



lucha lunako

youth have it



Youth Development Re-imagined



twenty twenty report

Vision

Lucha Lunako is your youth development lab. We envision a world where youth use their agency and skills to access sustainable and decent work, with the ability to build aspirational careers. These youth have the basic mental, emotional, psychosocial and competency tools to transcend the often traumatic conditions of their upbringings. They develop themselves into active citizens who participate in the economic activities of a nation, and address poverty and inequality. We measure our success by the partners and organisations we collaborate with, and the ability of the youth we've supported to progressively shape their lives.

Mission

Our mission is to provide scaled solutions to youth development; which promote partnership, collaboration and innovative approaches to creating and measuring impact in the youth sector. By identifying and engaging with how young people are affected by poverty and inequality at their root causes, we provide a model for shifting youth mindsets from surviving to thriving; and build understanding around pathways to decent work.

Our focus

Thought Leadership

- Youth Have It Framework
- Pathways to decent work
- Innovative Approaches to Youth Development
- Collaborative Partnerships
- Scalable solutions to youth development

Youth Impact Measurement

- The Youth Barometer/Monitor
- Transparency & visibility to working solutions

Youth Development Implementation

- Learnership Labs

Values

- 1 Uphold dignity
- 2 Promote advocacy
- 3 Facilitate collaboration
- 4 Appreciate wisdom
- 5 Unlock potential
- 6 Impact individuals
- 7 Address injustice

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SECTION 1

Background, approach and objectives

Background and approach

Lucha Lunako was founded by the Directors after 5 years of lived experience in the youth development sector, observing assumptions and beliefs about youth unemployment, interviewing the youth post interventions for actual job and internship opportunities, actually employing and developing interns, as well as engaging with and implementing hundreds of SETA learnerships under the BEE legislation.

The commonly held view currently is that young people are not ready for the workplace and do not have work experience, which are valid concerns. The solution which many organisations are now implementing is to provide youth with workplace readiness and work experience, with the hope that this will address the issue, and then young people will get jobs and can learn the technical skills needed for those jobs during programmes designed specifically for workplace learning.



We observed, however, across hundreds of youth over several years, that this theory did not hold, and that we needed to go deeper into the root cause issues of youth unemployment. We have developed our own theories linked to these root causes and what would be required in order to address the challenge of youth development. With youth unemployment reaching an all-time high of 58.4% in the third quarter of 2019, it did not seem insightful to produce an academic study or an impact measure study to prove that youth development outcomes and impacts are low relative to the investment being made. Rather, we chose to engage with stakeholders in the sector to discuss different points of view on what is and isn't working in youth development, and to further the work we outline below in the objectives section.

In order to do this, we conducted extensive desktop research, interviewed experts, sought views and opinions from several small business owners and large corporates, and met with a number of other South African stakeholders who are involved, both directly and indirectly, in youth development or development in South Africa. We also met with programme teams within youth organisations, with individuals tasked with the development and/or management of youth within training academies (e.g. SETA learnerships), and with youth themselves who have previously participated in development programmes and in SETA learnerships, or who were enrolled in a youth development programme at the time of engagement.

Our main aim was to learn from the lived experiences of programme teams, participants and a range of other stakeholders, in addition to our own learnings as practitioners in this space.

This approach has provided us with valuable insights and enabled us to develop this report.

Our objectives in developing and publishing this report

Without underestimating the extent of the challenge South Africa faces in developing our youth, reducing the youth unemployment rate substantially and driving towards decent work and ultimately, career opportunities, for the majority of our young people, we inherently believe that our youth are talented and have the potential to be successful, but need assistance in unlocking their talent and access to opportunities to develop skills and gain employment, amongst other interventions.

Our objectives in terms of developing and publishing this report are to:

- Engage within the youth development sector to establish what is and isn't working
- Propose guiding principles for organisations implementing youth development
- Propose a development framework for developing foundations in youth, which is more holistic in its approach than providing technical skills, workplace readiness and/or work experience
- Consider the impact of trauma and what role addressing trauma should play in youth development
- Propose key programme practices for maximum effectiveness

We invite all stakeholders within the youth ecosystem to engage with our work, evaluate it and consider what learnings, ideas and considerations they might be able to apply within their own realm of influence, and what feedback and perspectives they might be able to share. We expect interested stakeholders to include youth development organisations, skills development companies, training academies, organisations running SETA learnerships, corporates funding youth development through BEE or other mechanisms, other local and international funders of youth development in South Africa, and government policy makers and institutions, including SETAs themselves and other tertiary institutions.

Furthermore, although it is our position that dealing with trauma and building more solid foundations in South African youth who have been less able to do so during childhood is critically needed, this is not automatically going to resolve the youth unemployment challenge. The global¹ and local² economic outlooks are poor, South Africa already has one of the highest overall unemployment rates in the world³, and youth unemployment is a particularly concerning challenge not just

in South Africa, but around the world⁴. The youth development ecosystem as a whole requires deep, intentional work, as well as targeted interventions focused on tertiary education, financial and developmental support for students, innovations in funding tertiary education, job linkages, self-employment, SMME funding and development, and entrepreneurship, if we are to make the necessary impact. We must adequately address both the supply and demand sides of the challenge, with equal rigour and innovation.

It is our intention, therefore, to also sound a radical call to action across South Africa, and for the ecosystem to collaborate to solve these challenges and ensure our youth represent the future opportunity for our country, and not a future deficit.

¹ <https://www.worldbank.org/en/publication/global-economic-prospects>

² <https://www.investec.com/content/dam/south-africa/content-hub/annabel-bishop/sa-economics/documents/Leading-indicator-September-2019.pdf>

