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Reducing Youth Unemployment Through Entrepreneurship Education Interventions: The Case of South Africa

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Abstract

Background/purpose: Entrepreneurship training interventions (ETI) have rapidly grown in domestic and international higher education systems. There is evidence that education focusing on entrepreneurship programs can increase employability. Entrepreneurship has been the driving force behind this expansion as a survival approach for economic improvement in South Africa. This study aims to identify the types of entrepreneurship capacity development interventions that are available to unemployed youth. Human capital theory is used as a theoretical foundation to argue that poverty, unemployment, and inequality can be reduced through skill development.

Materials/methods: 18 participants from three institutions were interviewed using a semi-structured interview technique: the Youth Business Advisory Centre (YBAC) in Eshowe, the Zululand Chamber of Commerce and Industry (ZCCI) in Richard's Bay, and the Small Enterprise Development Agency (SEDA) in Richard's Bay. The collected data were analysed using NVIVO version 12 and Microsoft Excel.

Results: Findings revealed that the entrepreneurial capacity development programs available to the unemployed in KDC included, and were not limited to, mentorships, business expos, workshops, coaching, training, online courses, business seminars, and conferences. These programs focused on building critical entrepreneurial skills such as financial management, customer service, and digital marketing.

Conclusion: The study recommends a mandatory computer literacy program before engaging the youth in other programs. The findings are valuable to policymakers who want to develop more effective entrepreneurial programs tailored to the unique needs of the unemployed.

1. Introduction

Entrepreneurship training intervention (ETI) has rapidly grown in domestic and international higher education systems (Gibellato et al., 2023; Chhabra et al., 2021). Entrepreneurship has driven this expansion as a survival approach for economic improvement in South Africa (Venter et al., 2015). According to Kakouris and Lairgovas (2021), training can be given in various ways, including through courses, workshops, boot camps, coaching, mentorship, and case studies. Adanlawo and Chaka (2025) argue that training could come in the form of entrepreneurial processes like idea generation, opportunity evaluation planning, company formulation, leadership program financing, launching, and entrepreneurial growth. Such interventions are provided by the government, the private sector, and non-governmental organizations [NGOs]. There is some evidence that entrepreneurship programs can increase employability in addition to entrepreneurship skills and that brief formats can increase motivation for starting a business, particularly among vulnerable groups who typically have lower levels of self-confidence (Galvão et al., 2020).

The South African government is motivating entrepreneurship activities, especially among the youth of the country (Mensah et al., 2023; Malebana, 2021). This is solely based on the high unemployment rate, which continues to rise and is an ongoing challenge globally and locally (Global Youth Development Index [GYDI] 2024). The Quarterly Labour Force Survey (QLFS) projected a 63.9% unemployment rate in the first quarter of 2022. This issue is most prevalent among youth aged 15-24, with unemployment estimated at 41% for those aged 25-34. Furthermore, 52.3 out of 100 is the general overall index average score for youth development globally.

A study conducted by Ho et al. (2018) on the impact of systematic entrepreneurship training on entrepreneurial alertness and efficacy among adolescent youth reveals that those who went through entrepreneurship training had significantly higher entrepreneurial alertness and efficacy levels than those who did not. Cieslik et al. (2022) reviewed the literature on youth employment in Africa and analyzed the reasons for stalled progress; the findings revealed that education and training systems are defective. A study by Wiger et al. (2015) on the effectiveness of youth entrepreneurship training reveals that entrepreneurship training programs offer a potentially useful strategy for enabling youth to access and create employment opportunities. Gielnik et al. (2019) present the conceptual basis of an action-oriented entrepreneurship training program and provide evidence for its positive impact on trainees' entrepreneurial behavior in a vocational training setting. The study shows that entrepreneurship training boosts youth entrepreneurship, creates jobs, and leads to income-generating activities.

In essence, unemployment continues to be a huge burden on the youth. This study aims to identify and analyze the types of entrepreneurship capacity development interventions available to unemployed youth. By analyzing the effectiveness of these interventions, it becomes possible to gauge their impact on fostering a culture of entrepreneurship among the youth. This, in turn, could contribute to sustainable economic growth and a decrease in social challenges within the community.

