see changes from youth and a crime rate decrease.

Finding 59: To create jobs for their youth.

Finding 60: To provide solutions for unemployment and poverty and create value for society.

Finding 61: To see youth starting their own business.

Finding 62: To see change in the community and youth become innovative.

Finding 63: To see youth acquiring better skills.

4.5.3 Research question 2: How can SE skills be transferred to improve the skills of the youth in underserved communities?

4.5.3.1 SRQ 2.1 How do the youth want to be skilled in underserved communities?

IQ 2.1.1 How are the current skills of the youth obtained?

According to P20, "current youth skills are obtained through formal education and social enterprise also what they learn and obtained outside of these premises" (Appendix C). P23 indicated that, "a programme of employment matching, whereby high potential skilled youth or those ready for the workplace will be matched with a potential employer through a joint sponsored initiative between business or organisations and passion to serve. A programme of paid employment lasting a period of one to two years, that we have developed where youth will receive some basic vocational skills training" (Appendix C).

However, P3 mentioned that,

> "They want to be skilled in a way they get stipend. Youth want to be able to have skills that can be utilised and marketable, get a job or open their own social enterprise. They want to be skilled in a way that at the end of the programme they open their own social enterprise or business. So that they can provide for their families and open opportunities for others in the community." (Appendix C).

Finding 64: E-learning is away to obtain skills.

Finding 65: By network online using platforms like LinkedIn.

Finding 66: Take professional development courses.

Finding 67: Skills are obtained by youth entrepreneurship programmes.

Finding 68: Youth obtained skills through training programmes.

IQ 2.1.2 What challenges do youth face during transferring skills in underserved communities?

P5 said that for "language and context, sometimes the context is not basic enough and they do not understand" (Appendix C). P7 also said that "lack of terminology that is used during transportation of skills takes them a while to understand, which affects the time of the programme" (Appendix C). P20 added, "The

big challenges on youth during transferring skills are a lot of external factors that prevent youth from participating or being part of the programme" (Appendix C). P9, however, mentioned that,

"Fear of failure is not the same as a lack of confidence as it is much more specific and is very often a self-fulfilling prophecy. Resistance of unlearning this applies when someone must learn a new way of approaching a task, they have been performing for a long time." (Appendix C).

P19 highlighted that,

"Main challenge is the limited amount of money to fall back on if something does not work out, or limited amount that can used to sustain themselves if there were to upskill themselves. For example, they cannot take out two months to just learn how to run a business, because they do not have money to sustain themselves for two months." (Appendix C).

Finding 69: Lack of self-esteem and self-efficacy skills.

Finding 70: Lack of social connections.

Finding 71: Lack of continuity in gaining skill.

Finding 72: Lack of confidence.

Finding 73: Peer pressure and depression.

Finding 74: Gang violence.

4.5.4 SRQ 2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?

IQ 2.2.1 What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?

According to P26, "a lack of management support and involvement is another primary barrier to transfer, as are organisational policies and procedures, management practices, and training overload. Lack of sources of information and modern electronic equipment that help to apply the knowledge and skills gained from training" (Appendix C). P22 clarified, "One of the factors that affect the efficiency of transfer skills is the condition in which learning takes place. This includes the classrooms, textbooks, equipment, and other instructional materials." (Appendix C). P14 said, "Limited energy, time and mental capacity which hinders your ability to teach effectively and their ability to retain and transfer information" (Appendix C). P3 argued that "Barriers affecting mechanisms for transfer of skills to the youth are lack of collaboration, need to collaborate with other organisations and funding because they cannot run programmes without funding" (Appendix C). P11 stated that, "No strong philosophical supporting for the goals of programmes" (Appendix C). P12 suggested that "Interference from immediate environment, inadequate equipment, and facilities" (Appendix C). P2, however, mentioned that "some parents do not want their children to come and attend the

programme, because some of them would lie about going to attend the programme on the organisation while they are not" (Appendix C).

Finding 75: The lack of understanding the landscape in the community.

Finding 76: The lack of motivation: when a person has no interest in the content or feels it is a waste of time, he or she will have trouble learning.

Finding 77: The lack of foundation knowledge or skills make it difficult to comprehend and retain new information.

Finding 78: The lack of prerequisite knowledge.

Finding 79: The lack of material and moral incentives that help CEOs of SEs in the application of new experiences.

IQ 2.2.2 Are there any mechanisms that can be used to transfer skills in the underserved communities?

If yes, what are they and explain why they are useful.

If no, why do you think there are no mechanisms available to transfer skills in underserved communities?

This question was asked to understand if there are any mechanisms that can be used to transfer skills to the youth.

All participants agreed that there are mechanisms available to transfer skills through E-Learning which can save time, money and transportation costs. E-Learning is cost-effective compared to traditional learning. P4 explained, "It can be done through workshops, being exposed to these practices makes youth more exposed towards learning and getting better with each session" (Appendix C). P7 added, "Leadership skills, these skills help you create an encouraging and productive work environment; command love, respect, and devotion from the team members and scale success heights which seemed impossible earlier" (Appendix C). P11 contributed, "face-to-face mechanisms are recognised as the most effective way for transferring skills" (Appendix C). P24 highlighted that "Digital literacy involves getting youth familiar with a variety of technologies so that they can easily learn to use any programme or device" (Appendix C). According to P19, "free coding camps youth can attend these coding camps free and learn coding skills in coding. That can be used to develop whatever they want" (Appendix C). P12 said, "Mastery training is an approach to education and training that has a participant complete perfect skill before moving on to advanced skill" (Appendix C). P15 also said, "Soft transfer mechanisms mainly deal with tacit knowledge, low use of technology and are people focused" (Appendix C). But P10 believed, "Instant messaging allows participants to see who is connected or online in their network at any moment, an instant message can be a powerful enabler for one-on-one informal learning now it's needed" (Appendix C).

Finding 80: Digital skills can be used to transfer skills for SEs which are cross-cutting and describe the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately.

4.6 List of the findings

Twenty-six participants were interviewed, and 80 findings (Table 4.6) emerged from the interviews. The findings are linked to the research question (RQ), sub-research question (SRQ) and the interview question (IQ) below.

Table 0.10: List of findings, linked to the RQs, SRQs and IQs

RQ	SRQ	IQ	Finding	Details
1	1.1	1.1.1	1	The skills needed are entrepreneurial ability, leadership skills, presentation skills, marketing skills, social intelligence, creativity and innovation, analytical skills and passion.
1	1.1	1.1.2	2	Peer pressure and lack of knowledge about social enterprise hinders youth from gaining skill, being trapped in the community in which they in, a culture of not seeing yourself achieving, and a perceived high behavioural control.
1	1.1	1.1.2	3	The lack of network of connection, especially for youth from families lacking significant social enterprise.
1	1.1	1.1.2	4	The lack of knowledge about industries that focus on skills development.
1	1.1	1.1.2	5	The lack of resources to obtain skills.
1	1.1	1.1.2	6	Not to know about the possibilities available to achieve goals.
1	1.1	1.1.2	7	To be stuck in the society and a culture that does not envision success.
1	1.1	1.1.2	8	The attitude of youth towards learning social enterprises skills.
1	1.1	1.1.2	9	The lack of confidence within youth, as they believe you can gain skills only if you are educated or can open business if you have a certain qualification.
1	1.1	1.1.3	10	The youth need skills during the development of an SE so that they can bring creative, inspiring and innovative solutions.
1	1.1	1.1.3	11	So they can create their own SEs and help their own community.
1	1.1	1.1.3	12	To allow them to build their skills and contribute to their own societies.
1	1.1	1.1.3	13	Lack of skills for personal growth during the development of an SE.
1	1.1	1.1.3	14	The youth need skills so that during the development of an SE they can grow.
1	1.1	1.1.3	15	Lack of forward-thinking attitudes to initiate changes and ideas on their own.
1	1.2	1.2.1	16	Network with organisations to direct them and share resources for the next generation.
1	1.2	1.2.1	17	Community has an obligation of coming together to achieve certain goals.
1	1.2	1.2.1	18	No involvement of communities in the creation, content and conduct of a programme or policy designed to change their lives.
1	1.2	1.2.1	19	Community coming together to plan, make decisions and take full control of issues and manage problems.
1	1.2	1.2.1	20	Community encourage SEs and supports them to encourage social change.
1	1.2	1.2.1	21	Communities attract and retain talent, as well as assist and expand SEs.
1	1.2	1.2.1	22	Communities help SEs focus on the improvement of social well-being and involve people working together in pursuit of their general interests.

1	1.2	1.2.2	23	One-year internship on teaching life skills to a wide range of young people.
1	1.2	1.2.2	24	SEs come together and share information.
1	1.2	1.2.2	25	Business incubators provide mentorship to youth.
1	1.2	1.2.3	26	Target the vulnerable youth.
1	1.2	1.2.3	27	Underserved community still need lot of skills development.
1	1.2	1.2.3	28	The environment has high unemployment and crime rates involving youth.
1	1.2	1.2.4	29	There is inadequate training for facilitators
1	1.2	1.2.4	30	Challenges include inadequate support from the community members due to poor perception and attitude caused by lack of education and poverty.
1	1.2	1.2.4	31	The lack of monitoring and evaluation on development projects, a poor revenue base.
1	1.2	1.2.4	32	There are very few resources for people to upskill themselves.
1	1.2	1.2.4	33	Encountered various challenges such as skills shortage, corruption, and poor infrastructure, among others.
1	1.2	1.2.5	34	Social service industries focus on skills development for the youth, giving them skills to manage social problems and services.
1	1.3	1.3.1	35	Youth possess communication skills
1	1.3	1.3.1	36	Youths have basic computer skills like typing, using web browsers, and working with Microsoft.
1	1.3	1.3.1	37	Basic skills the youth possess include listening skills.
1	1.3	1.3.1	38	Youth also have life skills.
1	1.3	1.3.2	39	Communication skills help to advance a career and to be competitive when searching for new jobs.
1	1.3	1.3.2	40	Leadership skills in SE make a positive impact and establish strong systems to nurture new future leaders.
1	1.3	1.3.2	41	Interpersonal skill help engage in SE discussions, identify and interpret social cues.
1	1.3	1.3.2	42	Creativity and innovation help SEs to improve existing business practice and gain ideas to be more marketable with products or services.
1	1.3	1.3.2	43	To develop SE problem solving skill to come up with a creative solution that will work well for the parties involved in the conflict.
1	1.3	1.3.2	44	Patience will help in conflict avoidance; conflict management skills help deflect frustration.
1	1.3	1.3.2	45	Entrepreneurial skill develop SEs to address social circumstances that exclude or marginalise a portion of humanity.
1	1.3	1.3.2	46	Developing SE social innovation is a cure to changes in public arrangements, but also a source of inspiration, experimentation, and a catalyst for change.
1	1.3	1.3.2	47	Risk management empowers SEs with the necessary tools to adequately identify and mitigate potential risks.
1	1.3	1.3.2	48	Negotiation skills deliver lasting, quality solutions to SEs.
1	1.3	1.3.3	49	Create new job opportunities.
1	1.3	1.3.3	50	Improve the skills and employability of young people.
1	1.3	1.3.3	51	Improve people's health, safeguarding the environment and creating more economic opportunities.
1	1.3	1.3.3	52	Community growth because they will have access to skill donation.
1	1.3	1.3.3	53	Access to more opportunities in terms of learning.
1	1.3	1.3.3	54	Reduce poverty within the community.
1	1.3	1.3.4	55	Increase employment and wealth.
1	1.3	1.3.4	56	There will be less crime in the community.
1	1.3	1.3.4	57	There will be less poverty within the community.
1	1.3	1.3.5	58	To see changes from youth and a crime rate decrease.
1	1.3	1.3.5	59	To create jobs for the youth.
1	1.3	1.3.5	60	To provide unemployment and poverty solutions and create value for society.

1	1.3	1.3.5	61	To see youth starting their own business.	
1	1.3	1.3.5	62	To see change in the community and youth become innovative.	
1	1.3	1.3.5	63	To see youth have better skills.	
2	2.1	2.1.1	64	E-learning is away to obtain skills.	
2	2.1	2.1.1	65	By network online using platforms like LinkedIn.	
2	2.1	2.1.1	66	Take professional development courses.	
2	2.1	2.1.1	67	Skills are obtained by youth entrepreneurship programme.	
2	2.1	2.1.1	68	Youth obtained skills through training programmes.	
2	2.1	2.1.2	69	Lack of self-esteem and self-efficacy skills.	
2	2.1	2.1.2	70	Lack of social connection.	
2	2.1	2.1.2	71	Lack of continuity in gaining skill.	
2	2.1	2.1.2	72	Lack of confidence.	
2	2.1	2.1.2	73	Peer pressure and depression.	
2	2.1	2.1.2	74	Gang violence.	
2	2.2	2.2.1	75	Lack of understanding the landscape in the community.	
2	2.2	2.2.1	76	Lack of material and moral incentives that help CEOs of SEs to apply new experiences.	
2	2.2	2.2.1	77	Lack of motivation: when a person has no interest in the content or feels it is a waste of time, he or she will have trouble learning.	
2	2.2	2.2.1	78	Lack of foundational knowledge or skills make it difficult to comprehend and retain new information.	
2	2.2	2.2.1	79	Lack of prerequisite knowledge.	
2	2.2	2.2.1	80	Digital skills can be used to transfer skills for SEs which are cross-cutting and describe the ability to access.	

Research Question; SRQ = Sub-Research Question; IQ = Interview Question; F# = Finding Number

The 80 findings are utilised to build themes in the following section.