³ <https://tradingeconomics.com/country-list/unemployment-rate>

⁴ <http://reports.weforum.org/global-risks-2018/youth-unemployment/>

SECTION 2

Executive summary

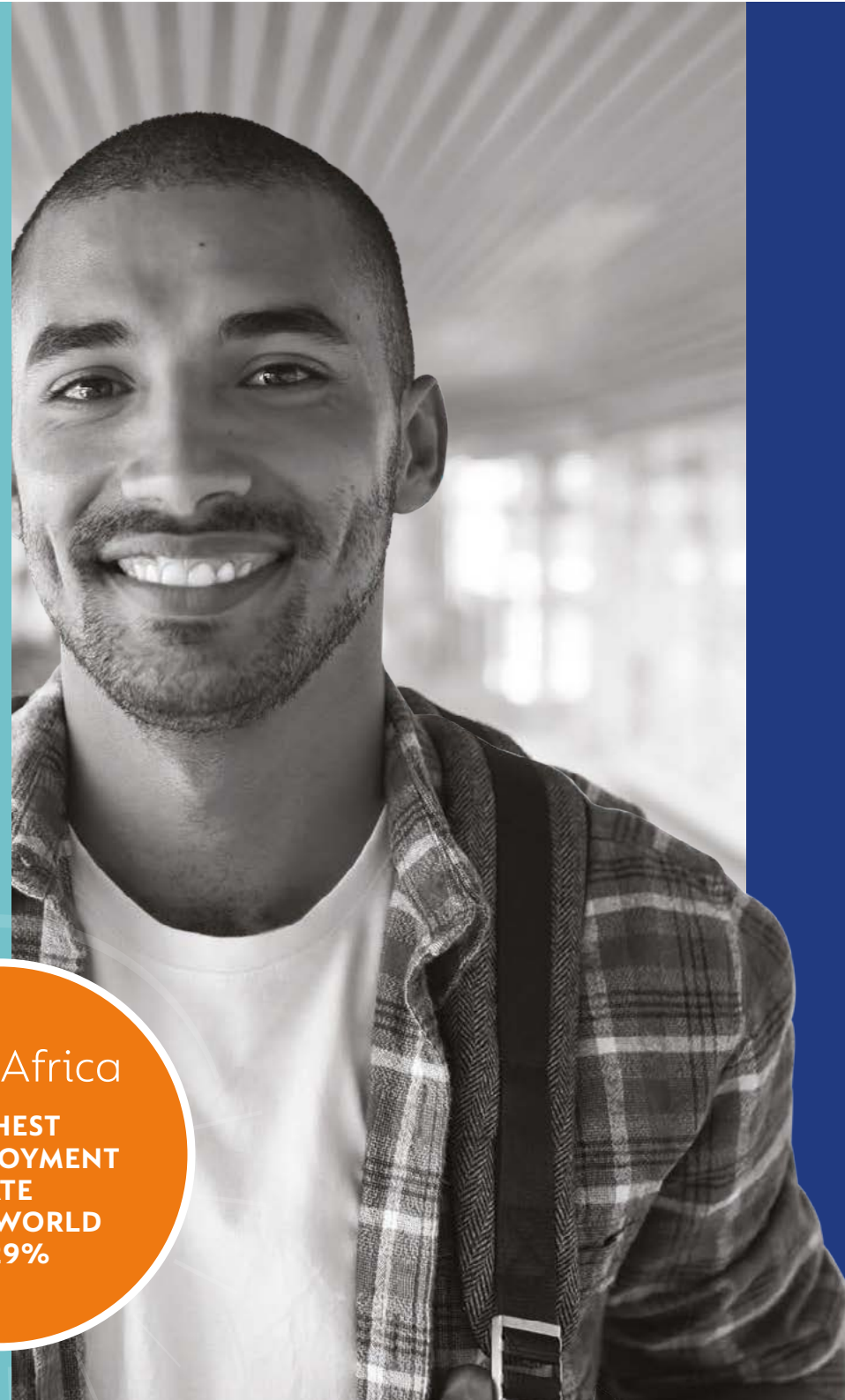
The rise and rise of unemployment

Unemployment in South Africa continues to rise and reached record highs at the end of 2019. 29% of the population are unemployed. For those aged between 15 and 24, the picture is even bleaker: their unemployment rate sits at a staggering 58.2%. One in three young people in this age bracket find themselves not in employment, education or training (NEET), and this group also keeps growing.

Key drivers of this situation are the poor state of the country's primary and secondary education system and sluggish economic growth. In 2019, the economy grew at 1.5%, compared to the 5% required to achieve National Development Plan employment targets.

Instead of reaping the benefits of a demographic dividend⁵, South Africa is faced with youth unable to find employment, increasingly frustrated, and an ever growing threat of social and political instability.

South Africa
**HIGHEST
UNEMPLOYMENT
RATE
IN THE WORLD
AT 29%**



Money for nothing

Signalling their understanding of youth development and employment as a critical national concern, government, private sector, civil society and philanthropic actors are allocating significant resources to this area. Estimates indicate that national and provincial government spending is approaching R20 billion annually on programmes that include apprenticeships, learnerships, internships, public works programmes, service programmes, skills training, soft skills training and "combination" programmes. In addition to this, the government expects to spend R15 billion on technical and vocational colleges, R31 billion on the National Student Financial Aid Scheme (NSFAS) and around R5 billion on various public works employment programmes. The private sector is channelling approximately R400 million per annum, outside of any compliance requirements, towards youth labour market programmes focused specifically on school-based initiatives, placement programmes, and work-readiness programmes.

Yet, despite these investments, the impact of youth interventions remain limited as evidenced by rising youth unemployment.

⁵ The economic growth that ensues when there are more working-age people (15 to 64) than non-working people. It is anticipated that a country with a youth bulge can expect a decrease in their dependency ratio as the youth enter working age. If these individuals can find employment, the youth provide a "dividend" that, all things being equal, could lead to economic benefits such as an increase in income per capita.

Shifting the needle on youth development

The 2020 State of the Nation Address included the announcement of the Presidential Youth Employment Intervention, a five-step plan to reduce youth unemployment. As stakeholders across the different spheres of government, private sector and civil society double down their efforts and investments in youth development in line with this vision, it is critical to pause and reflect on what it takes to create meaningful impact.

Meaningful impact, in our view, is that the long term outcome of youth development efforts should be youth that develop their agency and their skills to access sustainable and decent income generating opportunities, with the ability to build aspirational futures.

This report outlines our perspective on how meaningful impact can best be achieved, along three dimensions:

1. More active consideration of proven best practices to inform programme design and implementation.
2. Adoption of a new framework to guide youth development policy, investment and interventions.
3. Integration of a more holistic approach to youth development with more deliberate efforts to pathway young people.

Best practices

Our review of past and current efforts, together with the latest global and local data and thinking on youth development, proved instructive and revealed a number of success factors:

- **Approaches to youth development that work well are holistic, intentional and high quality.** Long term impact comes about as a result of adopting a holistic approach to developing individuals with a focus on life-long development, rather than just a journey to a job. Meaningful interventions help young people to understand their purpose and become agents of change for themselves, leading to positive and constructive growth. The quality of execution matters: useful, relevant content that is delivered by experienced and talented facilitators is key, and programmes that include various elements (in-depth on-boarding and family involvement; camps or breakaways; journey mapping; mentors, life coaches and/ or check-ins; on-site support) have more effect.
- **Foundations take time to develop.** Intentional, stepwise programmes that are longer in duration support young people through the challenges they encounter while participating, deepening the development impact of the programme. Development cycles of 12- to 24-months work well, including programmes that encourage participants to stay involved or connected after completion.
- **Young people need practical, hands-on, and often, face-to-face support with managed expectations.** Psycho-social development is key and best done in person. The emotional support that young people need requires extensive personal interaction from mentors, coaches, classroom specialists and other

experts. Accessible role models provide another powerful touch point. Successful programmes leverage community-based associations and infrastructure to facilitate contact, and invest in setting expectations at the start to manage the experience of programme participants.

- **Programmes can close the loop by focusing on specific industries, linking youth to actual work opportunities and managing expectations in the workplace.** Demand-driven industry-specific skills programmes with dynamic recruitment and matching practices can show significant success. The best programmes extend their efforts to prepare businesses for what entry level employees can realistically produce.
- **Successful organisations measure outcomes and impact, and focus on continual improvement.** Reflection, learning and iteration aid programmatic success. Feedback loops that incorporate participant input shape the learning journey for young people in relevant ways. Monitoring and evaluation must evolve beyond outcomes to consider impact.

A new framework

To shape youth development policy, investment and future interventions, we propose a new holistic youth development and support framework that can yield both an immediate benefit to the individual, but importantly also influence and affect the individual's long term trajectory towards a successful and fulfilled life. We argue that a greater emphasis on foundational development, including deliberately dealing

with trauma, will pave the way for other youth intervention components (technical and work readiness training, work experience and exposure, matching and placement) to have more significant and longer lasting impact.

The framework identifies three core constructs as imperative to the development process. We refer to these constructs “I have it”, “You have it” and “Youth have it” which translates into a development focus of “self”, “others”, and “work and broader life context”. Within each of these constructs, we draw from the 5C model of positive youth development (PYD) (see appendix for detail) to enable us to categorise concepts, skills, and attributes for development. We have grouped the categories of the PYD 5C model according to their relevance within our framework as follows:



“I have it”
encompasses
Character and
Confidence;



“You have it”
encompasses
Connection and
Caring; and



“Youth have it”
encompasses
Competence.



There is increasing recognition that socio-emotional skills are as critical for employment as cognitive skills. As a result, some youth development initiatives now include content that focus on character and identity formation, positive self-concept and awareness, positive mindset and attitude, emotional maturity and personal wellness. We propose character and confidence building should form part of all efforts involving young people.

"I" builds on "You" by extending mindsets to the community within which we live, work, play and learn. The legacy of South Africa's past and the enduring poverty and deprivation in many communities require restorative efforts to rebuild relationships and connections. We similarly argue that youth development work should emphasise healthy relationships with self and others, understanding and appreciating others' feelings, understanding and appreciating others' experiences within their frame of reference, civic contribution and awareness, and having and leveraging social capital.

"Youth" centers on the actual skills necessary to navigate our lives through economic participation. We have sub-categorised the competencies into Basic, Functional, Technical, Workplace Readiness skills, and Career Building skills, and hold the view that the majority of youth development interventions aim to specifically build these skills.

While it may not be possible for all youth programmes to integrate all aspects of the proposed framework, we advocate for a more thoughtful ecosystem approach, where different actors collaborate to deliver more integrated and holistic interventions. Young people that are well-rounded emotionally, psycho-socially and intellectually, and able to leverage opportunities should be as much a target outcome as technical certifications, job placements and a lower overall youth unemployment rate.

Lucha Lunako's "I have it, **You** have it, **Youth** have it" Youth Development Framework



I have it

The development of Self.

FOCUS AREAS

- Individual (self)

OBJECTIVE/OUTCOMES

- Positive self-concept and awareness
- Character and identity formation
- Positive mindset and attitude
- Emotional maturity
- Personal wellness (Physical, mental, spiritual and mental)

BUCKETS FOR DEVELOPMENT

Character

Developing a clear sense of who you are, what you believe in and what you stand for. This includes forming attitudes and habits that understand and respect societal and cultural rules.