2. Literature Review

2.1. Youth unemployment in the global context

Unemployment is a problem that affects all societies, regardless of their level of development (Liu et al., 2025; Nkomo & Adanlawo, 2024). It has severe social, economic, and psychological consequences, with young people being the most affected group. Unfortunately, the labor force participation rate has been gradually decreasing on a global scale, with the COVID-19 pandemic exacerbating the issue. According to a report by the International Labour Organization (ILO), global unemployment experienced a slight decrease from 5.3% to 5.1% in 2023 (ILO, 2024). Young people

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experienced more employment loss than adults, and the number of young people who are not in employment, education, or training (NEET) has significantly increased.

The global youth NEET rate increased by 1.5% in 2020, reaching its highest level in at least 15 years. It is crucial to strengthen the young population's qualifications through education programmes and enable them to participate in the social arena actively and proficiently. According to Xaba et al. (2025), universities play a vital role in preparing young people for the labour market by providing education that meets the current needs of the business world. However, the tremendous increase in the number of university graduates in recent years has resulted in a contraction of employment opportunities.

In that essence, youth-focused skills training programs aim to provide young people with the abilities that will expand their career prospects. As a result, South Africa is training to match industry-required skills with open positions (Chaka & Adanlawo, 2023; Habiyaremye et al., 2022; Allais et al., 2021). The most important element in the equation—the connection between the participant's well-being before, during, and after training—is absent from the most important component in skill development, which lowers unemployment, poverty, and inequality. The adolescents may participate in these training programs for various reasons, all of which are essential to reaching the program's objective.

2.2. Youth unemployment in the South African context

According to Mngoma & Ayonrinde (2022), with a Gini coefficient (a measure of wealth distribution) of 63.4, South Africa has the greatest level of income inequality in the world. Slovenia, on the other hand, has a Gini coefficient of 24.6. Poverty in South Africa disproportionately affects specific groups based on geographic area, gender, and race (World Bank, 2018). The Black community has the highest poverty rate, with 47% of Black-headed households living in poverty, compared to 23% of mixed-race (or "colored") households in South Africa (Chaka & Adanlawo, 2022; World Bank, 2018).

White South Africans and Indian/Asian South Africans, on the other hand, have the lowest poverty rates, at about 1% apiece. In South Africa, Black youth are also disproportionately represented among those who are not in education, employment, or training (NEET). Despite making up 80.8% of the country's population, Black youth comprise 88.3% of the nation's NEET. While White (7.85%) and Asian (2.58%) ethnicities have far lower proportions of NEET youth (2.6% and 1.2%, respectively), South Africans of mixed race (also known as Coloured) make up 8.8% of the population and 8.0% of the NEET (Cieslik et al., 2022; Francis & Webster, 2019).

2.3. The Importance of Entrepreneurship In South Africa with Regards to Unemployment

Africa is home to a large, youthful population. Two-thirds of Africans are under 30 years old, and over half are under 21. The median age of the population is 20 years or under in every African nation, meaning that at least half of the population is under 21. Furthermore, according to mid-year estimates for 2019, the youth (those between the ages of 18 and 34) make up about a third of South Africa's population (17.84 million), with 9.04 million men and 8.80 million women. This information is provided by Statistics South Africa (Stats SA, 2022). Almost 30% of South Africa's youth, or 5.10 million people, or 28.6% of the total, live in Gauteng, while 3.47 million people, or 19.4%, live in KwaZulu-Natal. The Northern Cape (2%) and the Free State (4.7%) have the lowest percentages of young people (Stats SA, 2022).

Moreover, 13% of young people between the ages of 20 and 34 have completed their education (Adanlawo, 2017). The long-term instability of the socio-economic and political components that cause the issue to be imposed on the economy and labour force is the aspect that comes to mind

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while considering South Africa's rising unemployment crisis, given all of this information. A nation's unemployment rate is a good indicator of its economic health. In this sense, jobs are the backbone of any economy (de Sousa et al., 2024; Dinis, 2024). Therefore, this indicates a greater need for entrepreneurship in South Africa to provide job opportunities in the country, even though the statistical evidence supports the notion of entrepreneurship.