4.7 Theme development

Themes were developed based on the 80 findings (Table 4.6). The findings were coded and recoded several times before serving as the foundation for categories. Table 4.7 shows the development of nine categories from the findings.

Table 0.11: Codes, recodes and categories developed from the findings

Finding number	Findings	Code	Recode	Categories
1,35,36,37,38,39,40,41,43,69,71,44	Entrepreneurial ability, leadership skills, presentation skills, marketing skills, social intelligence, creativity and innovation, analytical skill, and passion. Youth possesses communication Skills. Youths have basic computer skills like typing, using web browser, and working with Microsoft. Basic skills youth possess listening skills. Youth also have life skills. Communication skills help both to advance in your career and be competitive when searching for new jobs. Leadership skills in SE make positive impact and to establish strong system and to nurture new future leaders. Interpersonal Skill help you engage in SE discussions, identify, and interpret social cues. To develop SE problem solving skill come up with a creative solution that will work well for the parties involved in the conflict. Lack of self-esteem and itself-efficacy skills. Lack of continuity in gaining skill. Patience can also help you avoid conflict, in conflict management skills because you're less likely to succumb to a frustrating scenario.	Entrepreneurial skill to development of SE	Social Entrepreneur	Leadership skill
3,4,6,8,9,70,72,73,74,75,79,76,77,78	The lack of network of connection especially for youth from families lacking significant social enterprise. The lack of knowledge about industries that focus on skills development. Not to know about the possibilities out there to achieve what you want. The youth's attitudes toward learning social enterprises skills. The lack of confidence within youth, as they think you can gain skills only if you are educated or can open business if you have certain qualification. Lack of social connections. Lack of confidence. Peer pressure and depression. Gang Violence. The lack of understanding the landscape in the community. The lack of material and moral incentives that help CEO of social enterprise in the application of new experiences. The lack of motivation when a person has no interest in the content or feels it is a waste of time, he or she will have trouble learning. The lack of foundation knowledge or skills make it difficult to comprehend and retain new information. The lack of prerequisite knowledge	Factors hindering development of SE	Necessity to develop SE	Skills shortage

2,5,7,28,29,30,31,32,33,27	Peer pressure, lack of knowledge about social enterprise hinders youth from gaining skill, being trapped in the community they are living in, a culture of not seeing yourself achieving, and a perceived high behavioural control. The lack of resources to obtain skills. To be stuck in the society they are leaving and a culture that does not see you succeeding. The environment has high unemployment and crime rate under the youth. There are in adequate training for facilitators Challenges include inadequate support from the community members due to poor perception and attitude caused by lack of education and poverty. The lack of monitoring and evaluation on development projects, a poor revenue base There are very limited resources for people to upskill themselves. Encountered various challenges such as skills shortage, corruption, poor infrastructure, among others. Underserved community still need lot of skills development.	Challenges to bring skills development to youth	Impact of skills development	Limited resources and corruption
10,11,24,42,43,45,47,48,26	The youth need skills during development of a SE so that they can be creating inspiring and innovative solutions. So, they can create their own SEs and help their own communities come together and share information. Creativity and Innovation help SE to improve existing business practice and gain ideas to become more marketable products or services. To develop SE problem solving skill come up with a creative solution that will work well for the parties involved in the conflict. Entrepreneurial Skill develops SE to address social circumstances that exclude or marginalise a portion of humanity. Risk Management empowers SE with the necessary tools so that it can adequately identify and deal with potential risks. Negotiation skills deliver lasting, quality solutions to SE. Target the vulnerable youth.	Social Enterprise	Social circumstances	Encourage social change
56,57,62,52,54	They will be less crime in the community. They will be less poverty within the community. To see change in the community and youth become innovative. Community growth because they will have access to skill donation. Reduce poverty within the community.	Impact SEs have on society	Skill donation	Community growth and Less poverty
49,51,53,55,58,59,60,61,50,63	Create new job opportunities. Improve people's health, safeguarding the environment, and creating more economic opportunities. Access to more opportunities in terms of learning. Increase employment and wealth. To see changes from youth and crime rate decreases. To create jobs for their youth. To provide solutions for unemployment and poverty; and creates value for society. To see youth starting their own business. Improve the skills and employability of young people. To see youth having better skills.	Expected outcomes from SEs		Create jobs and solution to unemployment, poverty
16,61,18,19,20,21,22	Network with organisations to direct them and share the resources. Community has an obligation of coming together to achieve certain goals. No involvement of communities in the creation content and conduct of a programme on policy designed to change . together to plan, make decisions and take full control of issues and manages problems. Community encourage SEs and support them to encourage social change. Communities attract and ret ain talent, as well as assist and expand SEs. Communities help SEs to focus on the improvement of social well-being and involves people working together in pursuit of their general interests.	Community role	Social well-being	Assist SEs to expand
23,25,34,65,66,64,67,68,80	One-year internship focuses on teaching life skills to a wide range of young people. Business Incubators provide mentorship to youth. Social services industries focus on skills development for the youth By Network Online using platforms like LinkedIn. Take Professional Development Courses'-learning is away to obtain skills. Skills are obtained by youth entrepreneurship programmes. Youth obtained skills through training programmes. Digital skills can be used to transfer skills for SE's which are cross-cutting and describe the ability to access.	Transfer of skills	Professional development courses	Training programmes and E-learning
12,23,14,15	To allows them to build their skills and contribute to their own societies. They need those skills for personal growth by having skills during the development of a SE. The youth need those skills so that during development of a SE they can also grow. Lack of forward -thinking attitudes to initiate changes and ideas on their own.	Importance of skills development to youth	Forward-thinking attitudes	Initiates changes and personal growth

Five themes emerged from the nine categories listed above. The themes, presented in Table 4.8, are linked to the findings, research question (RQ), sub-research question (SRQ) and interview questions (IQ).

Table 0.12: Themes developed

Finding Number	Themes	IQs	SRQ	RQ
1,35,36,37,8,39,40,41,42,43,44,45,46,47,48	SE skills	1.1.1;1.3.1;1.3.2	1.1;1.3	1
10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,34.	Industries and structures that promote skills development to youth	1.1.3;1.2.1;1.2.2;1.2.3;1.2.5;	1.1;1.2	1
2,3,4,5,6,7,8,9,29,30,31,32,33,69,70,71,72,73,74,75,76,77,78,79.	Challenges when developing SE skills	1.1.2;1.2.4;2.2.1.2.1.2	1.1;1.2;2.1;2.2	1;2
49,50,51,52,53,54,58,59,60,61,62,63	Impact of SEs on community lives	1.3.3;1.3.5	1.3	1
64,65,66,67,68,80	Mechanisms and tools to transfer skills	2.1.1;2.2.2	2.1;2.2	2

*RQ = Research Question; SRQ = Sub-Research Question; IQ = Interview Question; F# = Finding Number

Table 4.8 illustrates the link between findings, themes, interview questions (IQ), sub-research questions (SRQ) and research questions (RQ). The themes are as follows:

    i)   SE skills
    ii) Industries and structures that promote skills development to youth
    iii) Challenges when developing SE skills
    iv) Impact of SEs on community lives
    v)   Mechanisms and tools to transfer skills

4.8 Summary

Data collection was both exciting and educational. Despite time and COVID-19 lockdown restrictions during the study, data were collected and analysed. Data were gathered through interview questionnaires distributed to 26 participants from the 13 organisations in Cape Flats, Western Cape Province, South Africa. All participants gave consent to collect data for this research study (Appendix A). The findings were then summarised, categorised and themes developed. The chapter includes information of the 26 participants from which a total of 80 findings were identified, with nine categories and five themes.

The analysis began by editing the closed-caption transcript after interviewee answers were written down. The transcriptions were then transferred into an Excel spreadsheet, linking every interview question to the answers from each participant. After thoroughly reading the transcriptions repeatedly, codes and concepts were identified and then categories and themes were developed. The themes are as follows: i) SE skills; ii) industries and structures that promote skills development to youth; iii) challenges when developing SE skills; iv) impact of SEs on community lives; and v) mechanisms and tools to transfer skills.

In Chapter 5, the research questions, findings and themes are discussed in relation to the existing literature.

CHAPTER 5: DISCUSSION
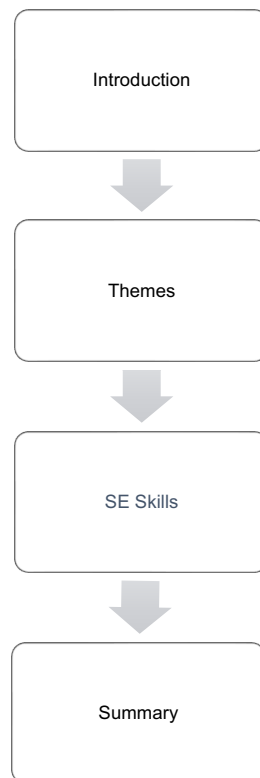
Figure 0.5: Layout of Chapter 5

5.1 Introduction

SEs have the potential to mobilise young people in their desire to achieve major social goals such as job creation, poverty reduction, inclusion and integration. SEs founded by young people committed to community service can directly contribute to the achievement of several environmental development goals.

The findings from the transcribed interviews with the social enterprises are discussed in Chapter 5. The discussion of the results is organised around themes related to research questions, goals and conclusions drawn from data analysis.

5.2 Themes

The following themes are discussed while answering the research question related to the themes: i) SE Skills (RQ1; SRQ1.1 & SRQ 1.3); ii) Industries and structures that promote skills development to youth (RQ1; SRQ1.1 & SQR 1.2; iii) Challenges when developing SE Skills (RQ1; SRQ1.1 & SRQ 1.2; R2 SRQ2.1& SRQ 2.2); iv) Impact of SE to community lives (RQ1; SRQ 1.3); and v) Mechanisms and tools to transfer skills (RQ2; SRQ2.1 & SRQ 2.2).

5.3 SE skills

From the findings, social enterprises skills are identified as a theme (Chapter 4, Table 4.8, section 4.5.4). Table 4.6 shows links between the findings and the sub-research questions, namely, SRQ 1.1) What skills are needed by the youth of underserved communities to contribute towards establishing a SE? 1.3) What challenges do the youth face when developing SE skills in an underserved community?

SEs play an important role in society by employing youth who would struggle to compete in the main labour market (Terziev et al., 2016c). From the findings (1, 39, 40, 41, 42, 43, 45, 46 & 49) it is evident that skills needed to develop SEs include the following: communication skills, leadership skills, interpersonal skill, creativity and innovation, problem solving, entrepreneurial skill, social innovation and negotiation skills. According to Lichtenstein and Lyons (2001), service providers must recognise that entrepreneurs arrive at entrepreneurship with varying levels of skill, and that each entrepreneur has a unique game plan for developing those talents.

Finding 47 highlights that risk management empowers SE with the necessary tools so that it can adequately identify and mitigate potential risk. According to Zeininger and Irimie (2015), businesses should invest in the development of comprehensive risk management strategies as this will have a variety of benefits ranging from improving organisational performance to guiding leadership decisions. Finding 48 added that negotiation skills deliver lasting, quality solutions to SEs.

All 24 Ps confirmed that the youth need entrepreneurial abilities, leadership skills, presentation skills, marketing skills, social intelligence, creativity and innovation, analytical skills and must be passionate to contribute towards the establishment of SEs. The youth need skills for different kinds of interests. The skills are necessary for the youth in terms of entrepreneurial skills, leadership skills and skills to boost self-esteem. P1 remarked, "Youth need skills that are personal marketable, skills that desired on the market. They need skills that will speak to the environment and market" (Appendix C).

There are different opinions surrounding the basic skills that youth possess. P3 said that the "youth possess strength of the brain, understand culture and understand what is happening in the community" (Appendix C). P20 highlighted that, "basic skills youth possess depend on the level of education they have reached. If they have matric, they have a basic level of business" (Appendix C). P25 noted that youth have ideas of doing something, but they cannot implement their ideas. It was found that youth possess communication skills, basic computer skills, listening skills and life skills (Findings 35, 36, 37 & 38).

To summarise, the youth need all the necessary skills to assist them in starting their own SEs and creating opportunities in their own communities rather than focusing on getting jobs at other companies or with government.

5.3.1 Industries and structures that promote skills development to youth

From the findings, SE skills are identified as a theme (Chapter 4, Table 4.8, section 4.5.4). Table 4.8 shows the links between the findings and the sub-research questions, namely, SRQ 1.1) What skills are needed by the youth of underserved communities to contribute towards establishing an SE? 1.2) What role does local context play in the development of skills of the youth in underserved communities?

The development of skills increases the employability of the working population. Youth with little or no experience can be trained to assist other individuals. Higher productivity is the result of improved skills. Without high-level skills, the nation's needs may remain unfulfilled. We are still unable to address poverty and inequality and turn them around for development and growth unless we have more skilled youth in our communities. Also, there has been a further decline in skill sets over the last decade among young adults with already low skill levels (Mahboui, 2017). Similar concerns have been expressed in other countries (Shtaltovna, 2021).

P1 noted that structures are currently in place to promote skills development, running workshops per quarter for youth calling for dropouts at school and youth that are still at school, educating them on how to build themselves up. P3 continued, saying that, "structures are currently in place are NGOs that are economic development (e.g., Hope of Africa) prepare youth for social enterprise, government, and business incubators (business provide mentorship to youth)" (Appendix C).There are many businesses and organisations that promote skills development to equip youth with skills. P15 explained that "One-year internship focuses on teaching life skills to a wide range of young people, while at the same time helping the mentors build their own work skills with ongoing educational opportunities and on-the-job training" (Appendix C).