Confidence

Believing enough in yourself to: take ownership of your own life, take action and achieve your own goal, and to direct your life for the better.

ACTUAL SKILLS NEEDED

- | | |
|------------------------------|--|
| • Identity | • Beliefs |
| • Purpose | • Financial savviness |
| • Talents and Strengths | • Proactive/self-motivation/takes action |
| • EQ and emotional awareness | • Assertive |
| • Values | • Positive self-concept |
| • Leadership | • Self-awareness |
| • Physical wellbeing | • Self-control and self-regulation |
| • Mental wellbeing | • Personal goal setting |
| • Spiritual wellbeing | • Personal hygiene and wellness |
| • Emotional wellbeing | • Personal branding |
| • Visioning | • Boundaries with self |
| • Resilience | • Self-Belief |
| • Adaptability | |



You have it

A mindset shift to the community within which we live, work, play and learn.

FOCUS AREAS

- Others (Community)

OBJECTIVE/OUTCOMES

- Healthy relationships with self and others
- Understanding and appreciating other's feelings
- Understanding and appreciating other's experiences within their frame of reference
- Civic contribution and awareness
- Having and leveraging social capital

BUCKETS FOR DEVELOPMENT

Connection

Forming and strengthening positive bonds and relationships with people in: families and communities, governments, places of learning, workplaces; and successfully participating in these environments.

Caring

Feeling concerned about being interested in helping others fulfill their needs, and playing an active role in society.

ACTUAL SKILLS NEEDED

- | | |
|--------------------------|----------------------|
| • Networking | • Servant leadership |
| • Relationship building | • Active citizenry |
| • Sense of belonging | • Pay it forward |
| • Social awareness | • Empathy |
| • Cultural awareness | • Community service |
| • Family concept | • Kindness |
| • Boundaries with others | |

Lucha Lunako's "I have it, **You** have it, **Youth** have it" Youth Development Framework



Youth have it

The contribution of the youth in the context of work and the world in general.

FOCUS AREAS

- Work
- World (Global Economy)

OBJECTIVE/OUTCOMES

- Work competence
- Relevant skills to apply
- Ability to translate skills into all life situations

BUCKETS FOR DEVELOPMENT

Competence

Having the necessary skills, abilities and behaviours: to secure and perform in a job, and develop a career. This includes having basic, functional, technical and workplace readiness skills; and ability to successfully apply them.

- 1. Basic** – Core skills required to become a functional adult.
- 2. Functional** – Skills that can be productively applied to achieve results.
- 3. Work readiness** – Non-technical and non-functional skills required to operate in the workplace and do your job.
- 4. Technical skills** – Knowledge-based skills needed to perform specific tasks, including industry or job specific tasks.
- 5. Career building skills** – The skills required to adapt to the world and build sustainable livelihoods and a future.

ACTUAL SKILLS NEEDED

1. Basic

- English literacy
- Maths literacy
- Numeracy literacy
- Technology literacy
- Computer literacy
- Financial literacy
- Entrepreneurial literacy
- Social media, social media awareness and etiquette
- How the world works/'The world and money' (Political awareness, economic awareness)

2. Functional

- Resourcefulness (Information gathering, filtering, analysing, scrutinizing)
- Time management skills
- Communication skills (body language, verbal, written)
- Decision making
- Active learning
- Dealing with conflict
- Creative thinking (lead into problem solving)
- Assessment of information
- Questioning, curiosity, thinking for yourself

3. Work readiness

- Team work and collaboration
- Presentation and public speaking

- Planning
- Organising
- Prioritising
- Career goal setting
- Getting things done (executing)
- CV writing
- Cover letter
- Interview preparation
- Navigating workplace dynamics
- Engaging with feedback
- Working with people
- Communication in the workplace
- Values and ethics in the workplace

4. Technical skills

- Critical thinking
- Analytical thinking
- Complex problem solving, reasoning and propensity to simplify.

5. Career building skills

- Management, strategy, execution
- Leadership and influence
- Persuasion and negotiation
- Ideation
- Innovation
- Global awareness
- Conflict resolution
- Responsible business practices

All people have innate value, are talented, and have a purpose to discover and enjoy.

Key guiding principles for youth development

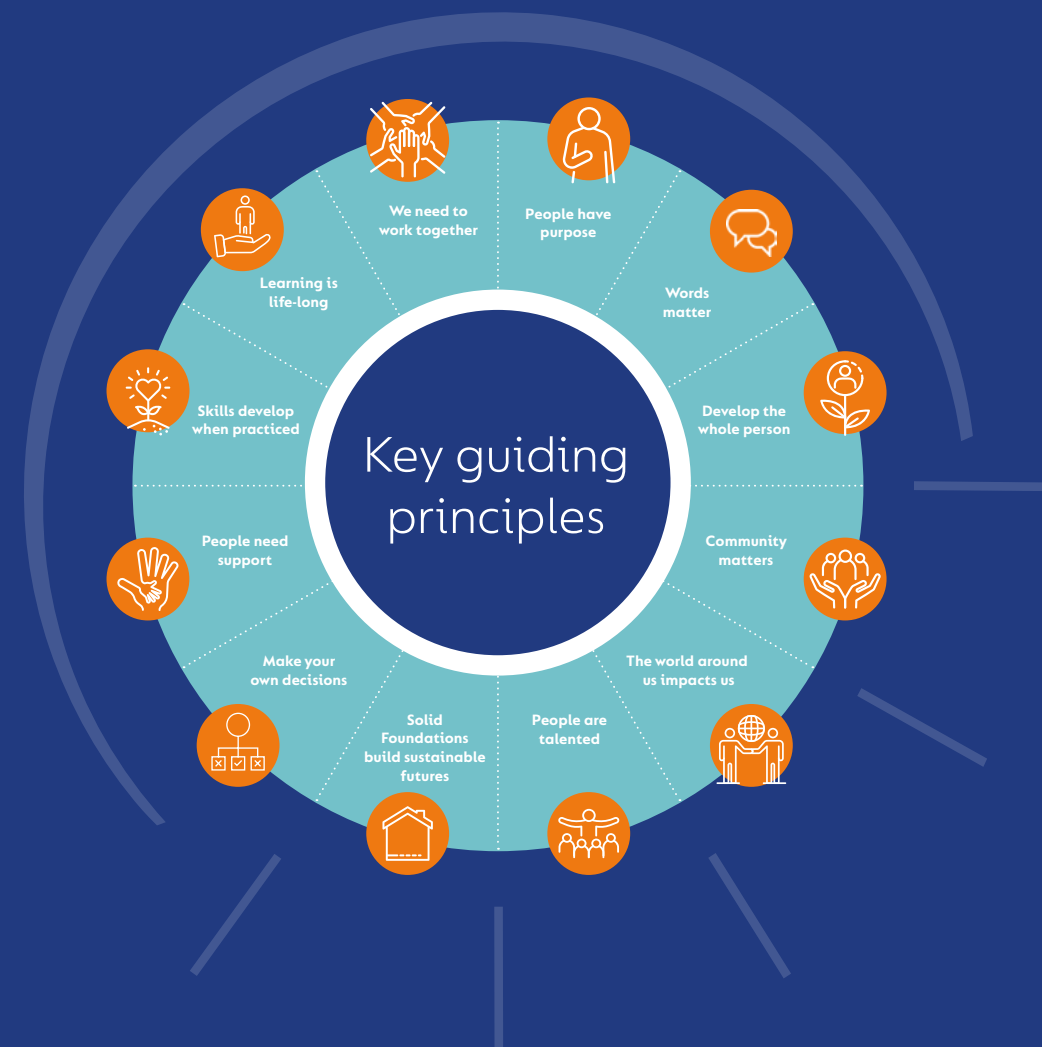
Through iteration and debate, based on internal expertise and the analysis of what seems to make key programmes successful, the team formulated twelve core principles that underpins our opinion, attitude and approach to youth development. We believe these philosophies should act as the guiding principles for behaviour and engagement with any youth development framework, across all stakeholders, for maximum impact to be achieved.

At its core, it is our principal belief that **“the youth are not a problem to be solved”**; they already have what it takes, and therefore development programmes merely unlock potential. All people have innate value, are talented, and have a purpose to discover and enjoy. We believe that individual and collective purpose must be pursued, discovered and valued. Development in general, therefore, must speak to a holistic approach to an individual across all facets of self, namely, spiritual, emotional, intellectual (mental), physical, and communal.