2.4. Entities providing entrepreneurial interventions

1. Department of Social Development (DSD)

The DSD's mandate is to support vulnerable persons, groups, and communities in becoming capable and self-reliant participants in their own development by "leading government efforts to forge partnerships through which they can do so" (DSD, 2021). The Republic of South Africa (RSA, 1996) Constitution's sections 27(1)(c) and 28(1), which provide the right to social assistance for vulnerable groups and the protection of children's rights, respectively, serve as the foundation for this mission. A developmental approach to social welfare and a framework for the delivery of social welfare services were adopted in the White Paper for Social Welfare (RSA, 1997), sometimes known as the White Paper, which was created to fulfil the mandate given by the RSA Constitution (1996).

2. The National Youth Development Agency (NYDA)

By virtue of the National Youth Development Agency Act 54 of 2008, the South African government created the National Youth Development Agency (NYDA) to empower young people (Chauke & Malatji, 2022). This agency merged the National Youth Commission and the Umsobomvu Youth Fund to coordinate and monitor programmes that integrate young people into society and the economy. The NYDA aims to promote a uniform approach to youth development across all sectors, establish national priority programmes, promote the interests of young people with disabilities, and facilitate economic participation and empowerment, as well as excellence in education and training.

According to the NYDA's (2021) report, two IT firms and six SETAs have worked with the agency. Since 2017, the NYDA has sustained 18,812 employments through entrepreneurial support to youth, sponsored 4,053 businesses, given non-financial support to 88,640 businesses, and helped 295,900 young people with skills to enter the workforce (Raphuti, 2023). Although 87,577 young people have registered or volunteered in the National Youth Service (NYS), the NYDA's youth empowerment program is poorly integrated, and since 2017, it has not succeeded in persuading any company to embrace the program. According to a review of the report, the NYDA has not issued any progress reports on the effects of program evaluations or discussion papers on the nation's youth development, nor has it offered a status perspective on young people from 2017 to 2020. This reporting gap suggests inadequate empowerment outcome monitoring. Even though the NYDA has offices in government and local organizations, regular youth in the community are not aware of the agency's activities. This implies a limited ability on the part of the NYDA to monitor, advocate for, lobby, and coordinate youth at the local level.

3. The South African Youth Council

The South African Youth Council (SAYC) is a voluntary civil society youth council representing the interests and goals of its numerous associated organizations (Maphela, 2033). Its goal is to organize youth organizations so they may take part in the nation's larger social issues. Its affiliates come from issue-based organizations and political youth organizations. Its varied membership offers it a competitive edge in representing young people's interests and bringing disparate viewpoints together to create a shared youth development agenda (Carpenter & Wilson, 2022; Mapheala, 2023).

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4. Sector Education and Training Authority (SETAs)

The Sector Education and Training Authority's (SETA) mission is to develop skills across a range of economic sectors as a top priority, with a focus on highly sought-after abilities (Seti et al., 2025). SETA developed skills through learnerships, internships, unit-based skills programmes, and apprenticeships. Because they concentrate on skill development within economic sectors, they are essential to South Africa's youth development efforts. To sum up, SETAs play a crucial role in advancing youth development in South Africa by enabling the acquisition of skills, offering opportunities for work experience, financing educational initiatives, advocating for career counseling, and tracking results. By doing this, they help lower youth unemployment and give young people the tools they need to succeed.

3. Theoretical Foundation

3.1. Human Capital Theory

Adam Smith initially introduced the notion of human capital theory in his 1776 publication, “The Wealth of Nations.” According to Maphela and Adanlawo (2025), a person's capital is the skills they acquire during their expensive schooling, which determine their wealth and value to society. According to the theory, people have a capital value that comes from their potential to learn new skills at a cost and those skills' monetary value helps both the economy and the individual (Wright & Moliterno, 2014). The human development idea, which encourages economic production through investing in or improving persons to boost their productivity, serves as the foundation for skill development and training programmes (Lin et al., 2017). These improvements and investments are achieved through skill development and education. People must receive education to be employed, participate in the economy, and boost productivity (Caputo & Ayoko, 2021).

The human capital theory, which is based on productivity, is typically the foundation for skills development. According to Yates (2017), this idea is an investment in youth to help them grow as individuals and acquire knowledge and skills (their human capital) to earn greater earnings. This idea aims to get people to associate themselves with economic activity. According to Marginson (2019), this theory favours youth since it ignores other structural problems that can prevent people from obtaining education. According to Hatibu and Hafidh (2021), policies aimed at promoting youth employment should consider the structural aspects of the economy that determine the appropriate plans and strategies. Reducing poverty, unemployment, and inequality, as stated by Chaka and Adanlawo (2024), can be accomplished through skill development. World Bank (2018) advises that TVET and learnership training align with the skills requirements of the labour market, which can be achieved by involving all the critical sectors, particularly during the curriculum creation.