There are other business development organisations around the country. Alternatively, there are many community centres such as Philippi Village and Harare Library in Khayelitsha with computer facilities available and learning spaces where people can upskill themselves. It was also found that business incubators provide mentorship to youth (Finding 25).

The following industries were identified as industries that focus on skills development: Philippi Village, NFs, Ikamva Youth, SETA, Department of Education, NYDA, SEDA, Private sector, City of Cape Town, Department of Labour and Activity Change. P3 said that "Business is given incentives to employ youth (get benefit from the government if you employ youth that are under 35 years" (Appendix C). P1 mentioned that "Shawco practices and promotes responsible citizenship in South Africa by enrolling student volunteers in health, education, and social entrepreneurship initiatives in underserved communities across the Cape flats" (Appendix C). It was also found that social service industries focus on skills development for the youth, giving them skills to manage social problems and services (Finding 34, Table 4.8).

However, two Ps (P23 and P24) said that every location has a high rate of crime and poverty. Therefore it is imperative that the unemployed youth must be considered for the development of skills (Appendix C).

P25 argued that "every underserved community need development of skills, because some youth sit with their qualification and do nothing. Also, an environment or community that has no idea about skills development" (Appendix C). From Finding 27, underserved communities still need much more skills development. P25 insisted that the youth need skills so that they can gain knowledge of SEs and better understanding of the community they want to serve. According to P15, "they need those skills during development of SEs because they are key to the economy's growth, business expansion. For example, SEs can help youth stay at the forefront of innovation and creativity" (Appendix C). P6 added that youth need skills during development of SEs for them to grow their community.

With limited opportunities and without sufficient skills, there are few opportunities for advancement. Without access to skills training, youth will be trapped in a cycle of poverty with little hope for their future.

5.3.2 Challenges when developing SE skills

SEs strive to create social value by addressing a variety of societal issues. Because social entrepreneurs are constantly looking for new ways to solve problems in their communities, social enterprise is a by-product of innovation (Fridhi, 2021). As P19 expressed,

> "The biggest issue that I have encountered with skill development is that there is a very limited base level of skills. For Example, there are so many online tunes available like Google sheet, but there is a lack of computer literacy among a lot of people and secondly, it is expensive to have a laptop. Base level is reflected by the lack of money to have a computer or laptop." (Appendix C).

From the findings (32 & 33) it is evident that SE encountered various challenges such as skills shortage, corruption, and poor infrastructure among others; there are very limited resources for people to upskill themselves. This is consistent with the claim made by Wronka-Pospiech (2016) that SEs require specific skills and competencies to function properly. They will struggle to carry out their responsibilities to change communities if they lack these skills. P19 highlighted that,

> "Main challenge is the limited amount of money to fall back on if something does not work out, or limited amount that can used to sustain themselves if there were to upskill themselves. For example, they cannot take out two months to just learn how to run a business, because they do not have money to sustain themselves for two months." (Appendix C).

Financing issues challenge social entrepreneurs (Weaver, 2020). Although P23 agrees that there are challenges bringing a local context to skills development, skills application training programmes are challenging and must find and implement an effective way to ensure skills are learned. P21 said that "the curriculum system or education system is one of the stumbling blocks against academics that comes from youth or organisations that are established in underserved communities to give skill to youth" (Appendix C). Students are only taught to pass an exam. In fact, there is a need in educational curricula to include

life skills training (Kaburi et al., 2012). According to Nani (2016), learning institutions continue to lack entrepreneurial intent because most institutions focus on the theoretical rather than the practical aspects of entrepreneurial behaviour. Nani went on to say that student education appears to promote job seekers rather than job creators.

The mindset of people about NGOs in underserved communities needs examining. They undermine those NGOs since they are in underserved communities, rather than seeing them as help for the community. It was found that challenges include inadequate support from the community members due to poor perception and attitude caused by lack of education and poverty (Finding 30).

Finding 2 highlighted that peer pressure, lack of knowledge about social enterprise, inability of youth to gain skills, being trapped in the community, living in a culture that does not envision achievement, and a perceived high behavioural control all impact the youth. All the Ps (24) agree that peer pressure is one significant factor that prohibits youth from gaining skills for the establishment of SEs. For example, P7 said that "the youth face constant pressure from elders and peers to be possessed" (Appendix C). Parents and older generations have different expectations for their children, and most of them promote white-collar jobs as the best way to make money. As a result, there is little encouragement given to young people to start their own businesses, which in turn overwhelms them (Kimando, Njogu & Kihoro, 2012).

P26 indicated that, "a lack of management support and involvement is another primary barrier to transfer, as are organisational policies and procedures, management practices, and training overload. Lack of sources of information and modern electronic equipment that help to apply the knowledge and skills gained from training." (Appendix C). P22 stated that, "One of the factors that affect the efficiency of transfer skills is the condition in which learning takes place. This includes the classrooms, textbooks, equipment, and other instructional materials." (Appendix C). According to P14, "Limited energy, time and mental capacity which hinders your ability to teach effectively and their ability to retain and transfer information." (Appendix C). P5 explained that "Language and context, sometimes the context is not basic enough and they do not understand" (Appendix C). P7 also said that "lack of terminology that is used during transportation of skills takes them a while to understand, which affects the time of the programme." (Appendix C).

P3 argued that "Barriers affecting mechanisms for transfer of skills to the youth are lack of collaboration, need to collaborate with other organisations and funding because they cannot run programmes without funding" (Appendix C). P11 stated that, "No strong philosophical supporting for the goals of programmes" (Appendix C). P12 continued, acknowledging "Interference from immediate environment, inadequate equipment, and facilities" (Appendix C). Although P9 mentioned that "Fear of failure is not the same as a lack of confidence as it is much more specific and is very often a self-fulfilling prophecy. Resistance of unlearning this applies when someone must learn a new way of approaching a task, they have been

performing for a long time" (Appendix C). It was also found that lack of self-esteem and self-efficacy skills are also challenges when developing SEs (Finding 69).

5.3.3 Impact of SE to community lives

From the findings, SE skill is identified as a theme (Chapter 4, Table 4.8, section 4.5.4). Table 4.8 shows the link between the findings and the sub-research question, namely, 1.3) What challenges do the youth face when developing SE Skills in an underserved community?

Nicholls (2009: 755) defined SE as "the product of individuals, organisations, and networks that challenge conventional structures by addressing failures and identifying new opportunities in institutional arrangements that currently result in inadequate provision or unequal distribution of social and environmental goods". SE has a positive impact on community development by training, educating and facilitating community participation in various activities. Having the youth engaging in social entrepreneurship can decrease crime rate because they have something to do. From the findings (54, 56 & 57) it is evident that crime and poverty could be diminished within the community (Appendix C). Social enterprises offer a community a sense of purpose. Engaging in this kind of social action brings fulfilment to their hearts.

P14 indicated that, "SE will impact the community by improvements through training, educating, and facilitating communities' engagement in different activities. Social enterprises will impact community lives by creating positive change in society through their initiatives." (Appendix C). Finding 50 highlighted that SEs improve the skills and employability of young people.

It was also found that SEs increase employment, creating new job opportunities and wealth (Finding 49 & 55). Primarily, SEs provide self-employment opportunities to desperately poor South African youth. This is due to the fact that an SE value proposition is founded on a desire to address the problems of underserved communities, particularly those in rural areas (Dzomonda, 2020). The development of the social enterprise benefits the community by creating jobs; in fact, the bigger the organisation the more jobs created for the people of a community. The following Ps (P2, P7, P8, P13, P16, P19 & P25) agreed that "the development of social enterprise will benefit the communities by creating "more opportunities for youth, income growth, enhanced provision of services, increase in local income retention and engaging the community in development programmes." (Appendix C). P6 added "The community will grow, and it will be known as a community that has social enterprise that help youth to grow." (Appendix C). P3 went on saying that, "A social enterprise creates opportunities for families so that they have stable homes and are able to take their children to school so that they can study further" (Appendix C). According to Wanyoike and Maseno (2021), social entrepreneurs build long-term businesses in the communities where they work. P10 argued, "Social enterprise will play a prominent role in driving future economic growth." (Appendix C).

P14 emphasised that social enterprises will drive the production of environmentally-friendly products, meet the needs of an underserved community, or focus on charitable activities. P20 indicated that, "There will be a lot of advantages and growth for social enterprise and for the community. Social enterprises could grow internally while youth of the underserved community could get employment." (Appendix C). In theory, social entrepreneurs aid in the rebuilding of disadvantaged and underserved communities by creating jobs in a sustainable manner (Littlewood & Holt, 2018; Dzomonda, 2020). It is evident that the impact of SE on community lives can grow because they may have access to skill donations (Finding 52; Appendix C). P26 also admitted that "it will provide them livelihood opportunities and by raising the standard of living of the people." (Appendix C).

P15 mentioned that "social enterprises would have a positive effect on the economy to increase profits while still benefiting society and the environment. Social enterprises would influence the lives of people in their communities by promoting a wide variety of sustainable development solutions." (Appendix C). P22 mentioned that "people's lives will be improved, neighbourhoods will be supported, and the environment will be helped. There will be development within the community and the community will also change."

5.3.4 Mechanisms and tools to transfer skills

From the findings, SE skills is identified as a theme (Chapter 4, Table 4.8, section 4.5.4). Table 4.8 shows the link between the findings and the sub-research questions, namely, 2.1) How do the youth want to be skilled in underserved communities? 2.2) What mechanisms are available for the transfer of skills to the youth in underserved communities?

An individual's strong tendency to connect previous learning with current and future learning, as well as their response to and interpretation of various learning contexts, all influence skill and knowledge transfer (Schwartz, Bransford & Sears, 2005). All Ps agree that there are mechanisms that can be used to transfer skills through E-Learning, which can save time, money and transportation costs. E-Learning is cost-effective compared to traditional learning. According to Magnoson (2010:51), the use of electronic technologies has led to the development of educational opportunities, assisting students in developing their skills. Recent research indicates that e-learning can have a profound and positive impact on student involvement, academic attitudes, personalised learning and student creativity.

Finding 80 highlighted that digital skills can be used to transfer skills for SEs which are cross-cutting and describe the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately. According to P24, digital literacy involves familiarising youth with a variety of technologies so that they can easily learn to use any programme or device. P10 said, "Instant messaging allows Ps to see who is connected or online in their network at any moment, an instant message can be a powerful enabler for one-on-one informal learning now it's needed." (Appendix C). P7 added that, "Leadership skills, these skills help you create an encouraging and productive work environment; command

love, respect, and devotion from the team members and scale success heights which seemed impossible earlier." (Appendix C). Face-to-face is a mechanism that is recognised as the most effective way for transferring skills. P15 went on saying that, "soft transfer mechanisms mainly deal with tacit knowledge, low use of technology and are people focused." (Appendix C).

P3 mentioned that,

> "the youth want to be skilled in a way they get stipend. Youth want to be able to have skills that can be utilised and marketable, get a job or open their own social enterprise. They want to be skilled in a way that at the end of the programme they open their own social enterprise or business. So that they can provide for their families and open opportunities for others in the community." (Appendix C).

Current skills are obtained through formal education and social enterprise or that which youth want to learn or obtain outside of these premises, perhaps through a programme of employment matching, whereby high potential skilled youth or those ready for the workplace will be matched with a potential employer, through a joint sponsored initiative between businesses or organisations with a passion to serve. A programme of paid employment lasting a period of one to two years could be developed where youth will receive some basic vocational skills training.

5.4 Summary

This chapter discussed the themes derived in Chapter 4. Based on the findings, the literature review discussed in Chapter 2 is used as a guiding instrument to assist in recommendations which will be discussed in Chapter 6.

The five themes have been discussed and research questions answered.

RQ1: What are the factors that hinder the development of skills of the youth for SEs in underserved communities?

SRQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?

Identified skills needed by youth to establish an SE:

i) Leadership Skills

ii) Creativity and Innovation

iii) Collaboration

iv) Entrepreneurial Abilities

v) Social Innovation

vi) Communication Skills

vii) Negotiation Skills

viii) Social Intelligence

ix) Entrepreneurial Skills

x) Problem Solving Skills

SRQ 1.2: What role does local context play in the development of skills of the youth in underserved communities?

The role of local context in the development of SEs**:**

i) Network with organisations to direct them and share the resources for the next generation.

ii) Community has an obligation of coming together to achieve certain goals.

iii) Communities are to be involved in the creation, content and conduct of a programme or policy designed to change their lives.

iv) A community must come together to plan, make decisions, take full control of issues and manage problems.

v) Communities encourage SEs and support them to encourage social change.

vi) Communities attract and retain talent, as well as assist and expand SEs.

vii) Communities help SEs to focus on the improvement of social well-being, involving people working together in pursuit of their general interests.

SRQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?

Challenges faced when developing SE skills:

i) Limited base level of skills
ii) Skills shortage
iii) Corruption
iv) Poor infrastructure
v) Limited resources for people to upskill themselves
vi) Funding
vii) Mindset of people about NGOs in underserved communities
viii) Inadequate support from community members due to poor perception and attitude caused by lack of education and poverty.

RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?

SRQ 2.1: How do the youth want to be skilled in underserved communities?

Identified skills acquired by the youth in underserved communities:

    i)   E-learning as a way to obtain skills

    ii) Networking online using platforms like LinkedIn

    iii) Taking professional development courses

    iv) Obtaining skills via youth entrepreneurship programmes

    v)   Youth obtaining skills through training programmes

SRQ 2.2: What mechanisms are available for the transfer of skills to youth in underserved communities?