We also hold the view that words, and the framing of a situation through language and thought, has a direct impact on the outcome of a situation. The tone and content of the message that individuals speak over themselves, over situations and over others, both consciously and unconsciously, establish the parameters within which an outcome can be achieved. We therefore maintain that “words matter”.

In line with this, we reject the terminology of “soft skills”. Soft skills generally include communication, personal habits, social skills, cognitive and emotional empathy, time management, teamwork, etc. Inputs into human development are often framed as secondary, with “hard” skills (the specific knowledge and abilities required for success in a job) being seen as the real need, without the acknowledgement that these cannot be learnt and developed without a foundation in place. In our view, there is nothing “soft” about being resilient, or mentally well, which leads us to conclude that developing this cannot be secondary either. It is essential that we reframe and rename the very concept of “soft skills” if we are to address the youth challenges which we face.

The key guiding principles that we developed from our research, findings and experience are:



Deliberate pathways

More integrated, holistic youth development interventions must be coupled with deliberate efforts to pathway young people. We make three recommendations:

- **Define clear and practical pathways to Matric and further education** that enable decent work in the long term. This should include both direct pathways to sustainable employment with the potential to build technical skills on the job, and indirect, longer term pathways through a return to learning, with support to promote throughputs.
- **Expose youth to career guidance and possibilities beyond their frame of reference**, in innovative ways that leverage technology. Many young people, when asked what their career aspirations are, oftentimes have difficulty conceptualizing what they want to pursue, often because of misconceptions they may have about particular career paths or a lack of exposure to broader possibilities. This is an area ready for technological disruption, with several innovative social enterprises already entering the marketplace.
- **Consider and map out the demand for jobs in South Africa by applying different lenses to the problem** compared to traditional methodologies. Here, particular attention should be paid to:

- The scope for small, medium and micro enterprise (SMME) start-ups, early stage and growth businesses, and the policy shifts required from government to promote SMME growth and development.
- Sectors and value chains within the economy that have not been properly considered for job creation but, with a focused ecosystem approach aimed at bridging the divide between formal and informal economies, could create substantial jobs, mostly in the informal and township economies⁶.
- How the NGO and social enterprise sectors can provide much needed support work in rural, peri-urban and township areas, and how this could create entry level jobs supported through internal or external funding, including BEE interventions, done in a way that actually adds economic and social value.

⁶ Simanye thematic paper publication to ILO. (2018). *Funding and Financing the Social Economy SWOT analysis*.

Call to action

Although it is our position that dealing with trauma and building more solid foundations in South African youth who have been less able to do so during childhood is critically needed, this is not automatically going to resolve the youth unemployment challenge. The global and local economic outlooks are poor, South Africa already has one of the highest unemployment rates in the world⁷, and youth unemployment is a particularly concerning challenge on the continent and around the world. The youth development ecosystem as a whole requires deep, intentional work, as well as targeted interventions focused on job linkages, self-employment, SMME funding and development, and entrepreneurship, if we are to make the necessary impact.

We do however believe that there are steps we can take today, as an ecosystem collective and as individual actors, to make a difference.

⁷ <https://tradingeconomics.com/country-list/unemployment-rate>

Our call to action is for:

01

Youth organisations and funders to collaborate, open source and share and implement best practices

Non-governmental organisations (NGOs) and social enterprises, like commercial businesses, tend to work in silos, hold intellectual property (IP) and knowledge to themselves, create their own content, compete for funding and compete for impact and recognition. For greater impact, best practices need to be implemented, tested and refined, and shared with others. Open sourcing of information, IP and programmes needs to become the norm, not the exception.

02

Youth organisations and funders to find solutions to the issue of how to scale high touch interventions

It is critical that we are able to find the correct blend of solutions and find ways to do deep, intentional work as well as deliver at scale.

03

Youth organisations and funders to coordinate interventions based on best skills and capacity

Convene the ecosystem to share knowledge, co-create practical solutions to real challenges and encourage coordination and collaboration.

04

Youth organisations and funders to support a standardised approach to measuring impact and use this to inform iterations to youth interventions

Create a framework for youth development measurement and reporting with a few key measures that are agreed and adopted across the ecosystem. This will foster benchmarking, best practice sharing and provide consistent data and comparable results.

05

Youth organisations and funders to stop building new infrastructure and instead leverage existing assets in townships and rural areas

In order to increase capacity for impact, programmes and initiatives can leverage existing informal economies, as well as promote the creation of alternative economies.

06

Youth organisations to ask critical questions, shift mindsets and interrogate motivations

Check if the problem being solved is youth development – or if the aim is for policy compliance that generates profits for astute shareholders and investors. Guard against the mindset that any one organisation has all the answers. Be prepared to explore if interventions are achieving value-for-money impact.

07

Funders to support and learn from pragmatic research

Invest in more research into youth development in South Africa, and encourage collaboration in different areas of research. Focus on exploring and understanding what works on the ground.

08

The sector to support an impartial ecosystem convener that can lobby Government to streamline youth development policies, amend harmful BEE policies and review incentives

Sustainable solutions require full government backing and intervention. In addition to the steps that the government has already taken to start addressing youth unemployment, consistent and urgent policy reform and intervention must be prioritised. This includes a review of BEE practices that are harmful to, or disincentivise, the objective of assisting youth to leverage opportunities that provide decent jobs and sustainable careers.

09

The sector to create transparency and visibility on what is working and what isn't, enabling funders to support innovations and impact in youth and skills development

Build a transparent view of the current state of success and failure to encourage innovation and learning.

SECTION 3

Contextualising and understanding the youth challenge

World's population
**INCREASE
TO 8.3 BILLION
IN 2030**

It is well researched and documented that youth now and in the future are faced with many challenges on their path to meaningful employment and that Governments, the private sector and civil society face the daunting task to turn this around with appropriate policies, funding, programmes and approaches. In South Africa, with one of the highest unemployment rates and one of the poorest education systems in the world, the baseline “foundational level” within the average adult may substantially inhibit sustainable employment. This is further exacerbated by a lack of socio-emotional skills, which are critical for sustainable employment and often not sufficiently developed amongst entry level work seekers. Furthermore, the economic outlook for South Africa is low growth, and the country is creating fewer employment opportunities than job market entrants.