4. Methodology

Using a qualitative methodology, this study sought to identify the types of entrepreneurship capacity development interventions available to unemployed youth in the King Cetshwayo district. To better comprehend human experience, qualitative research enables the researcher to pose questions that are difficult to answer using statistics (Nkomo & Adanlawo, 2025). The population of this study is King Cetshwayo District youth between the ages of 18 and 35 who engaged in an entrepreneurial intervention (EI) as part of their training programme between the years 2019 and 2023. The researcher interviewed a total of 18 participants from three different institutions across the district.

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4.1. Participants

Table 1. Sample size and composition of participants

Town/City	Number of staff
Youth Business Advisory Centre (NDYA) Eshowe	Managers 1 Youth Officer 2 Young Entrepreneurs 3
Zululand Chamber of Commerce and Industry (ZCCI) Richard's Bay	Managers 1 Facilitator 2 Young Entrepreneurs 3
Small Enterprise Development Agency (SEDA) Richard's Bay	Managers 1 Youth Officer2 Young Entrepreneurs 3
TOTAL NUMBER OF PARTICIPANTS	18

To improve the accuracy and representativeness, purposeful sampling was adopted. By ensuring that each subgroup would be fairly represented in the sample, these techniques sought to enhance the results (Stratton, 2024). The first set of participants is the managers of the Small Enterprise Development Agency (SEDA), Zululand Chamber of Commerce, and Eshowe Youth Business Advisory Centre under Umlalazi Municipality. Managers are responsible for overseeing the entire process of the intervention and tasked with the responsibility of ensuring a fruitful rollout and implementation of all the intervention programmes. Secondly, interviews targeted youth officers/officials from these institutions as they are responsible for the strategic establishment of unemployed youth in communities with which the intervention was aimed. The third batch of participants were youth entrepreneurs who have established themselves as entrepreneurs and seized available opportunities in different business industries in South Africa. These individuals received some sort of assistance from any of the three institutions listed in the above table.

4.2. Data collection

The study's participants were interviewed using a semi-structured interview. The interview consisted of sixteen closed-ended and open-ended questions designed to capture the essence of the intended research fully. Research questions, topics, and themes serve as the guiding principles for the semi-structured interviews (Karatsareas, 2022).

4.3. Data analysis

The content analysis method was used to analyze the collected data. Through systematic coding, content analysis can yield subjective interpretations (Xaba et al., 2025). The collected data were divided into groups or categories for easy analysis. This results in a determination of recurring ideas and patterns, which results in the development of themes. Tables and charts were used to convey organized findings and comprehend underlying meanings. NVIVO version 12 and Microsoft Excel were used to analyze the collected data.

5. Results

To successfully achieve the study objective, the following questions were asked in the interviews, and the responses are as follows:

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How do entrepreneurial training interventions enhance self-efficacy among unemployed youth?

Participant 1	We focus on critical entrepreneurial training, including how to run the business, customer service, sales pitch, how to prepare financial statements, and how to do a basic business plan. They enhance self-efficacy by providing the entrepreneur with the most basic skills necessary to run and maintain a business. They are created to boost their confidence, giving them the necessary morale to exploit opportunities in the market.
Participant 2	By providing the following training for the youth in the following areas: compliance and business, bookkeeping, information sharing, Indaba conference, access to funding, technology advancement, and skills and development, we aim to produce business-minded individuals that have business etiquette and self-efficacy. Our programs are designed to foster self-efficacy within entrepreneurs.
Participant 3	After each training, the learners are requested to complete a survey called "Training Feedback." Most of the comments state that the training was an eye-opener, and the knowledge acquired will be executed back into their businesses.
Participant 4	As an organisation that is mainly vested in commerce, we provide business management training to entrepreneurship, which mainly focuses on resource management, human resources management, financial management, and leadership. These are highly critical areas that every entrepreneur needs to be thoroughly trained on to successfully manage their businesses.

From the above responses, it can be noted that the agencies that provide capacity development interventions focus on critical areas such as bookkeeping, business coaching, financial management, sales pitch, and business running when providing training. They believe that these are critical to enhancing the self-efficacy of young entrepreneurs.