Identified mechanisms to transfer skills to the youth:

Digital skills can be used to transfer skills for SEs which are cross-cutting and enhance ability to access, manage, understand, integrate, communicate, evaluate, and create information.

In Chapter 6, the conclusions, research questions and recommendations, limitations, future research, a reflection and summary are presented.

CHAPTER 6: CONCLUSION, RESEARCH QUESTIONS, RECOMMENDATIONS, LIMITATIONS, FUTURE RESEARCH & REFLECTIONS

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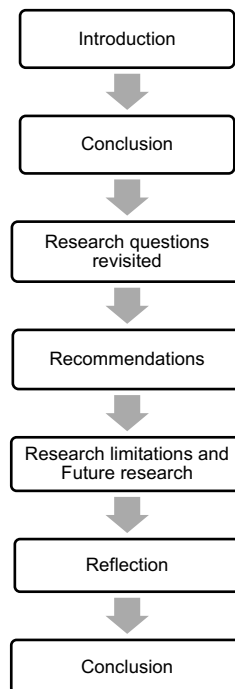
Figure 0.6: Layout of Chapter 6

6.1 Introduction

SEs play an important role in communities and more specifically the youth by creating new opportunities for employment, income growth, improved service delivery, increased local income retention, and community participation in development programmes. The discussion in this chapter is linked directly to the aim and objectives of the study, which formed the backbone of the research. Recommendations of the study are provided, and future research is proposed.

6.2 Conclusions

The research results indicate that the youth are not equipped with skills that support them in opening their own SEs. Some of the youth are willing to start their own business or SE, but support from the community or family members is lacking. They end up staying at home with good ideas that could potentially create opportunities and upliftment for their community.

SEs are attempting to equip the youth with the needed skills, but they do not have enough support from the community and government, which make the development of businesses and SEs challenging. Some SEs do have some resources but are limited and cannot cater for the number of young people in need. Limited available funds for SEs is also one of the stumble blocks that aggravate the difficulty for SEs to operate.

The result is that many SEs have to close shop. This then leads to the inevitable cycle of increasing joblessness and crime rates in the communities. SEs can assist communities because they give hope to youth, and also create job opportunities within that environment.

Unfortunately many of the youth do not have adequate schooling and as a result the normal transfer of skills cannot happen. It is therefore important that SEs find other ways to transfer the needed skills. This is an important matter requiring urgent attention and research to assist the SEs in this endeavour.

6.3 Research questions revisited

6.3.1 RQ1: What are the factors that hinder the development of skills of the youth for SEs in underserved communities?

The following factors hinder the development of skills of the youth: i) lack of knowledge about social enterprise; ii) culture of not seeing yourself achieving; iii) lack of network of connection lacking significant social enterprise; iv) lack of knowledge about industries that focus on skills development; v) lack of resources to obtain skills; vi) lack of awareness about the possibilities available achieve goals; vii) to be stuck in the society in which they are living and a culture that does envision success; viii) the attitude of youth towards learning social enterprises skills; and ix) lack of confidence within youth.

While each SE may be different in size, scope and structure, most SEs typically present significant challenges in terms of development of skills of the youth, such as lack of knowledge about social enterprise. Undoubtedly, having the right plan and strategy in place can eliminate issues and add significant value to the organisations.

6.3.2 RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?

Focusing on how SE skills can be transferred to improve the skills of the youth is critical. Each SE already have its own way to transfer skills to the youth and have some processes in place to do so. Some of these ways and processes are as follows: i) facilitators that are busy educating the youth; ii) targeted programmes they conduct; iii) and skills trainings. One of the important challenges is to rationalise these ways and develop a roadmap that all SEs can use to the assist in improving the skills of the youth.

SE skills can be transferred to the youth in underserved communities by the following ways: i) by using e-learning where applicable and possible; ii) by using online platforms such as LinkedIn; iii) by offering professional development courses; iv) by entrepreneurship programmes; and v) by SE training programmes.

However, these solutions to skill transfers cannot happen without the buy-in of all stakeholders and the determined will of the communities and SEs involved. Without this kind of commitment, no strategy or plan will succeed.

6.4 Recommendations

The recommendations stemming from this study are in the form of a guideline to be able integrate, transfer and maintain the skills needed by youth to establish SEs.

i) The buy-in of all stakeholders must align; stakeholders must assume responsibility and accountability for the implementation of the skills development and SE implantation programmes.

ii) Community programmes for the youth should be focused on a sustainable development framework that promotes the achievement of personal, social and business skills through programmes that promote current youth well-being and future successful transitions into adulthood.

iii) Communities should offer a broad range of programmes and opportunities that appeal to and meet the needs of diverse youth, and they should do so through municipalities that can coordinate such work across the entire community. Programmes for disadvantaged and underserved youth should receive special attention.

iv) Communities could also impose a locally appropriate mechanism for monitoring the availability, accessibility and quality of programmes for the youth in their community to increase the possibility that more than enough programmes be arranged and opportunities be available.

v) Private and public funders should provide the resources needed at the community level to develop and improve youth programmes that are structured, organised and evaluated in consistent ways. In addition to community support, this includes assistance for intermediary organisations and collaborative teams consisting of researchers, professionals, funders and government leaders.

vi) SEs need to develop business communication skills to approach funders and training institutions to assist them in this important endeavour.

6.5 Research limitation and future research

The main limitation of the study is that the research is based on different SEs based in Cape Town, South Africa, and as a result excluded all other SEs in the bigger national ecosystem. It is for this reason that no claim is made to generalise to any other SEs in the private, community organisation and volunteer sectors. The study suffered setbacks in terms of data collection as there were delays in scheduling of interviews and availability of Ps. These challenges were exacerbated with the COVID-19 pandemic.

It is therefore recommended that future research be done on a broader scale. A broader or deeper level of insight may be attained by expanding the scope and unit of analysis of the research. Future research could also entail conducting the study in different industries such as the Department of Basic and Higher Education, TVETs and universities to explore the reasons why the establishment of SEs is not being taught at these institutions.

6.6 Reflection

Conducting the research and writing the thesis has increased my professional competency in a variety of ways. First and foremost, I have developed a critical mindset when it comes to resolving business issues. The analytical thinking skills which I have developed and applied to the study can easily be applied to real-world business issues that I will need to resolve in the future in my professional capacity. Second, the thesis completion process was similar to that of the business sector in terms of strict deadlines, scarcity of resources, organising, planning, and scheduling interviews, among other things. As a result, the skills I gained while working on my thesis can be applied to successfully manage business. Furthermore, my writing abilities have significantly improved, and the value of great writing will always be significant.

Finally, the end of the thesis has improved my time management skills due to the submission deadline. Setting specific deadlines for each chapter, transcribing interviews immediately after conducting them, carving out a chunk of time each day to conduct research, and scheduling recurring check-ins with my supervisor were the principles I followed. Even though this worked well, I acknowledge that I could have transcribed my interviews in a different way.

However, the entire process was a beneficial experience for me on both a personal and professional level. During the completion of my master's degree, much happened I relocated from Cape Town to the Eastern Cape. I've been unemployed since I started my master's work and fell sick during my studies which hampered my research. My supervisor provided guidance and support throughout the entire process. He equipped me with the knowledge to effectively conduct a research study and has increased my level of interest in pursuing my PhD.

6.7 Summary

This research aim is to explore what skills are needed by the youth and to explore how entrepreneurial skills of the youth can be developed in underserved communities. There are many factors that can contribute to the lack of or improvement of entrepreneurial skills and being aware of those factors can assist the youth to overcome these factors.

The research determined that the challenges the youth face are those that make them turn from the consideration of establishing SEs. In addition, not having support from families and the communities in which they live factors into their low self-esteem and assumption that they cannot achieve what they set out to do.

SEs struggle with insufficient funds for equipment to cater for the large number of youths who are interested in gaining skills. SEs have poor infrastructure and too often lack support from the community. This means that SEs need support and funds from the community and from the government. By developing SEs the youth could create more job opportunities for themselves and others. To do this they need to spend their

time acquiring and sharpening skills rather than going around searching for employment. For this, there would need to be training programmes that focus primarily on supplying the youth with the appropriate skills to lead them on the journey of establishing their own SE.

While it may seem intuitive, it is important to consider the various steps necessary to align the various elements of skills that will help youth. To reap the benefits of SE, the community and government need to ensure that they support SEs in a way that is strategically advantageous.

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APPENDICES

APPENDIX A: EXAMPLE OF INDIVIDUAL CONSENT FORM

BUSINESS AND MANAGEMENT SCIENCES, GRADUATE CENTRE FOR MANAGEMENT

INDIVIDUAL CONSENT FOR RESEARCH PARTICIPATION

TITLE OF THE STUDY: Skills needed by the youth to establish Social Enterprises in underserved communities in Cape Town, South Africa.

NAME OF RESEARCHER: Athenkosi Dorothy Ngqola

EMAIL: Athenkosingqola@gmail.com

NAME OF SUPERVISOR: Dr A. de la Harpe

CONTACT DETAILS: 082 448 1058

EMAIL: andre@cencra.com

PURPOSE OF THE STUDY: The aim of the study is to explore the factors that influence the social entrepreneurial skills of the youth in underserved communities in Cape Town, South Africa.

CONFIDENTIALITY: I have received assurance from the researcher/student that the information I will share will remain strictly confidential unless noted below. I understand that the contents will be used only for M Tech Thesis and that my confidentiality will be protected by creating a code for each learner.

ANONYMITY: My identity will be protected by not disclosing my personal details. I will be referred to as a research participant in the research study.

CONSERVATION OF DATA: The data collected will be kept in a secure manner. The researcher will keep data at his office and the offices of the supervisor, Dr de la Harpe. Data will be electronically stored and only the researcher and supervisors will have access to the data. The school may at any time be given access

to the data or be given a report or information session if needed. The data will be collected and stored as per research method fully described by the researcher especially for audit purposes.

VOLUNTARY PARTICIPATION: I am under no obligation to Participants and if I choose to Participants, I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all data gathered until the time of withdrawal will be disregarded.

ACCEPTANCE: I agree to Participants in the above research study conducted by Mieshka Paulse the Faculty of Business and Management Sciences, Graduate Centre for Management at the Cape Peninsula University of Technology, which research is under the supervision of Dr Andre de la Harpe.

If I have any questions about the study, I may contact the researcher or the supervisor. If I have any questions regarding the ethical conduct of this study, I may contact the secretary of the Faculty Research Ethics Committee email WaltersC@cput.ac.za.

Participant's signature: _____

Date: 18/10/2019

Researcher's signature: _____

Date: 18/10/2019

APPENDIX B: INTERVIEW GUIDE

Cape Peninsula
University of Technology

Dear Research Participant

<u>Request for permission to conduct an on-site, multiple case semi-structured interview</u>

You are invited to participate in an on-site semi-structured interview, conducted in fulfilment of a research project for a master's degree within the Faculty of Informatics and Design at the Cape Peninsula University of Technology (herein referred to as 'CPUT').

This research aims are to explore the factors that influence the social entrepreneurial skills of the youth in underserved communities.

The research project is undertaken by Miss Athenkosi Ngqola, a registered master's student at CPUT. An on-site interview/meeting shall be formally scheduled at a time most convenient to you.

Your participation in this study is entirely voluntary. You have the right to withdraw at any time and for whatever reason, without any penalty whatsoever. The information obtained from the questionnaire shall be treated with full confidentiality and shall only be used for academic purposes. Anonymity shall be maintained, as responses are not identifiable to your organisation. Furthermore, the research project has received ethical clearance from the CPUT's Ethics Committee and therefore has been found to not hold any significant ethical implications.

Sincerely,

Athenkosi, Ngqola

INTERVIEW QUESTIONNAIRE

RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?
SRQ1.1 What skills are needed by the youth of underserved communities to contribute towards establishing a SE?
IQ 1.1.1 Comment: What skills do the youth from underserved communities need that contribute to establishment of social enterprise?
IQ 1.1.2 What factors hinders the youth to gain skills for the establishment of social enterprises?   Comment:
IQ 1.1.3 Why do the youth of underserved communities need skills during development of social enterprise?   Comment:
SRQ 1.2 What role does local context play in the development of skills of the youth in underservedcommunities?
IQ 1.2.1 What is the current role underserved communities play in the development of social enterprises? Comment:
IQ 1.2.2 What structures are currently in place to promote skills development in underserved communities? Comment:
IQ 1.2.3 What are the local context to be considered for the development of skills for underserved communities for youth? Comment:
IQ 1.2.4 What are the challenges encountered regarding bringing a local context to skills development in underserved communities for youth?   Comment:

IQ 1.2.5 Which industries focus on skills development for youth being contextualised in underserved communities? Comment:
SRQ 1.3 What challenges do the youth face when developing SE skills in an underserved community?
IQ 1.3.1 What basic skills do the youth possess in your opinion? Comment:

IQ 1.3.2 What skills do you have:
 	
    i)   In general?
 	
    ii)   to develop a Social enterprise?
Comment:

IQ 1.3.3 How do you think social enterprises will impact community lives? Comment:
IQ 1.3.4 How will the development of the social enterprises benefit this community Comment:
IQ 1.3.5 What are the expected outcomes of the community from the social enterprises? Comment:
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?
SRQ2.1: How do the youth want to be skilled in underserved communities?
IQ 2.1.1 How are the current skills of youth obtained? Comment:

IQ 2.1.2 What challenges do youth face during transferring skills in underserved communities?