The youth bulge

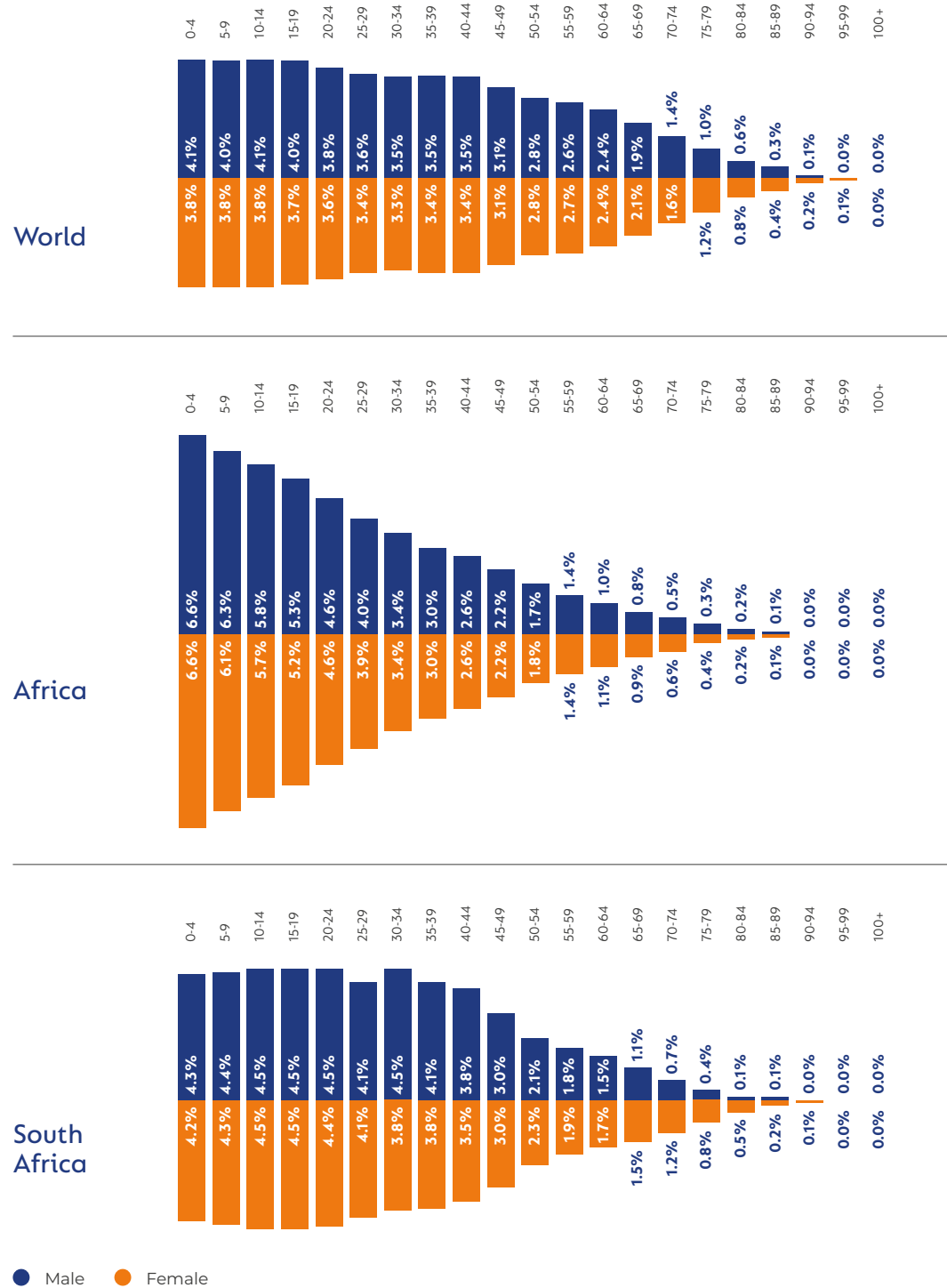
Globally the populations are aging but Africa remains relatively young¹⁰. In South Africa, over 27% of our population is aged 20-34, and almost 64% of our population is under the age of 35¹¹.

¹⁰ UN Sustainable Development Goals. (2017). World population projected to reach 9.8 billion in 2050, and 11.2 billion in 2100 – says UN. Retrieved on 06 March 2019 from <https://www.un.org/sustainabledevelopment/blog/2017/06/world-population-projected-to-reach-9-8-billion-in-2050-and-11-2-billion-in-2100-says-un/>

¹¹ Quarterly labour force survey (QLFS) Q3, (2019). Stats SA. Retrieved from <http://www.statssa.gov.za>



Figure 1: Projected Population Pyramids 2030¹²



>10 million

SOUTH AFRICANS ARE BETWEEN THE AGES OF 20 AND 30 (+15.8%)

27%

OF OUR POPULATION IS AGED 20-34

64%

OF OUR POPULATION IS UNDER THE AGE OF 35.

SOUTH AFRICA'S MEDIAN AGE IS

26.3 years¹⁶

South Africa's median age is 26.3 years¹³, compared with the much younger median age for Africa, which is approximately 18 years of age, but which is still significantly lower than that of the trends in Europe and America where the median age is 42 and 35 years respectively¹⁴.

It is anticipated that a country with a youth bulge can expect a decrease in their dependency ratio (ratio of non-working population to working population) as the youth enter working age. If these individuals can find employment, the youth provide a "dividend" that, all things being equal, could lead to economic benefits such as an increase in income per capita. However, should most of these individuals be unable to find employment, the size and frustration of the group, building up over time, could lead to social and political instability¹⁵. The (un)employment rate is therefore central to the ability of a country to yield a dividend from its active economic participants and contribute to economic growth, whilst avoiding brewing civil unrest. Considering its young population, the level of unemployment within the youth and protests such as Fees Must Fall, South Africa is clearly at risk.

12 Population Pyramids of the World from 1950 to 2100 [Web]. (n.d). Population pyramid South Africa 2030. Retrieved from <https://www.populationpyramid.net/south-africa/2030/>

13 <https://www.worldometers.info/world-population/south-africa-population/>

14 Desjardins, J. (2019, 20 Feb). World Economic Forum Agenda [Web]. Mapped: The median age of the population on every continent. Retrieved from <https://www.weforum.org/agenda/2019/02/mapped-the-median-age-of-the-population-on-every-continent>

15 Lin, J. F. (2012, 05 Jan). World Bank [Blog]. Youth Bulge: A Demographic Dividend or a Demographic Bomb in Developing Countries? Sourced from: <http://blogs.worldbank.org/developmenttalk/youth-bulge-a-demographic-dividend-or-a-demographic-bomb-in-developing-countries>

16 <https://www.worldometers.info/world-population/south-africa-population/>

South Africa has one of the poorest performing education systems in the world

Statistics on the South African primary and secondary education system show that, despite increased government spending and access to primary education expanding, the quality of South Africa's education substantially lags behind international standards¹⁷.

Despite spending more than the global average on education, South Africa has consistently ranked last in both the TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study) reports^{18,19}. Primary school learners have also consistently achieved the lowest scores in international reading tests. The lag in literacy skills puts South African students at a deficit for the remainder of their primary, secondary and tertiary studies, as well as their ability to secure decent work opportunities, unless interventions redress and correct these skills²⁰.

The list below illustrates the challenge facing the schooling system and, consequently, the challenges facing the average young poor South African²¹:

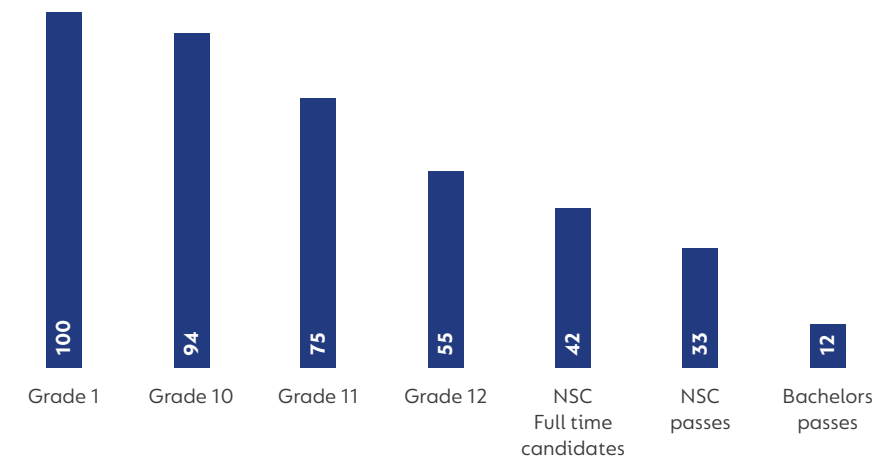
- 68% of schools nationally have no computer labs
- 77% of public schools nationally have no libraries
- At the end of Grade 4, 78% cannot read for meaning or interpretation, compared with 4%, globally²²

- 80% of Grade 9 pupils are only at a Grade 5 level of Mathematics
- 76% of Grade 9 pupils do not understand basic whole numbers, decimals, operations or basic graphs
- 20,000-30,000 new teachers are needed annually to replace those that are leaving the system, but in 2014 only 15,655 teachers graduated

Retention rates in schools, also known as throughput rates or completion rates, are comparatively low. As learners progress through their grades, the repeat-rate also increases. This becomes especially significant around Grade 10, where more than a quarter of 18 year olds are not in school²³. Based on data for the cohort 2006-2017, which is illustrated below, only 55.5% of the cohort completed their Matric (high-school diploma equivalent) and less than 40% passed their National Senior Certificate (NSC), meaning that less than half of Grade 1s stood a chance of being eligible for some form of tertiary education²⁴. The pass mark in South Africa is 33%.

Only 13% of this group achieved an undergraduate bachelor's pass.