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Which training programmes are available for you as a youth entrepreneur?

Participant 1	Youth Career and Business Expo. Every beginning of the year, we do construction training, health and safety, and business training like CIPC company registration, the know-how, and all procedures to be followed. Also do SEDA and NYDA briefings.
Participant 2	SEDA training.
Participant 3	National Youth Development Agency and Small Enterprise Development Agency.
Participant 4	Farmer training and skills development.
Participant 5	I have attended workshops focusing on digital marketing, videography, and business management. Along with online courses that enhance specific skills in photography and video editing.
Participant 6	NYDA training, SEDA training, Mentorship and coaching, Competencies requirements for ECSA registration.
Participant 7	I did not receive any form of training whatsoever. I only studied business management through my college life, which was mainly theoretical with no practical training.
Participant 8	Yes, I have attended business seminars and conferences, but I am not sure whether they are formal or not.
Participant 9	The National Youth Development Agency and the Small Enterprise Development Agency empowered women in business under King Cetshwayo.

It can be noted from the responses that most of the participants were from the National Youth Development Agency (NYDA), Small Enterprise Development Agency (SEDA), and other organizations that provide skills development training, enterprise coaching, and business mentorship. A few of the participants reported that they did not receive any form of training from any organisations and therefore, were not exposed to any form of training or intervention.

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What mentorship opportunities are available for you as a youth entrepreneur?

Participant 1	Youth mentorship opportunities for the youth who come from varsity or college and have enrolled in occupational health and safety qualifications, be it environmental health or SAMTRAC, are needed, as practice is needed for one to be familiar with the corporate world. The knowledge from the books is quite different from the knowledge in real-world life; we can all admit that not everything is done by the book. Books give us as much knowledge and information on what to do and what to expect, but not how to.
Participant 2	None.
Participant 3	Development career mentoring opportunities.
Participant 4	Farming mentorship from KCDM for SMMEs.
Participant 5	There are mentorship opportunities through local business incubators and social media groups where experienced entrepreneurs offer guidance. I have also benefited from informal mentorship by collaborating with established creators in my industry.
Participant 6	Project management mentorship.
Participant 7	Although mentorship opportunities are available across different public and private agencies, again, I was never enrolled in any mentorship programme or opportunity.
Participant 8	Yes, I have attended business seminars and conferences, but I am not sure whether they are formal or not.
Participant 9	None that I can remember.

According to the findings, most of the participants attended mentorship programs offered by different agencies across the district. Only two of the participants reported that they did not attend any form of mentorship program; however, that did not stop them from pursuing their business endeavors.

5.1.Collation of Findings

Entrepreneurial capacity development interventions enhancing self-efficacy.

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Figure 1. Entrepreneurial Capacity

The study discovered the existence of entrepreneurial capacity development interventions that are created to enhance the self-efficacy of youth entrepreneurship and further address the pressing issue of youth unemployment. According to young entrepreneurs, agencies, and youth officers within the King Cetshwayo District municipality, these interventions were mentorships, business expos, business workshops, coaching, training and development, online short courses, business seminars, and conferences.

Organisations and agencies providing these interventions include the National Youth Development Agency (NYDA), Small Enterprise and Development Agency (SEDA), Commission of Intellectual Property and Competition (CIPC), various youth councils and boards in the district's five local municipalities, and, finally, privately established agencies such as the Zululand Chamber of Commerce and Industries. These agencies focus their interventions on critical areas of business operations and management, including how to run a successful business, customer service education, sales pitches, financial statement preparations, business compliance, bookkeeping, access to funding, technology utilization, resource management, human resources management, financial resources management, business leadership, talent acquisition and management, and business registration.

It is of paramount importance to therefore provide a critical overview of how these interventions enhance self-efficacy and address the issues of unemployment in the district. Entrepreneurial capacity interventions enhance self-efficacy and address youth unemployment by equipping young people with the skills, mindset, and opportunities necessary to create employment.