Comment:

SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?
IQ 2.2.1 What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities? Comment:
IQ 2.2.2 Are there any mechanisms that can be used to transfer skills in the underserved communities? If yes: what are they and explain why they are useful? If no: what do you think there agree no mechanism available to transfer skills in underserved communities?

Thank you for your time and patience in answering the questions. Your contribution is highly appreciated.

Signature of Student	Date

APPENDIX C: INTERVIEW TRANSCRIPTIONS

Company CCenter

Participants 1

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Entrepreneurial ability. Trainings and voluntary works that will be conducted in workshops so that they can be facilitators, so that they can be part of social enterprise.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Peer pressure, some are not committed, they are looking for stipend so that they can be motivated to finish the programmes that are offered by the social enterprises.
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** So that they can be equipped and able to be creative and work on their own, through skills that they have gained during trainings.
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Participants in event that social enterprise conduct. They market social enterprise (Company CCentre). They also part of board of the social enterprise

IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?**
	PARTICIPANT: Running workshop per quarter for youth calling dropouts at school and youth that still at school, educate them on how to build their self. CD programme voluntary work that is done for the whole year. While youth on that programme they are given stipend.
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?**
	PARTICIPANT: Target youth. Target youth that is unemployed and also youth that is dropout at school.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?**
	PARTICIPANT: Transportation for those stay in far places for their safety, that lead to youth to dropout from the programmes. Social enterprises are not big enough to accommodate youth from far areas or surroundings areas to give them skills
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?**
	PARTICIPANT: Shawco practice and promote responsible citizenship in South Africa by enrolling student volunteers in health, education, and social entrepreneurship initiatives in underserved communities across the Cape flats.
RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?**
	PARTICIPANT: Dance and poetry.

IQ.1.3.2	**What skills do you have:**
	
	    i) **In general?**
	
	    ii) **to develop a Social enterprise?**
	
	PARTICIPANT: I) Facilitator, programme coordinate, monitoring and evaluation officer
	             ii) Mentoring for youth and facilitator.

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** social enterprise has good impact on community lives because social enterprise (Company CCentre) have student that are studying in UCT, those students were part of after care programmes. grade 12 learners who come to be assisted in their homework's and those are struggling to some of their subject. also have connection with UCT, students from UCT who will come and assist grade 12 with their schoolwork. also support programme that is done on Tuesday and Thursday for counselling and networking with other population.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** The development of the social enterprise benefits the community by creating jobs, the bigger the organisation the more it creates jobs for people of community.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** To create jobs for their youth
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Youth obtained skills through training, training is a technique to increase skill, knowledge, and attitude

Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?**
	PARTICIPANT: Youth do not understand the system of computer alone, so it makes it difficult for facilitator because must give more attention on that individual. While giving attention on that individual person the time is running out to finish module for that day.
	Some of youth are not literacy equipped, they do not know how to write especial dropouts. Meaning facilitators must start on teaching how to write.

SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?

IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?**
	PARTICIPANT: Mostly its unemployment, some of them are dropouts, so they can get skills from the social enterprise, but they cannot get employment because most of jobs want Grade 12 and some do not even have Grade 12.
	Youth do not have enough time to practice computer after class., because immediately when the class end the is another group that will be coming in. So, the is not enough time to practice after class.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?**
	If yes: what are they and explain why they are useful?
	If no: what do you think there agree no mechanism available to transfer skills in underserved communities?
	PARTICIPANT: Yes, through digital does not only help you to identify your strengths and weaknesses, but it also enables your teachers to track your progress too. They will have an easily accessible online record of all your work, and they will be able to monitor your engagement as well.

Participants 2

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Enthusiasm and willingness
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Pressure on the street, make them not to finish the programme.
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** Youth need skills during development of social enterprise so that they can be creating inspiring and innovative solutions
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Some community members come to volunteer and assist social enterprise with any help they need. Some of community members market the organisation and come with youth from other surroundings besides where the organisation is situated
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?**

	PARTICIPANT: ECD programme voluntary work that is done for the whole year. While youth on that programme they are given stipend.
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** The social enterprise considers other environment for development of skills. They are not only focusing where the organisation is situated, they also focus in all areas around Khayelitsha.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** Social enterprises are not big enough to accommodate youth from far areas or surroundings areas to give them skills and they do not have enough resources to take lot of youth.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** NFs .
RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Music, Dance and Art

IQ.1.3.2	**What skills do you have:**
	  i) **In general?**
	  ii) **to develop a Social enterprise?**
	
	PARTICIPANT: (i) Communication skills, interpersonal skills
	         (ii) Financial reporting, problem solving skills

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** It will impact communities' lives in a good way because some of youth become a good example to others after finishing those programmes
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** Creating more jobs for youth that is unemployed
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** To see changes from youth and crime rate decreases.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** E-learning
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT**: Fear of talking problems they have back at home so that they can be supported and helped. For Example: some of them could not do activity that was given to do at home because they did not have electricity at home. Could not attend the programme he/she did not have money to come.
SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	
IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Parents do not want them to come to the programme, because some of them would lie about going to attend the programme on the organisation while they are not.

IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, Technology another mechanism to transfer skills is the use of technology

Hope Of Africa

Participants 1

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** They need skills that are personal marketable, skills that desired on the market. They need skills that will speak to the environment and market. For Example: Hard skills, Trade skills, Soft skills
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Youth need access to programmes that will teach them especially when they come from underserved communities, Educational preparedness Educational level.

	They do not know or have information about social enterprise to gain skills, because some of them come from poor family. Person does not even have money to buy data and search some do not even have smartphones at all so searches. How will they know or gain knowledge about the places that give youth skills**?**
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** So that they can be equipped and able to be innovative and open their own social enterprises

RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?

IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Opportunities within the community, need to unlock the opportunities that are there within the community, but it needs to be seen by someone with eyes of social enterprise
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?** **PARTICIPANT:** NGO's that are economic development (e.g., Hope of Africa) prepare youth for social enterprise (e.g., hair skills, to open your own hair salon) Government organisation, Education, Business Incubators (Business provide mentorship to youth), Phaphama in mentorship programme in UCT
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** Understand the market and which target market you want to do your social enterprise. Understand need of that environment of market. Speak and understand the market.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to**

	skills development inunderserved communities for youth? **PARTICIPANT:** Understanding what is happening in the market. Paying people to train youth skills.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** Business given incentives to employ youth (get benefit from government if you employ youth that is under 35 years). Non-profit organisation also need to do research on which skills development is needed by underserved communities.

RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?

IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Understand trading culture. Strength of brain understand culture understand of what is happening in the community.

IQ.1.3.2	What skills do you have:
	    iii) In general?
	    iv) to develop a Social enterprise?
	
	PARTICIPANT: (I) Leadership development, interpersonal skills, research skills, problem solving skills and mentorship skills.
	
	(II) Mathematics and science, Coaching, provide youth information on diversification, editing.

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** They have huge impact having these youth engaging in social enterprise, it will decrease crime rate because they have something to do

IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT**: Social enterprise will create opportunities for families so that they have stable homes and able to take their children to school so that they can study further.
IQ1.3.5	What are the expected outcomes of the community from the social enterprises? **PARTICIPANT:** Build more integrated community where people care another. More stable homes to create safe place for youth. Sense of belonging.

RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?

SRQ2.1: How do the youth want to be skilled in underserved communities?

Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** They want to be skilled in a way they get stipend. Youth want to be able to have skills that can be utilised and marketable, get a job or open their own social enterprise. Economic development, Wood working. Plumbing, Faith discovery, Literacy skills, Computer literacy skills, Hair skills, Electrical and trade skills.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?**

SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?

IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underservedcommunities?** **PARTICIPANT:** Lack of collaboration, need to collaborate with other organisation. Lack of understanding the landscape in the community.

IQ 2.2.2	Are there any mechanisms that can be used to transfer skills in the underserved communities?
	If yes: what are they and explain why they are useful?
	If no: what do you think there agree no mechanism available to transfer skills in underservedcommunities?
	PARTICIPANT: Yes, Need trained facilitators (funding, facilities, basic facilities).

Participants 2

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?**
	PARTICIPANT: Trading skills as an economic development social skill, physical skill, mentor skills and plumbing skills.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?**
	PARTICIPANT: To be trapped in the community they are leaving in and culture of not seeing yourself achieving. Stop persuading the possibilities of your achievements
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?**
	PARTICIPANT: So they can open their own social enterprises and help their own community.
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?**

	PARTICIPANT: Support each other and partnership with their children. Support social enterprise through workshop they conduct and market the social enterprise to other people.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?** **PARTICIPANT:** Partnership with other social enterprise so that the organisation can grow and learn from other organisation
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** Lower crossroad, Philippi east because there are few NGO's
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** Situation at home not having proper food and house to stay it affect youth to achieve what they want to achieve in life. They do not have knowledge about social enterprise or Non-profits organisation. People compare business and social enterprise.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** Philippi Village.
RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Basic skill from high school like basic computer skills

IQ.1.3.2	**What skills do you have:**
	    i) **In general?**
	    ii) **to develop a Social enterprise?**
	
	PARTICIPANT: (I) Communication Skills, Mentorship skill.
	
	(II) Facilitating, Social skill, Leadership skill.

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** CREATING JOBS FOR YOUTH FOR UNDERSERVED COMMUNITIES
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** It will decrease crime rate; it will help youth not to think about doing crime when they have something to do.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** Expected outcomes of community from social enterprises is change from youth. They want their children to be successful after they have obtained those skills from the social enterprise
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Expected outcomes of community from social enterprises is change from youth. They want their children to be successful after they have obtained those skills from the social enterprise
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?**

RQ1:	**PARTICIPANT:** Transportation when they coming to class to attend. When they are given skills by facilitators, they want to be perfect on the first day of their classes.

IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?**
	PARTICIPANT: Youth panic if they do not understand terminology they have been taught. For instance, plumbing student on their first day at the programme they want to be perfect on their first day, so that they can show at home.
	Panicking and, they want to learn fast they become too much on themselves. Which they supposed to excel on what they know the best.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?**
	If yes: what are they and explain why they are useful?
	If no: what do you think there agree no mechanism available to transfer skills in underserved communities?
	PARTICIPANT: Yes, it can be done through workshop, being exposed to these practices makes youth more exposed towards learning and getting better with each session.

Company I

Participants 1

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved	

	communities?
	RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of social enterprise?** **PARTICIPANT:** They need hard skills and Entrepreneurship
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** lack of knowledge. Access to information about those organisation or social enterprise. Lack of literacy because some they cannot read and write they are dropouts
Q.1.1.3	**Why do the youth of underserved communities need skills during development of social enterprise?** **PARTICIPANT:** To sustain themselves. For them to grow their community, because if they have skills, they can grow their community.
	RSQ 1.2: What role does local context play in the development of skills of the youth in underserved communities?
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** They utilise social enterprise service. When they utilise organisation service the community grow
IQ.1.2.2	**What structures are currently in place to promote skills development in underserved communities?** **PARTICIPANT:** Collaboration with other NGO's that are around in Langa to increase awareness about social issues and tell them about opportunities they have so that they can benefit.

IQ.1.2.3	What are the local context to be considered for the development of skills for underservedcommunities for youth? **PARTICIPANT:** Langa
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** Mindset of people that they have about NGOs in underserved communities. They undermine those NGO's since they are in underserved community, they do not see them as help for community.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** Social services industries they focus on youth give them skills and social problems or services.
**RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?**
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Basic computer skills

IQ.1.3.2	**What skills do you have:**
	     i) **In general?**
	
	     ii) **to develop a Social enterprise?**
	
	 PARTICIPANT: (I) Problem solving, Counselling and Facilitation.
	
	                (II) Monitoring and Evaluation.

IQ.1.3.3	**How do you think social enterprises will impact community lives?**

	PARTICIPANT: Having organisation that will make other surrounding organisation to grow because they will identify gap. There will be growth in people that enter the community because they will be coming to look for opportunities and growth.
IQ.1.3.4	**How will the development of the social enterprises benefit this community** **PARTICIPANT:** Employment, Youth and People will get jobs.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** They expect social enterprise to do what is promised to do for the community. They expect to benefit from social enterprise and tailor the programmes according to their needs. They expect social enterprise to invest in the community like hiring people from the community to work for social enterprise.

RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?

SRQ2.1: How do the youth want to be skilled in underserved communities?

Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** They expect social enterprise to do what is promised to do for the community. They expect to benefit from social enterprise and tailor the programmes according to their needs. They expect social enterprise to invest in the community like hiring people from the community to work for social enterprise.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Language and context, sometimes the context is not basic enough and they do not understand. After they finish the course they cannot progress, that is why the organisation (Just Grace) collaborate with other social enterprises to get opportunities. So that after youth obtained those skills, they can use them.

SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?

IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Funding because they cannot run programme without funding's. Issues of space because they are using school to run their social enterprises.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, People can use apps and E-learning can save time, money, and reduced transportation cost. so, E-Learning is cost-effective compared to traditional learning.

Participants 2

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Entrepreneurial ability.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Lack of knowledge about social enterprise. Laziness to look or search for social enterprises in underserved communities that give youth skills and opportunities.

Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** Youth need skills during development of social enterprise for them to grow their community
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Support organisation, where they have meetings about services they offer.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?** **PARTICIPANT:** Collaborate with other organisation
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** Delft
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** Commitment they register for the programme and some dropout without communicating with the social enterprise, informing them about the reason to dropout. So that the social enterprise in future could prevent number of dropout when they know the reason.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?**

	PARTICIPANT: I

RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Communication
IQ.1.3.2	**What skills do you have:** 　　i)　　**In general?** 　　ii)　　**to develop a Social enterprise?** **PARTICIPANT:** (I) Communication and Organising. 　　　　(II) Computer skill and Facilitating.
IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** Those skills they obtain from social enterprise they can implement them and some open their own business for growth of the community.
IQ.1.3.4	**How will the development of the social enterprises benefit this community** **PARTICIPANT:** the community will grow, and it will be known as community that have social enterprise that help youth to grow
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** They expect social enterprise to create more jobs for community. They expect good result from the organisation. They expect good results from youth who attend from the social enterprise.

RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Computer, Sewing, Accounting and Coding, Personal skills development (Talking about things that are currently happening in their life and things that are happening in the world) it's more of like skill.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Lack of understanding terminology Lack of trust to facilitators, not open enough to facilitator about thigs happening in their lives
SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	
IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** They take time to understand context, which affect time to finish the programme.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, E-Learning, you can save time, money, and reduced transportation cost. so, E-Learning is cost-effective compared to traditional learning

Company A

Participants 1

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Highly passionate and Leadership skills.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Lack of network of connection especially for youth from families lacking significant social enterprise
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** Life skills those are completely transferable between industries and occupations.
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Network with organisations to direct them and share the resources for the next generation.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?**

	PARTICIPANT: Providing youth with End User Computing
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** Target youth that is unemployed to provide them with skills
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** Encountered various challenges such as skills shortage, corruption, poor infrastructure, among others
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** SETA
RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT: COMMUNICATION SKILLS**

IQ.1.3.2	**What skills do you have:**
	    i) **In general?**
	    ii) **to develop a Social enterprise?**
	
	 PARTICIPANT: (i) Interpersonal and Communication skills, Planning, monitoring, and controlling.
	
	     (ii) Leadership skills, controlling programme.

IQ.1.3.3	**How do you think social enterprises will impact community lives?**

	PARTICIPANT: By providing goods and services Social protection, education, health to the local community and people.
IQ.1.3.4	**How will the development of the social enterprises benefit this community** **PARTICIPANT:** By Facilitating social innovation and promote more sustainable economy. Create more jobs for youth within the community.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** To increase capacity and to enrich and empower citizens so that they can improve their quality of life themselves.

RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?

SRQ2.1: How do the youth want to be skilled in underserved communities?

Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Computer literacy
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Terminology that is used during transportation of skills it take them a while to understand, which affect the time of the programme.

SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?

IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Lack of motivation

IQ 2.2.2	Are there any mechanisms that can be used to transfer skills in the underserved communities?
	If yes: what are they and explain why they are useful?
	If no: what do you think there agree no mechanism available to transfer skills in underserved communities?
	PARTICIPANT: Yes, Leadership Skills these skills help you create an encouraging and productive work environment; command love, respect, and devotion from the team members and scale success heights which seemed impossible earlier.

Participants 2

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Organising, Patient, and Independent
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Youth face constant pressure from elders and peers to possess and to be possessed. Lack or fewer resources to obtain those skills.
Q.1.1.3	**Why do the youth of underserved communities need skills during development of social enterprise?** **PARTICIPANT:** Limited opportunities without the skills necessary, there is little opportunities for advancement
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	

IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Current role play by communities in the development of social enterprise, community have an obligation of coming together to achieve certain goals.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?** **PARTICIPANT:** Providing youth with End User Computing
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** All underserved communities that lack skills development.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** Lack of monitoring and evaluation on development projects, a poor revenue base.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** DEPARTMENT OF EDUCATION & NYDA
RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Listening skill.

IQ.1.3.2	**What skills do you have:**
	
	    i) **In general?**
	
	    ii) **to develop a Social enterprise?**
	
	PARTICIPANT: (i) Verbal Skills, Communication skills, Active listening.
	
	    (ii) Conflict Management Create an inclusive environment

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** Creating employment through opportunities through self-employment of entrepreneurs themselves. New employers or youth hired as social enterprise initiative grow.
IQ.1.3.4	**How will the development of the social enterprises benefit this community** **PARTICIPANT:** Can create more jobs, provide innovative services and products, promote sustainability, and give hope for the future.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** Community expected outcomes from social enterprises to play a significant role in offering relief and other basic amenities to individuals who are suffering from extreme poverty.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Computer literacy
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** When they come to class, they need transportation.

SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	
IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** PARTICIPANT: They want fast results without having to learn something new.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** PARTICIPANT: Yes, online has a large range of free, comprehensive classes on technology, languages, science, financial literacy, personal and soft skills, entrepreneurship.

Spinach King

Participants 1

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** PARTICIPANT: Technical skill, Marketing skills, Management skills and Presentation skills.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?**

	PARTICIPANT: Lack of knowledge about industries that focus on skills development, lack of resources to obtain skills
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** Without access to skills training, youth will be trapped in a cycle of poverty with little hope for their future.
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Participation as involvement whereby community are involved in the creation, content and conduct of a programme or policy designed to change their lives.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?** **PARTICIPANT:** Community members are given opportunity to plant spinach in their homes and, they are given opportunity to study in the Agriculture sector about nutrients.
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** Target vulnerable youth
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?**

	PARTICIPANT: Challenges includes inadequate support from the community members due to poor perception and attitude caused by lack of education and poverty.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** City of Cape Town, SEDA and NGO's

RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Flexibility

IQ.1.3.2	**What skills do you have:**
	
	    i) **In general?**
	
	    ii) **to develop a Social enterprise?**
	
	PARTICIPANT: (i) Communication skill, Creativity and innovation, knowledge, and education.
	
	(ii) Leadership skill, Marketing skill, Management skill, Entrepreneurial skill, Social innovation.

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT**: Social enterprises offer a community with a sense of purpose. By engaging themselves in this kind of social action, they can bring fulfilment to their hearts.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** One of the most obvious and striking impacts of social entrepreneurship relates to job creation, particularly among the less fortunate, underserved or ignored groups of society.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises**?

	PARTICIPANT: Expected outcomes of community from social enterprise is to play a critical part in developing society, improving communities, and promoting citizen participation.

RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?

SRQ2.1: How do the youth want to be skilled in underserved communities?

Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** By Network Online using platforms like LinkedIn
Q 2.1.2	**? What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Fear of failure is not the same as a lack of confidence as it is much more specific and is very often a self-fulfilling prophecy.

SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?

IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Lack of foundation knowledge or skills make it difficult to comprehend and retain new information.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?**

Question	Response
	PARTICIPANT: Yes, Communities of practice a voluntary group of peers, practitioners, and other individuals whose members regularly engage in sharing and learning to improve their performance as individuals, teams, and organisations.

Participants 2

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Entrepreneurial ability, Social innovation, Microsoft skill, Analytical skill.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Lack of confidence can be caused by confidence in their existing skills.
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** Youth need skill during development of social enterprise so that they can know how to approach and solve problems but are also better able to work with others.
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Community coming together to plan, make decisions and take full control of issues and manages problems that concern them.

IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?** **PARTICIPANT:** Community members are given opportunity to plant spinach in their homes and, they are given opportunity to study in the Agriculture sector about nutrients.
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** Environment or community that have no idea about skills development.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** Lack of instructional and learning materials
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** Department of Education and Private Sector
RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Self-control and Planning.
IQ.1.3.2	**What skills do you have:** i) **In general?** ii) **to develop a Social enterprise?**

	PARTICIPANT: (i) Communication skill, People Person. (ii) Marketing Skills, Leadership Skills, Entrepreneurial ability.
IQ.1.3.3	**How do you think social enterprises will impact community lives**? **PARTICIPANT:** Social enterprises will impact community lives by creating positive change in society through their initiatives. Improving people's health, safeguarding the environment, and creating more economic opportunities.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** Social enterprise will play a prominent role in driving future economic growth.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** To motivate citizens in all aspects of society to act, rather than depend on state power and beneficence.
**RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?**
**SRQ2.1: How do the youth want to be skilled in underserved communities?**
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Take Professional Development Courses
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Resistance of unlearning this applies when someone must learn a new way of approaching a task, they have been performing for a long time.
**SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?**

IQ 2.2.1	What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities? **PARTICIPANT:** Lack of foundation knowledge
IQ 2.2.2	Are there any mechanisms that can be used to transfer skills in the underserved communities? **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, Instant Messaging it allows participants to see who is connected or online in their network at any moment, an instant message can be a powerful enabler for one-on-one informal learning now it's needed.

Rescue Youth Community Organisation

Participants 1

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	What skills do the youth from underserved communities need that contribute to establishment of socialenterprise? **PARTICIPANT:** Diplomatic, Leadership and Dedication, Technical Skill.
Q.1.1.2	What factors hinders the youth to gain skills for the establishment of social enterprises? **PARTICIPANT:** High perceived behavioural control.
Q.1.1.3	Why do the youth of underserved communities need skills during

	development of social enterprise? **PARTICIPANT:** To allows them to build their skills and contribute to their own societies.

<table>
<tr><td colspan="2">RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?</td></tr>
<tr><td>IQ.1.2.1</td><td>What is the current role underserved communities play in the development of social enterprises?

PARTICIPANT: Community participation as the creation of opportunities to enable all members of a community to actively contribute. to and influence the development process and to share equitably the fruits of development</td></tr>
<tr><td>IQ.1.2.2</td><td>What structures are currently in place to promote skills development in underservedcommunities?

PARTICIPANT: In Langa we train youth Computer lessons and Sport.</td></tr>
<tr><td>IQ.1.2.3</td><td>What are the local context to be considered for the development of skills for underservedcommunities for youth?

PARTICIPANT: Environment that have youth that has high unemployment rate and crime.</td></tr>
<tr><td>IQ.1.2.4</td><td>What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?

PARTICIPANT: These challenges included lack of parental participation.</td></tr>
<tr><td>IQ.1.2.5</td><td>Which industries focus on skills development for youth being contextualised in underservedcommunities?

PARTICIPANT: NGO'S</td></tr>
</table>

RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Communication skills

IQ.1.3.2	**What skills do you have:**
	   i) **In general?**
	   ii) **to develop a Social enterprise?**
	
	PARTICIPANT: (i) People persons, Communication skills.
	
	        (ii) Leadership Skills, Risk Management.

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** Improve the skills and employability of young people. Create new job opportunities.
IQ.1.3.4	How will the development of the social enterprises benefit this community **PARTICIPANT:** Families will benefit from social enterprise because they will be able to have secure homes and be able to send their children to school so that they can continue their education.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** The expected outcomes of the community from social enterprise increasing capacity, enriching, and empowering citizens so that they can improve their own quality of life is the goal.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	

Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Digital Literacy.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Unstable housing or homelessness
SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	
IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** No strong philosophical supporting for the goals of programmes
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, face-to-face mechanisms are recognised as the most effective way for transferring skills.

Participants 2

Question	Response
RQ1: **What are the factors that hinder the development of skills of the youth for SE in underserved communities?**	
RSQ 1.1: **What skills are needed by the youth of underserved communities to contribute towards establishing a SE?**	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?**

	PARTICIPANT: Presentation Skills, Marketing Skills, Microsoft Skills.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** During difficult economic time, youth are often the first to be laid off, this hinders the ability to build skills.
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** Youth need skills during development of social enterprise necessary to get along well with others, including respecting others expressing appreciation, resolving conflict, and behaving according to social norms.
**RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?**
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Supporting social enterprise
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?** **PARTICIPANT:** Giving youth skills about Computer Literacy so that they can open their own internet cafe and help other youth.
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** Local context that has no development at all especially in things that deal with youth.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to**

	skills development inunderserved communities for youth? **PARTICIPANT:** Inadequate training for facilitators.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** Private Sector
**RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?**
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Adaptability and cognitive flexibility

IQ.1.3.2	**What skills do you have:**
	    i) In general?
	    ii) to develop a Social enterprise?
	
	PARTICIPANT: (i) Active listening, Verbal Skills.
	
	    (ii) Conflict Management skill, Negotiation skills.

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** By making goods and services available to the local community and others who cannot afford them.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** It would lower crime rates by encouraging youth to think twice about committing crimes when they have nothing better to do.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?**

	PARTICIPANT: To observe trends in youth and reductions in crime rates.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Youth Entrepreneurship.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Lack of self-esteem and self-efficacy skills.
SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	
IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Interference from immediate environment, inadequate equipment, and facilities.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, Mastery training is an approach to education and training that has a participant completely perfect skill before moving on to advanced skill.

Company E

Participants 1

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Social intelligence, Leadership Skills.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** High perceived behavioural control. They need stable home base, place to sleep at night and food then they Start thinking what they want about their future and gaining skills to establish social enterprise
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** Increase career development opportunities for youth.
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Communities that can attract and keep talent
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?**

	PARTICIPANT: Assisting the project leaders in the definition and development of a business plan and in establishing the entity that will materially manage the ECD
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** All underserved communities that are lacking skills development.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** Skills shortage.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** Department of Labour.
RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Communication Skills.

IQ.1.3.2	**What skills do you have:**
	    i) **In general?**
	    ii) **to develop a Social enterprise?**
	
	PARTICIPANT: (i) Verbal Skills, Leadership Skills, Interpersonal Skill, Decision and making skill.
	
	(ii) Collaboration, Open-mindedness, Approachability, Transparency, Risk Taker, Leadership Skills, Interpersonal Skill, Decision and making skill.