Figure 2: Progress of the 2006 Grade 1 Cohort to Matric and beyond (Derived from²⁵)



Source: Tradingeconomics.com | World Bank

17 Mlachila, M. and Moeletsi, T. (2019). IMF Working Paper. Struggling to Make the Grade: A Review of the Causes and Consequences of the Weak Outcomes of South Africa's Education System. Retrieved from <https://www.imf.org/-/media/Files/Publications/WP/2019/WPIEA2019047.ashx>

18 <https://nces.ed.gov/timss/>

19 https://www.researchgate.net/publication/326588545_South_Africa_Grade_4_PIRLS_Literacy_2016_Highlights_Report_South_Africa

20 Mlachila, M. and Moeletsi, T. (2019). IMF Working Paper. Struggling to Make the Grade:

21 Bertha Centre for Social Innovation & Entrepreneurship, University of Cape Town Graduate School of Business. (2015). South African Education Educator's Review. Retrieved from http://www.gsb.uct.ac.za/files/Education_Innovators_Review_Sept215.pdf

22 https://www.researchgate.net/publication/326588545_South_Africa_Grade_4_PIRLS_Literacy_2016_Highlights_Report_South_Africa

23 South Africa's education statistics. (2019, 29 May). Retrieved from <https://www.southafricanmi.com/education-statistics.html>

24 Roodt, M. (2018). IRR Freefact. Parents, not politicians, must run South Africa's schools. Retrieved from <https://irr.org.za/reports/freefacts/files/freefacts-may-2018.pdf>; Mlachila, M. and Moeletsi, T. (2019). IMF Working Paper. Struggling to Make the Grade: A Review of the Causes and Consequences of the Weak Outcomes of South Africa's Education System. Retrieved from <https://www.imf.org/-/media/Files/Publications/WP/2019/WPIEA2019047.ashx>

25 Roodt, M. (2018). IRR Freefact. Parents, not politicians, must run South Africa's schools. Retrieved from <https://irr.org.za/reports/freefacts/files/freefacts-may-2018.pdf>

Last

SOUTH AFRICA HAS CONSISTENTLY RANKED LAST IN BOTH THE TIMSS (TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY) AND PIRLS (PROGRESS IN INTERNATIONAL READING LITERACY STUDY) REPORTS

33%

OF PUPILS AT THE END OF GRADE 4, ARE COMPLETELY ILLITERATE IN ANY LANGUAGE AND MORE THAN 50% CANNOT READ FOR MEANING OR INTERPRETATION

76%

OF GRADE 9 PUPILS DO NOT UNDERSTAND BASIC WHOLE NUMBERS, DECIMALS, OPERATIONS OR BASIC GRAPHS

Grade 10

STUDENTS ARE PARTICULARLY AT RISK OF DROP OUT, WITH OVER ONE IN FIVE STUDENTS HAVING TO REPEAT THE GRADE IN RECENT YEARS²⁸

20%

SOUTH AFRICAN GRADUATES DELIVERED IN EACH YEAR (2014-2016) OF STUDENT ENROLMENTS²⁹

20%

OF THE NATIONAL BUDGET, AND 6% OF GDP IS SPENT ON EDUCATION³⁰, COMPARED TO A GLOBAL AVERAGE OF 4.5%, SUGGESTING THAT MONEY IS NOT THE KEY CHALLENGE³¹

The drop out trend continues into post school education. According to the Department of Higher Education and Training (2016), 1.1 million individuals enrolled at public and private Higher Education Institutes (HEI) in 2016 and delivered only 20% graduates²⁶. Throughput rates over the past 15 years do seem to differ depending on the study being done, and while they are as low as 20% graduating within the prescribed period of time with a bachelor's degree, this does increase to as much as 50% in some cases (2015 study (above) which looked over a 5 year study period). Whichever statistics are used, low throughput rates are costing young people, the economy and the South African society.

In a recent working paper²⁷, the IMF challenged the notion that increased access to higher education and a flagship tertiary education policy (which South Africa is pursuing), without a restored primary and secondary education system, would yield the desired improved outcomes.

The paper concludes that within the South Africa context, a focus on improved teacher training, better school management and increased teacher accountability will have a positive long term effect. Positive changes implemented at school level will impact positively on the youth development sector in that much less post-school development of young people will likely be needed.

26 Department of Higher Education and Training. (2016). *Statistics on Post-School Education and Training in South Africa*. Retrieved from www.dhet.gov.za/Research%20Coordination%20Monitoring%20and%20Evaluation/6_DHET%20Stats%20Report_04%20April%202018.pdf

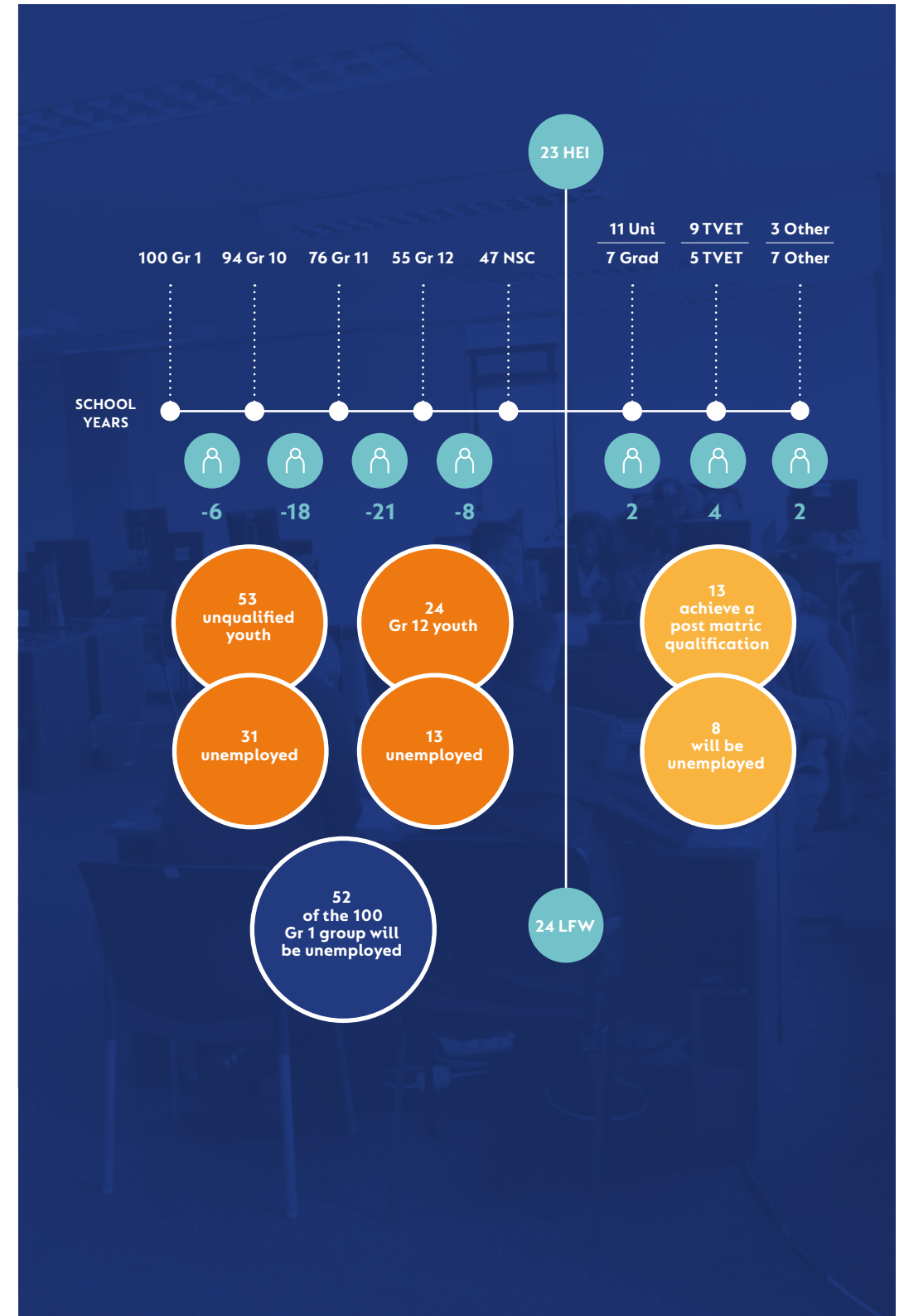
27 Mlachila, M. and Moeletsi, T. (2019). *IMF Working Paper. Struggling to Make the Grade: A Review of the Causes and Consequences of the Weak Outcomes of South Africa's Education System*. Retrieved from <https://www.imf.org/-/media/Files/Publications/WP/2019/WPIEA2019047.ashx>

28 BusinessTech Article [Web]. (2018, 26 May). *Shocking school stats: this is how many South African students repeat a grade*. Retrieved from <https://businesstech.co.za/news/business/246479/shocking-school-stats-this-is-how-many-south-african-students-repeat-a-grade/>