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6. Discussion

This study explored the effectiveness of entrepreneurial intervention programs, which have demonstrated varying levels of success in tackling the complex issue of youth unemployment. Grounded in Human Capital Theory, these programs emphasize the importance of investing in education and skill development to enhance productivity and employability (Maphela & Adanlawo, 2025; Goldin, 2024). The primary aim of these interventions is to equip individuals with the essential tools for entrepreneurial success. Targeted training sessions and mentorship initiatives have been identified as key mechanisms for fostering entrepreneurial self-efficacy. Based on Bandura (2012), self-efficacy plays a vital role in shaping entrepreneurial behaviors by instilling confidence and the capability to overcome challenges. However, participants shared a diverse array of opinions regarding the effectiveness of the interventions. For instance, a Small Enterprise Development Agency (SEDA) representative remarked, "The training gave me the confidence to start my business, but finding financial support and guidance afterward proved to be a major challenge." This sentiment underscores the vital importance of post-training support, which many participants felt was insufficient.

Moreover, younger participants, particularly those aged 18–24, exhibited greater enthusiasm and optimism about the outcomes of these interventions, reflecting their adaptability and openness to innovative approaches. In stark contrast, older participants (ages 25–34) frequently expressed frustration with systemic barriers, particularly the lack of funding opportunities, which significantly impeded their ability to fully capitalize on the training. Conversely, the challenges were especially pronounced for rural participants, who identified limited access to funding, knowledge of business management, and mentorship opportunities as significant obstacles. For instance, one rural entrepreneur noted, “We do not have access to large markets like those in cities. We are confined to selling to small local communities, which makes it difficult to grow.” This disparity highlights the structural inequalities that continue to disadvantage rural entrepreneurs in comparison to their urban counterparts. Likewise, the broader African context, as discussed by Mngoma and Ayonrinde (2022), reflects these systemic disparities, exacerbated by limited infrastructure and socioeconomic constraints.

The human capital theory also sheds light on the practice of education and skill development, as people, particularly young people, require education and skills to be employed, engage in the economy, and increase productivity. The theory helps investigate intervention programs that increase the self-efficacy of youth without jobs in entrepreneurship.

7. Conclusion

The study objective was ‘to examine the types of entrepreneurial intervention programs that are available to the youth in KCD,’ and the posed question was ‘What are the different types of entrepreneurial capacity development interventions that are available to unemployed youth in KDC?’. The study found that the entrepreneurial capacity development programs available to the unemployed in KDC included, and were not limited to, mentorships, business expos, workshops, coaching, training, online courses, business seminars, and conferences. These initiatives focused on building critical entrepreneurial skills such as financial management, customer service, and digital marketing. Participants reported that these interventions were valuable in building their confidence and enhancing their business acumen. These findings were consistent with the findings of a study conducted by Addleman et al. (2024), who emphasized that practical workshops and mentorship are essential components of entrepreneurial education, and a study by Lawanson & Umar (2020), who highlighted the role of digital learning in entrepreneurship.

The findings of the study are also consistent with Human capital theory perspectives that emphasize the significance of education and training in enhancing productivity and achieving

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entrepreneurial success, asserting that investments in skills lead to improved economic outcomes (Maphela & Adanlawo, 2025; Goldin, 2024). These capacity development interventions increased the entrepreneurial self-efficacy of the district's young entrepreneurs by providing them with the necessary skills. They also introduced these young entrepreneurs to successful businessmen and women whom they shadowed and provided support, guidance, and experiential learning, exposing them to the business and entrepreneurship environments. The program increased self-efficacy by providing constructive feedback and mentoring, allowing young entrepreneurs to develop a business mindset and a determination to succeed and expand. The attainment of self-efficacy resulted in the development of established businesses and companies that play an important role in reducing youth unemployment by creating more job opportunities, fostering innovation that grows businesses, closing skill gaps, and providing access to resources (Piluso & Colletis, 2021).

The study recommended that agencies providing capacity development programmes should have a mandatory computer literacy programme that teaches computers before engaging the individual in other programmes. This recommendation stems from a response from participants that it is assumed that young individuals have basic computer skills, and they would be trained without that being verified, especially the youth from deep rural areas. This study has both academic and practical implications for local government youth councils or advisory desks, agencies implementing entrepreneurial capacity development interventions, policymakers in the field, and individuals and organizations in the public and private sectors. The study can be used to enhance the design of entrepreneurial capacity development programs. The findings are valuable to policymakers as they help them establish and develop more effective entrepreneurial programs that are tailored to the unique needs of the unemployed in their jurisdiction.

Declarations

Data Availability Statement. Data will be provided upon request.
Conflict of Interest. The Authors declare that there is no potential conflict of interest.
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