IQ.1.3.3	**How do you think social enterprises will impact community lives?**
	PARTICIPANT: The money that social enterprises generate is re-invested in the local community. This enables them to address social issues, enhance people's lives, promote neighbourhoods', and assist the environment.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?**
	PARTICIPANT: The development of Social enterprises will play a crucial role in local communities by creating new opportunities in terms of employment, income growth, enhanced provision of services, increase in local income retention and engaging the community in development programmes.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?**
	PARTICIPANT: It will provide solutions for unemployment and poverty; and creates value for society.
**RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?**
**SRQ2.1: How do the youth want to be skilled in underserved communities?**
Q 2.1.1	**How are the current skills of youth obtained?**
	PARTICIPANT: supporting the project leaders in obtaining a qualification that allows them to manage an ECD.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?**
	PARTICIPANT: Lack of social connections.
**SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?**

IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Difficulties with the work itself, time constraints and outdated or otherwise inferior equipment.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, Face-to-Face -only by physically bringing people together will skills be transferred.

Participants 2

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Social intelligence, Presentation Skills, Creativity and Innovation
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Not to know about the possibilities out there to achieve what you want.
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?**

	PARTICIPANT: It will increase youth knowledge and understanding of social enterprise.

	RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Communities current role is to support social enterprise and help it to develop new ideas for community.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?** **PARTICIPANT:** Assisting the project leaders with the concept and implementation of a business plan, as well as the establishment of the organisation that will be responsible for the ECD's material management
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** Underserved community of samora it still needs lot of skills development.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** They are very limited resources for people to upskill themselves
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** Department of Higher Education and Training.

RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Higher order thinking.

IQ.1.3.2	**What skills do you have:**
	   i) **In general?**
	   ii) **to develop a Social enterprise?**
	
	PARTICIPANT: (i) Active listening, Interpersonal Skill.
	(ii) Conflict Management, Growth mindset, Ethics, Decisiveness

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT**: It will impact community by improvements through training, educating, and facilitating communities' engagement in different activities.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** Social enterprises will drive the production of environmentally friendly products, meet the needs of an underserved community, or focus on charitable activities.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** The development of Social enterprises will have positive effects that influence local and regional development by satisfying local and regional needs, creating jobs in the community, developing relational assets in business processes, and restoring community solidarity.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	

Q 2.1.1	**How are the current skills of youth obtained?**
	PARTICIPANT: Assisting the project leaders in the definition and development of a business plan and in establishing the entity that will materially manage the ECD.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?**
	PARTICIPANT: Not having money to attend the programme.

SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	
IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?**
	PARTICIPANT: Limited energy, time and mental capacity which hinders your ability to teach effectively and their ability to retain and transfer information.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?**
	If yes: what are they and explain why they are useful?
	If no: what do you think there agree no mechanism available to transfer skills in underserved communities?
	PARTICIPANT: Yes, Online Youth can complete their training in their own time and according to their own schedules.

Company G

Participants 1

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	

RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Creativity, Highly Passionate.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** To be stuck in the society they are leaving and a culture that does not see you succeeding. A scarcity of opportunities to acquire skills**.**
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** They need those skills for personal growth by having skills during development of social enterprise it will build youth network, time management, communication, and negotiation skills. ,
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** volunteering at social enterprises and being part of a youth advisory group.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?** **PARTICIPANT:** One-year internship focuses on teaching life skills to a wide range of young people, while at the same time helping the mentors build their own work skills with ongoing educational opportunities and on-the-job training.

IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?**
	PARTICIPANT: Samora.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?**
	PARTICIPANT: Lack of education and poverty.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?**
	PARTICIPANT: Private Sector and SETA

RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?

IQ.1.3.1	**What basic skills do the youth possess in your opinion?**
	PARTICIPANT: Social Skills.

IQ.1.3.2	**What skills do you have:**
	  i) **In general?**
	  ii) **to develop a Social enterprise?**
	
	PARTICIPANT: (i) Oral and written communication skills
	
	(ii) Stakeholder analysis, Interpersonal and consultative skills, Facilitation skills, Analytical thinking and problem solving, Organisational skills, Knowledge of business structure.

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** Social enterprises would have a positive effect on the economy to increase profits while still benefiting society and the environment.

IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** It will socially excluded people by providing volunteer, training, and employment opportunities.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** Youth having better education and skills.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Computer skills.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Lack of confidence
SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	
IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Lack of prerequisite knowledge
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?**

Question	Response
	If yes: what are they and explain why they are useful?
	If no: what do you think there agree no mechanism available to transfer skills in underserved communities?
	PARTICIPANT: Yes, Soft transfer mechanisms mainly deal with tacit knowledge, low use of technology and are people focused.

Participants 2

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Analytical Skills, Entrepreneurial Ability, Creativity and Innovation.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Youth prefer to talk rather than listen, which makes it difficult for them to learn skills necessary for the establishment of social enterprises.
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** They need those skills during development of social enterprise because they are key to the economy growth, business expanding.
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Communities can attract and retain talent, as well as assist and expand social enterprises.

IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?**
	PARTICIPANT: Provide workshops in life skills.
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?**
	PARTICIPANT: Philippi East.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?**
	PARTICIPANT: Lack of knowledge between social enterprise (Non-profit Organisation) and business.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?**
	PARTICIPANT: City of cape Town and NGO's.
RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?**
	PARTICIPANT: Self Control and Communication skill

IQ.1.3.2	**What skills do you have:**
	     i) **In general?**
	     ii) **to develop a Social enterprise?**

	PARTICIPANT: (i) Clear communication skill, Active listening, Timekeeping. (ii) Creating focus amongst the group, Establishing a psychologically safe environment for sharing, Advanced preparation.
IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** Social enterprises would influence the lives of people in their communities by promoting a wide variety of sustainable development solutions.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** Increase wealth and jobs.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** Employment and training opportunities for the long term unemployed and disadvantaged individuals.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Literacy.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Lack of continuity in gaining skill.
SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	

IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Negative transfer or interference
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, hard transfer mechanisms deal with explicit knowledge, and are technology focused with people playing a very small role.

Company F

Participants 1

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Emotional and social intelligence, Leadership Skill.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** A lack of awareness of available tools for acquiring skills.
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?**

	PARTICIPANT: Youth need those skills so that during development of social enterprise youth can also grow.

RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?

IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?**
	PARTICIPANT: Helping the social enterprise to share knowledge, skills, and ideas.

IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?**
	PARTICIPANT: Empowering youth with computer skills.

IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?**
	PARTICIPANT: All the communities that need development of skills

IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?**
	PARTICIPANT: Transportation for those stay in far places for their safety.

IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?**
	PARTICIPANT: NYDA, NGO's and Department of Labour.

RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?

IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Concentration.

IQ.1.3.2	**What skills do you have:**
	   i) **In general?**
	   ii) **to develop a Social enterprise?**
	
	PARTICIPANT: (i) Entrepreneurial Skills, Presentation Skills.
	
	(ii) Negotiation skill, People management skill, Risk Management skill.

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** Community grows because they will be access to skill donation.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** There will be an increase in the number of people who come to the community in search of opportunities and development.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** To see changes in youth and within the community.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Sewing skills.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?**

PARTICIPANT: Peer pressure**.**	

SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?

IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Time and work pressure
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, Documentation

Participants 2

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Creativity and innovation
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?**

	PARTICIPANT: Communication with them in English because some of them do not understand English.
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** Can help youth stay at the forefront of innovation and creativity.
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Community help social enterprises to focuses on the improvement of social well-being and involves people working together in pursuit of their general interests.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?** **PARTICIPANT:** Empower youth with technical skill and culture training.
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** Rural area.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** They want a quick way to get where they want to be. They do not want to work hard.

IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** They want a quick way to get where they want to be. They do not want to work hard.
RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Time management.

IQ.1.3.2	**What skills do you have:**
	
	    i) In general?
	
	    ii) to develop a Social enterprise?
	
	PARTICIPANT: (i) Communication Skill, Open Minded, Collaboration.
	
	                  (ii) Ethics, Decisiveness, Transparency and Leadership Skills.

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** Other people will also want to invest in that community because they see its growing and it has potential
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** Families will have more opportunities because of social enterprise.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** To see youth starting their own business and decrease crime rate.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	

SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Drugs.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Unstable housing or homelessness
SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	
IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Lack of peer, managerial and organisational support
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, Online -Youth who train online will do so on their own time and according to their own schedules.

Phaphama social enterprise development

Participants 1

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	

RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Marketing, Bookkeeping and Financial literacy
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** The are lot of business development programmes around, which would expect lot of these entrepreneurs to enter these programmes and grow their businesses and get assistance in developing business. The resistance seems to get is that these businesses need to operate is far less or far more working hours than formal business. Working out late or working very early in the morning as a result they do not have time to join them in these programmes, because all revenue is very important to these businesses. It is the largest limiting factor they seem to get people to join their programme
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** Its not only youth that need to develop social enterprise, but everyone also needs skills to develop social enterprise. Its evidence that something like finance lot of business owners and entrepreneurs come across. Having poor financial management, they are putting their own money into the business, they are not sure if they are making profit or loss. At the end of the day business need to make money. Focusing on profit or loss. For example, how can you run a sustainable business that is going to succeed (Google) in the future benefits you and people around you positively if you do not know whether your business is making money or sustainable at all. Some skills are fundamental to starting a business and they are applicable to the study.
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Underserved communities play a massive role on developing social enterprise because as an entrepreneur you must understand the people that you are serving. The people within the underserved communities are far better than people from outside the communities. One thing has seen is the need for support and the willingness of people in underserved community to give support. During the lockdown entrepreneurs created WhatsApp group bunch of entrepreneurs all over South Africa in township and it was immediately evident that the entrepreneurs have these mindsets. It is not just about them it is about the collective success of all entrepreneurs that are in the same struggle as they are.

IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?**	
	PARTICIPANT: Phaphama is one such structure that allow businesses to come and develop for free. There are other business development organisation around country. Alternatively, they are lot of community centres such as Philippi Village and Harare library in Khayelitsha where they are computer facilities available and learning spaces where people could upskill themselves.	
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?**	
	PARTICIPANT: Female succeeding in entrepreneurship could be seen or viewed negatively by the male counterpart.	
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?**	
	PARTICIPANT: The biggest issue that I have encountered to skill development is that the is very limited base level of skills. For Example, there are so many online tunes available like Google sheet, but the is lack of computer literacy among lot pf people and secondly, it is expensive having a laptop. Base level is reflected by lack of money to have computer or laptop.	
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?**	
	PARTICIPANT: The industry we experience the most fashion industry making clothes, selling clothes, salon industry owning a salon, running a salon. General food so whether it is baking things or making things that are sold to people to eat.	
RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?		
IQ.1.3.1	**What basic skills do the youth possess in your opinion?**	
	PARTICIPANT: Negotiation skills, Passion and believe Perseverance.	

IQ.1.3.2	**What skills do you have:**
	
	    i) **In general?**
	
	    ii) **to develop a Social enterprise?**
	
	PARTICIPANT: (i) Hard Skills- Coding, Soft Skills- Leadership, communication skills and interpersonal skills.
	
	(ii) Coding is the greatest I ever come across even though they are barriers to entry but when you have overcome those barriers everything is open source. You get all the help you need for free online. You can develop anything that your heart can imagine, and you can solve so many problems by running code. That is the skill I must develop social enterprise.

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** Social Enterprise are important the reason is that they are not enough people who are serving these underserved region or group.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** Increase employment and wealth.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** Expected outcomes from the community would mostly likely be that the overall welfare of the community is increased by the development of social enterprises.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Learning by practices.

Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Main Challenge is the limited amount of money to fall back on if something does not work out, or limited amount that can use to sustain themselves if there were to upskill themselves. For example, they cannot take out two months to just learn how to run a business, because they do not have money to sustain themselves for two months.
SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	
IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Largest barrier for organisation to transfer skills is funding and language barrier.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, by coding as the organisation Phaphama do, organisations like Phaphama that do business development, organisation do free coding camps. Support structure is very important just having people around you entrepreneurs and entrepreneurship in general is very lonely you do not have much support you often on your own. Just having people to validate your ideas are there to come with new ideas with you is very important. Free coding camps youth can attend these coding camps free and learn skills in coding. That can be used to develop whatever they want.

Participants 2

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Hard Skills – Business Acumen youth need those fundamentals to establish and successful enterprises. Soft Skills- Passion about social change you trying to change, entrepreneurial drive.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Not having family background in Social enterprises
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** Youth need to know themselves well enough to know their strengths and weaknesses. Youth who know themselves not only know how to approach and solve problems but are also better able to work with others.
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** The community can play role in creating these social enterprises in form of support and networking.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?**

	PARTICIPANT: There are lot of businesses and organisations that promote skills development to equip youth with skills.
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** Cape flats
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** Anti-social behaviour.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:**
RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Depend on the level of education they have reached. If they have matric, they have basic level of business.

IQ.1.3.2	**What skills do you have:**
	    i) **In general?**
	    ii) **to develop a Social enterprise?**
	
	PARTICIPANT: (i) Hard skills- Economic.

	(ii) Leadership skills, organized, Passion and Empathy.
IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT**: It will impact community in a very big way it will create change within the community and create jobs.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** They will be a lot of advantages and growth for social enterprise and for community. Social enterprise will grow internal while youth of the underserved community will get employment.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** Expected outcomes they are looking for upliftment and some of their social issues being resolved. They expect social enterprises to have possible impact in the community.

RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?

SRQ2.1: How do the youth want to be skilled in underserved communities?

Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Formal education and Social enterprise also what they learn and obtained outside of these premises.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** The big challenges on youth during transferring skills the is a lot of external factors that prevent youth to Participants or being part of the programme

SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?

IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?**
	PARTICIPANT: Disorganised, lack of funding's. People in charge do not understand the community they operating in. It affects these mechanisms, the information on knowing about this mechanism is not communicated clearly on young people it prevents them on accessing these options.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT**: Yes, another way to pass skills is using technology.

Company G

Participants 1

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** We need all skills for all different kind of interest, we need skills that are necessary to the youth in terms of entrepreneurial skills leadership skill and Skills to boost someone self-esteem.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Empty stomach. To be told at home that you going to attend the programme. Not having support structure from home or community.

Q.1.1.3	Why do the youth of underserved communities need skills during development of socialenterprise?
	PARTICIPANT: Need skills because development is ongoing with or without them.

RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?

IQ.1.2.1	What is the current role underserved communities play in the development of social enterprises?
	PARTICIPANT: Gugulethu business development forum they influence interest of young people to start their own social enterprises. For Example, in a taxi industry someone get hired to drive a car after a year will end up having his/her own taxi. The is a structure in underserved communities but mostly people with business they are keeping information to themselves.

IQ.1.2.2	What structures are currently in place to promote skills development in underservedcommunities?
	PARTICIPANT: Gugulethu Collective NGO's come together and share information, Ikamva Youth.

IQ.1.2.3	What are the local context to be considered for the development of skills for underservedcommunities for youth?
	PARTICIPANT: Environment is determined by whatever skill you want to consider for them for development of skills.

IQ.1.2.4	What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?

	PARTICIPANT: Curriculum system or education system is one of the stumbling blocks against academics that comes from youth or organisation that are established in underserved community to give skill youth.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** Activity Change

RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Physical skills like sport, dancing, and arts.
IQ.1.3.2	**What skills do you have:** 　　**i)　　In general?** 　　**ii)　　to develop a Social enterprise?** **PARTICIPANT:** (i) Communication skills, Writing skills. 　　　(ii) Communication Skills, People Skills, Leadership skills, facilitating skills.
IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** It will create jobs. Access to more opportunities in terms of learning.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** They will be less dropouts in high school. Some youth will not use drugs, or some will stop using drugs because they have something to do. They will be less crime in the community.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** Youth will have more opportunities, opportunities for youth to implement what they want.

RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** Initiatives from different organisations.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Peer Pressure, Priority.
SRQ2.2: **What mechanisms are available for the transfer of skills to the youth in underserved communities?**	
IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Most of jobs require Grade 12, so dropouts will obtain the skills but still cannot continue to do something else because does not have Grade 12.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, Through workshops.

Participants 2

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Skills to learn so that they can make a better decision after matric for example: Leadership Skills, Self-Realization, Self-Meditation, who am I, what are my values and what are my capabilities?
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Youth intend to speak not listen, that is also hinders youth to gain skills for the establishment of social enterprises.
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** Need skills because everything is developing. When development is happening, you need to have a skill to fit in or to qualify.
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** Small business around the community that hire youth from the community. That youth will learn a skill from that business and maybe one day will end up opening his/her own social enterprises. Those youth that are hired by those small business will gain skill of accounting, how to manage money and how to engage with customers communication skills.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?**

	PARTICIPANT: NGOs from the Gugulethu Collective get together and share knowledge, and Ikamva Youth do the same.
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** Gugulethu.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** A system does not allow certain programmes that are relevant for youth run by young people because they must maintain or keep certain parties happy.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** NGOs
RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Whatever skill you want to recommend for them to learn skills is decided by their environment.

IQ.1.3.2	**What skills do you have:**
	    i) **In general?**
	    ii) **to develop a Social enterprise**?
	
	PARTICIPANT: (I) Communication Skills

	(II) Time Management, Leadership Skills, Planning skills, Training Skills.
IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** They will be development within the community and the community will also change.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** They will be less poverty within the community. Decrease HIV and Aids. Youth will run away from blessers or sugar mamas**.**
IQ1.3.5	What are the expected outcomes of the community from the social enterprises? **PARTICIPANT:** Create Jobs.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** initiatives from government.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Gang violence.
SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	
IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?**

Question	Response
	PARTICIPANT: One of the factors that affect the efficiency of transfer skills is the condition in which learning takes place. This includes the classrooms, textbooks, equipment, and other instructional materials.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes.

Company MNGO

Participants 1

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Marketing skills, Leadership Skills, Entrepreneurial ability.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Youth attitudes toward learning social enterprises skills.
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?**

	PARTICIPANT: They need skills during development of social enterprise because, youth need plenty practice in being given open-ended, authentic experience in solving a wide range of problems
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?** **PARTICIPANT:** They support each other and work together with their children.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?** **PARTICIPANT:** Connect the skills of unemployed youth with the demands of the labour market.
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** Every location that have high rate of crime, poverty, and unemployed youth.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** Dealing with changes due to mergers, acquisitions, technology.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** SEDA

RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Self-control skill, and awareness.

IQ.1.3.2	**What skills do you have:**
	   i) In general?
	   ii) to develop a Social enterprise?
	
	PARTICIPANT: (I) Communication skill and Interpersonal skill.
	
	(II) Leadership skill.

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** It will improve people's life chances, support communities, and help the environment.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** Will provide income generation opportunities that meet the basic needs of people who live in poverty
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** To see change in the community and youth become innovative.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** A programme of employment matching, whereby high potential /skilled youth or those ready for the workplace, will be matched with a potential employer,

	through a joint sponsored initiative between business or organisations and Passion to serve.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Also, terminology that is used during transportation of skills it take them a while to understand, which affect the time of the programme.
SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	
IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** A lack of management support and involvement is another primary barrier to transfer, as are organisational policies and procedures, management practices, and training overload.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** You can save time, money, and travel costs by using e-learning. As a result, E-Learning is more cost-effective than conventional learning.

Participants 2

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	

Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?**
	PARTICIPANT: Analytical skills, Highly passionate
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?**
	PARTICIPANT: Family support or lack of such support.
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?**
	PARTICIPANT: They need those skills so that they can have forward -thinking attitudes and can initiate changes and ideas on their own.
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?**
	PARTICIPANT: Community support social enterprise in everything they do.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?**
	PARTICIPANT: Provide practical 'on the job' experience for young people.
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?**
	PARTICIPANT: Environment with poverty and high rate of unemployed youth.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?**

	PARTICIPANT: Skills application training programme is challenging must find and implement an effective way to ensure skill are learned.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** Department of Labour.

RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	

IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Life skills.

IQ.1.3.2	**What skills do you have:**
	   i) **In general?**
	   ii) **to develop a social enterprise?**
	
	PARTICIPANT: (I)Communication skill.
	
	      (II) Negotiation skill, People management skill, Leadership skill.

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** People's lives will be improved, neighbourhoods will be supported, and the environment will be helped.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** Improvements through training, educating, and facilitating communities' engagement in different activities such as home-based care and developing children's mentality and creating space for people to develop their needs.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?**

	PARTICIPANT: Community expected outcomes involvement of the community in problem-solving.

RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?

SRQ2.1: How do the youth want to be skilled in underserved communities?

Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** A programme of paid employment lasting a period of one to two years, that we have developed where youth will receive some basic vocational skills training.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** They do not understand because the language context isn't basic enough.

SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?

IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Lack of material and moral incentives that help CEO of social enterprise in the application of new experiences.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?**

	If no: what do you think there agree no mechanism available to transfer skills in underserved communities?
	PARTICIPANT: Yes, digital literacy involves getting youth familiar with a variety of technologies so that they can easily learn to use any programme or device.

City of Cape Town

Participants 1

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Business skills.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Lack of confidence in youth, they think you can gain skill only if you are educated or can open a business if you are educated or can open business if you have certain qualification.
Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?** **PARTICIPANT:** They need skills so that they can have knowledge social enterprise and better understanding of the community they want to serve.
RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?	
IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?**

	PARTICIPANT: Community come together with social enterprise and work toward common goals.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?** **PARTICIPANT:** Gugulethu progressive forum development.
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?** **PARTICIPANT:** Every underserved community need development of skills, because some youth sitting with their qualification and doing nothing.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?** **PARTICIPANT:** Availability of youth during the programme. Some come to the programme and some do not come at all.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?** **PARTICIPANT:** NPC.
**RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?**
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** They have idea of doing something, but they cannot implement (Creativity).
IQ.1.3.2	**What skills do you have:**

	i) **In general?** ii) **to develop a Social enterprise?** **PARTICIPANT:** (I) Communication skill, Transparency. (II) Leadership Skills.
IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** It will create opportunity for youth because mostly are unemployed and doing nothing.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** Create job opportunities.
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** They want to see change in the community and on their youth.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	
Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** The programme is available at some of our locations, with varying schedules and activities. Some facilities also run community groups where members can play sports, socialise.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** homelessness.

SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?	
IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Unstable housing
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, Face-to-face mechanisms are widely acknowledged as the most efficient means of skill transfer

Participants 2

Question	Response
RQ1: What are the factors that hinder the development of skills of the youth for SE in underserved communities?	
RSQ 1.1: What skills are needed by the youth of underserved communities to contribute towards establishing a SE?	
Q.1.1.1	**What skills do the youth from underserved communities need that contribute to establishment of socialenterprise?** **PARTICIPANT:** Creativity and Innovation skill.
Q.1.1.2	**What factors hinders the youth to gain skills for the establishment of social enterprises?** **PARTICIPANT:** Social expectations, values, moral, ideals and norms.

Q.1.1.3	**Why do the youth of underserved communities need skills during development of socialenterprise?**	
	PARTICIPANT: They need those skills so that they can be effective at getting their ideas across both in writing and speaking	

RSQ 1.2: What role does local context play in the development of skills of the youth in underservedcommunities?

IQ.1.2.1	**What is the current role underserved communities play in the development of social enterprises?**
	PARTICIPANT: Community encourage social enterprise and support them on making social change.
IQ.1.2.2	**What structures are currently in place to promote skills development in underservedcommunities?**
	PARTICIPANT: Nyanga development forum.
IQ.1.2.3	**What are the local context to be considered for the development of skills for underservedcommunities for youth?**
	PARTICIPANT: Unemployed youth.
IQ.1.2.4	**What are the challenges encountered regarding bringing a local context to skills development inunderserved communities for youth?**
	PARTICIPANT: Youth may be technologically proficient, but they also tend to lack important skills such as communication, diplomacy, and relationship building. It can also be difficult to provide training to multiple generations.
IQ.1.2.5	**Which industries focus on skills development for youth being contextualised in underservedcommunities?**

	PARTICIPANT: NGO'S
RSQ 1.3: What challenges do the youth face when developing SE skills in an underserved community?	
IQ.1.3.1	**What basic skills do the youth possess in your opinion?** **PARTICIPANT:** Critical thinking.

IQ.1.3.2	**What skills do you have:**
	    i) In general?
	    ii) to develop a Social enterprise?
	
	PARTICIPANT: (I) Collaboration, Communication skill.
	
	          (II) Entrepreneurial ability, Transparency

IQ.1.3.3	**How do you think social enterprises will impact community lives?** **PARTICIPANT:** Reduce poverty within the community.
IQ.1.3.4	**How will the development of the social enterprises benefit this community?** **PARTICIPANT:** It will provide them livelihood opportunities and by raising the standard of living of the people
IQ1.3.5	**What are the expected outcomes of the community from the social enterprises?** **PARTICIPANT:** They expect to see low rate of unemployment, reduce of drug abuse.
RQ2: How can SE skills be transferred to improve the skills of the youth in underserved communities?	
SRQ2.1: How do the youth want to be skilled in underserved communities?	

Q 2.1.1	**How are the current skills of youth obtained?** **PARTICIPANT:** The programme is available at some of our facilities where schedules and activities may vary. In addition to training and mentorship, some facilities run youth groups where participants play games, socialise and attend bible classes.
Q 2.1.2	**What challenges do youth face during transferring skills in underserved communities?** **PARTICIPANT:** Peer pressure and depression.

SRQ2.2: What mechanisms are available for the transfer of skills to the youth in underserved communities?

IQ 2.2.1	**What are barriers affecting mechanisms for transfer of skills to the youth in underserved communities?** **PARTICIPANT:** Lack of sources of information and modern electronic equipment that help to apply the knowledge and skills gained from training.
IQ 2.2.2	**Are there any mechanisms that can be used to transfer skills in the underserved communities?** **If yes: what are they and explain why they are useful?** **If no: what do you think there agree no mechanism available to transfer skills in underserved communities?** **PARTICIPANT:** Yes, another way to pass skills is using technology.

APPENDIX D: EDITORS CERTIFICATE

laurakleinhans1@gmail.com
ChickPeaEnglish@gmail.com
ChickPea Proofreading & Editing

49A York Close, Parklands, 7441
Western Cape, South Africa

Certificate of Authenticity

CERTIFICATE: COA011122ADHL

11 November 2022

To Whom It May Concern

This is to certify that "**SKILLS NEEDED BY THE YOUTH TO ESTABLISH SOCIAL ENTERPRISES IN UNDERSERVED COMMUNITIES IN CAPE TOWN, SOUTH AFRICA**" by Athenkosi Dorothy Ngqola, for the Faculty of Business and Management Sciences at the Cape Peninsula University of Technology (CPUT), under the supervision of Professor Andre de la Harpe, has been professionally edited by Dr. Laura Budler Kleinhans of ChickPea Proofreading and Editing Services for Students and Professionals.

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Dr. Laura Budler Kleinhans
CEO ChickPea Proofreading & Editing

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