29 Department of Labour (DOL). (2018). *Job opportunities and unemployment in the South African labour market*. Retrieved from <http://www.labour.gov.za/DOL/downloads/documents/annual-reports/job-opportunities-and-unemployment-in-the-south-african-labour-market>

30 Bisseker, C. (2019, 21 March). *Financial Mail article [Web]. IMF report slams SA's education folly*. Sourced from: <https://www.businesslive.co.za/fm/features/2019-03-21-imf-report-slams-sas-education-folly/>

31 Based on data from between 69 and 123 countries from 2012 to 2017. Data points from <https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS?end=2018&start=2018&view=bar>

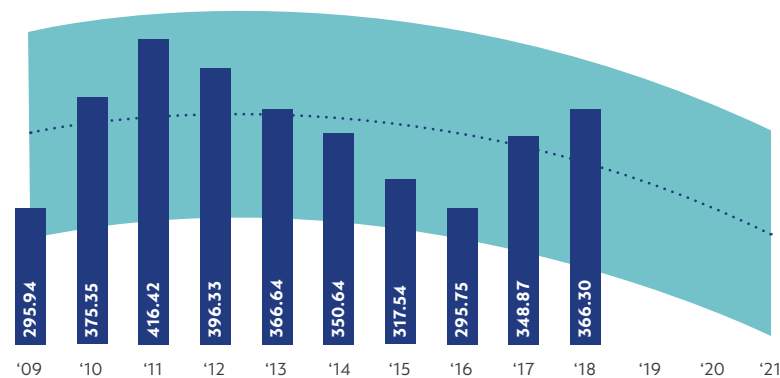


The current economic outlook is poor

Gross domestic product (GDP) is an indicator of economic success and measures national income and output for a given country's economy. South Africa experienced significant growth in GDP until 2011, with a steady decline from 2012 until 2016, followed by some growth in 2017 and 2018, with 2019 figures not available at the time of publication, but following a declining trend³².

The Industrial Development Corporation's economic forecast³³ assumed an investment and growth supportive outcome, where the domestic economy's gradual recovery could ensue. This would, however, be contingent on the world economy's positive, albeit weakened, expansion momentum not being derailed by disruptive local developments.

Figure 3: South Africa GDP forecast³⁴



Source: Tradingeconomics.com | World Bank

<5%

SOUTH AFRICA'S GDP IS GROWING TOO SLOWLY TO ACHIEVE THE 5% REQUIRED BY THE NDP TO SUBSTANTIALLY REDUCE POVERTY BY 2030

Moody's

MOODY'S IS THE LAST OF THE THREE MAJOR CREDIT RATING AGENCIES THAT HAS KEPT SOUTH AFRICA'S CREDIT RATING AT INVESTMENT GRADE LEVEL, CURRENTLY AT BAA3, BUT DOWNGRADED FROM STABLE OUTLOOK TO A NEGATIVE OUTLOOK IN NOVEMBER 2019³⁶

According to the IMF, South Africa's economic performance is expected to improve gradually over the forecast horizon, with real GDP growth potentially lifting to 1.8% in 2020. With an average of 1.2% per year for the forecast period, and expected subsequent strengthening, South Africa's economic growth rate would still fall short of the 5% growth rate required to make a meaningful dent on the critical challenges of unemployment, poverty and inequality by 2030 in terms of the National Development Plan³⁵.

South Africa's credit rating remains a relevant contributor for keeping the costs of debt under control and freeing up spending for the nation's most pressing economic challenges, including the alleviation of poverty, inequality and unemployment. However, the leading global rating agencies have rated South Africa's bond just above junk status with a downgrade to junk status still likely in 2020. This signals a failing economy and poor investment prospects for foreign investors. Beyond the global impact, what this likely means for South Africa's citizens, is an increased cost of living and increased interest rates. In such an economy, those hit hardest by such conditions are the poor and economically vulnerable, and it is likely that this will further affect youth unemployment, labour mobility and skills transfer.

³² <https://tradingeconomics.com/south-africa/gdp>

³³ Industrial Development Corporation (IDC). (2019). Economic overview: Recent developments in the global and South African economies. Retrieved from <https://www.idc.co.za/wp-content/uploads/2019/02/IDC-RI-publication-Economic-Overview-External-19-February-2019.pdf>

³⁴ <https://tradingeconomics.com/south-africa/gdp>

³⁵ SA National Development Plan 2030. (2017). Retrieved from <https://www.gov.za/issues/national-development-plan-2030>

³⁶ https://www.moody.com/credit-ratings/South-Africa-Government-of-credit-rating-686830?stop_mobi=yes

Cognitive and socio-emotional skills are critical for employment

Many types of skills are needed for productive employment. For employers, employee education still signals a certain skill level and potential ability. However, there is evidence that cognitive and socio-emotional skills are what matter in terms of labour productivity, social inclusion and achieving economic and social success.

According to the National Mentoring Resource Centre, a US based organisation funded by the Department of Justice, social-emotional skills include the knowledge, attitudes, and skills necessary for youth to recognise and control their emotions and behaviours, establish and maintain positive relationships, make responsible decisions and solve challenging situations, and set and achieve positive goals. Social-emotional skills have been shown to be malleable and linked to academic, career, and life success and based on this evidence, the centre focuses on promoting the development of these skills in young people as a priority for both schools and afterschool settings³⁷.

A number of studies in South America support this. In the OECD report *Youth in South America*³⁸, this topic is covered in depth and states that beyond cognitive skills, socio-emotional skills play an important role in youth schooling decisions, labour participation and the transition into the workplace. Argentina and Chile also showed this trend, where self-efficacy stands out as the most highly valued skill in the labour market. The report also states that socio-emotional skills are a more important predictor of labour force participation among women, youth under 35 years and workers with less than complete secondary education.

World Bank reports focused on the Philippines³⁹ and Peru⁴⁰ showed similar outcomes. Key relevant findings showed that:

- Employees with higher cognitive and socio-emotional skills will obtain better jobs and better pay.
- Half of the employers interviewed cited the lack of “qualified” personnel (cognitive and technical skills) whereas 40% highlighted workers’ lack of socio-emotional skills.
- These cognitive and socio-emotional skills are crucial for social mobility.
- Gaps in cognitive and socio-emotional skills start to form early in life due to unfavourable environments in terms of nutrition and early mental stimulation and increase with the poor quality of basic education (particularly in rural areas).
- These skills have more weight in access to higher technical and university education than do the economic resources of families.

³⁷ National Mentoring Resource Centre. (n.d). *Social-Emotional Skills*. Retrieved from <https://nationalmentoringresourcecenter.org/index.php/toolkit/item/247-social-emotional-skills.html>

³⁸ OECD/ECLAC/CAF (2016), *Latin American Economic Outlook 2017: Youth, Skills and Entrepreneurship*, OECD Publishing, Paris. <http://dx.doi.org/10.1787/leo-2017-en>

³⁹ Acosta, P., Igarashi, T., Olfindo, R., & Rutkowski, J. (2017). *The World Bank Group. Developing Socioemotional Skills for the Philippines’ Labor Market*. Retrieved from <https://www.worldbank.org/en/country/philippines/publication/developing-socioemotional-skills-for-the-philippines-labor-market>

⁴⁰ The World Bank Group. (2011, 21 June). *Development of social and emotional skills promotes employment opportunities*. Retrieved from <https://www.worldbank.org/en/news/feature/2011/06/21/world-bank-calls-for-prioritizing-the-development-of-cognitive-and-socio-emotional-skills-to-promote-employment-opportunities>

South Africa continues to face an unemployment crisis, especially amongst the youth

6.7 million

PEOPLE IN SA ARE UNEMPLOYED, 3.8M OF THESE ARE BETWEEN 15 AND 24 YEARS⁴¹

58.2%

OF YOUTH BETWEEN THE AGES OF 15-24 ARE UNEMPLOYED

African women

YOUNG PEOPLE 15-24 YEARS ARE REGARDED AS NEET AND THE MAJORITY ARE FEMALE*

17x

THERE ARE 17 TIMES MORE (REGISTERED) JOB SEEKERS THAN VACANCIES ADVERTISED⁴⁴ INDICATIVE OF THE CHALLENGE THAT EMPLOYMENT OPPORTUNITIES THAT ARE CREATED ARE FEWER THAN THE JOB MARKET ENTRANTS

According to the 2019 Stats SA's quarterly labour force survey⁴¹, SA's official unemployed population is 6.7 million or 29% for Q3 of 2019, showing that not only does South Africa have one of the highest unemployment rates in the world, it is still increasing.

The unemployment rate for women is 30.9% compared with 27.7% for men and is highest amongst African females at 34.5%. Only 7.4% of white people are unemployed.

The unemployment rate of youth (15-24 years), at the end of the third quarter of 2019 is 58.2% and the unemployment rate for those aged between 25-34 years is 36.1%, compared to 19.2% for adults aged between 35 and 64.

New entrants to the labour market already struggle to find jobs. According to the Department of Labour⁴², "slow economic growth observed in the performance of the real Gross Domestic Product cannot be sustainable in line with the expansion of the labour force in the country over time. In other words, the job opportunities are limited and not enough to absorb a large number of new entrants in the labour market, in particular those who have not worked in the past five years".

41 Quarterly labour force survey (QLFS) Q3, (2019). Stats SA. Retrieved from <http://www.statssa.gov.za/?p=12370>

42 Department of Labour (DOL). (2018). Job opportunities and unemployment in the South African labour market. http://www.labour.gov.za/DOL/downloads/documents/annual-reports/job-opportunities-and-unemployment-in-the-south-african-labour-market/2018/jobopp201718_updated.pdf

43 Quarterly labour force survey (QLFS) Q3, (2019). Stats SA. Retrieved from <http://www.statssa.gov.za>

44 Department of Labour (DOL). (2018). Job opportunities and unemployment in the South African labour market. http://www.labour.gov.za/DOL/downloads/documents/annual-reports/job-opportunities-and-unemployment-in-the-south-african-labour-market/2018/jobopp201718_updated.pdf

45 Quarterly labour force survey (QLFS) Q3, (2019). Stats SA. Retrieved from <http://www.statssa.gov.za>

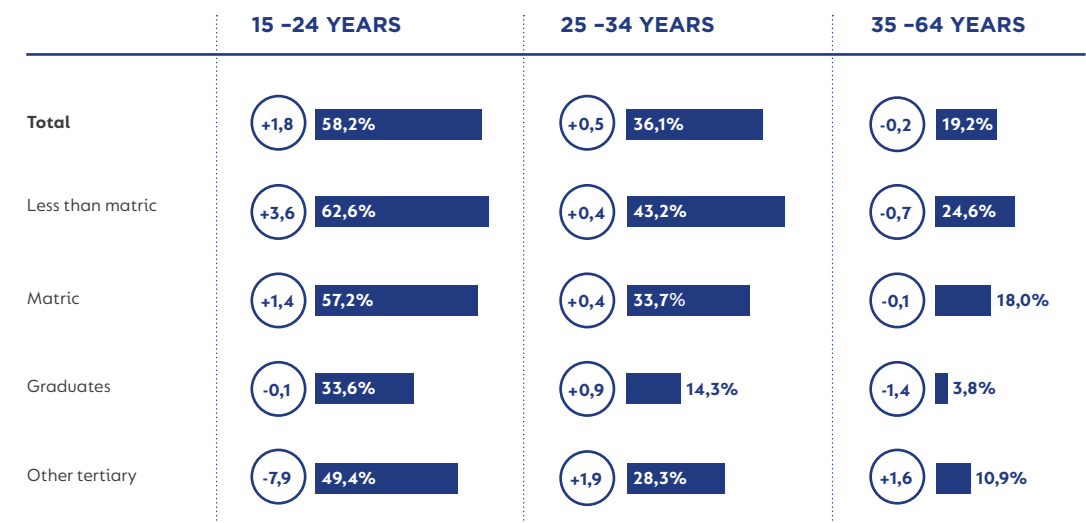
Education significantly increases the chance of employability and the salary earned

Over a third of unemployed people aged 15 to 64 years do not have a matric. In general, Stats SA's data reveals that there is a decreasing trend of the unemployment rate among those who have higher qualifications.

High quality education at primary and secondary level is therefore crucial to assist the youth of South Africa to progress to

Higher Education Institutions (if needed), but also to obtain employment with a quality indicator signaled by a minimum requirement of a Grade 12 qualification. Statistics show that labour market absorption and participation rates are low in South Africa and vary within the different stratiations of age and education level.

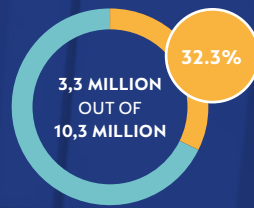
Figure 5: Unemployment rate according to age and education level Q3:2019 (StatsSA)⁴⁵



● Change: Percentage points Q3: 2019 to Q2: 2019

This shows a change of 1.4 percentage points in Q3:2019 compared to Q2:2019 for 25 to 34 year olds.

According to the Quarterly Labour Force Survey Q3 (2019) statistics, approximately



YOUNG PEOPLE AGED 15-24 YEARS



are considered to be not in employment, education or training (NEET).

+1.2
percentage
points

overall NEET rate increased from Q3: 2018⁴⁶ to Q3: 2019.

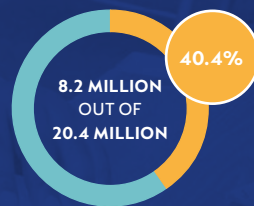
+0.7
percentage
points

overall NEET rate increased for females to 34.3% in Q3: 2019.

+1.7
percentage
points

overall NEET rate increased for males to 30.4% in Q3: 2019.

The NEET percentage increased from 40.3% (Q2: 2019) to 40.4% (Q3: 2019). This means approximately



YOUNG PEOPLE AGED 15-34 YEARS



are considered NEET.

+1.4
percentage
points

overall NEET rate increased from Q3: 2018 to Q3: 2019.

+1.0
percentage
points

overall NEET rate increased for females to 44.1% in Q3: 2019.

+1.8
percentage
points

overall NEET rate increased for males to 36.6% in Q3: 2019⁴⁷.

Employment

UNIVERSITY GRADUATES STILL HAVE THE BEST OPPORTUNITY TO FIND EMPLOYMENT IN SOUTH AFRICA

3.3 million

YOUNG PEOPLE AGED 15-24 YEARS ARE REGARDED AS NEET AND THE MAJORITY ARE FEMALE

40%

OF UNEMPLOYED PEOPLE HAVE 12 YEARS OR MORE OF EDUCATION, SUGGESTING THAT THERE IS AN OVERSUPPLY OF YOUNG PEOPLE WITH INAPPROPRIATE EDUCATION FOR THE MARKET DEMAND⁵⁰

2.2 million⁵¹

OVER THE LAST 10 YEARS, SOUTH AFRICA'S NUMBER OF JOBS HAS INCREASED BY 49%, CREATING 2.2M JOBS. AT THIS RATE OF JOB GROWTH IT WOULD TAKE ANOTHER 30 YEARS TO ELIMINATE UNEMPLOYMENT, ASSUMING THE POPULATION REMAINED STATIC AND ALL UNEMPLOYED PEOPLE COULD BE SUITABLY SKILLED.

149,000

IN THE LAST QUARTER, THE WORKING AGE POPULATION INCREASED BY 149,000, BUT JOBS ONLY INCREASED BY 62,000. THIS IS AN INDICATOR THAT SOUTH AFRICA IS AS A SLOW JOB CREATOR AND CREATES FEWER EMPLOYMENT OPPORTUNITIES THAN JOB MARKET ENTRANTS.

Unemployment Insurance stats show that even when youth with low qualifications do get jobs, they are more vulnerable to retrenchment in the future. The Unemployment Insurance (UI) fund recorded 661,432 ordinary UI claims created in 2017/18⁴⁸. Most claims came from the Trade industry, and from the 25-34 age group with claimants having an education level of Grade 10-11 (38%, Q4), and Grade 12 (33%, Q4).

The job market

According to a Nedlac report⁴⁹, South Africa suffers from frictional (moving between jobs) and seasonal unemployment, but structural (industrial reorganisation) and cyclical (downturn in economic and business cycles) unemployment are the most significant. As already mentioned, the employment opportunities created are fewer than the job market entrants, and furthermore, South Africa is seen as a slow job creator with an oversupply of unskilled labour.

South Africa is competing against international providers that have access to low-cost, productive labour. Locally, people are increasingly competing against outsourcing and automation of skills at a lower cost.

The Nedlac report states that given the structural imbalance of the economically active population (a shortage of skilled labour compounded by a surplus of unskilled and semi-skilled labour), structural unemployment becomes further entrenched and compromises economic growth and development.

46 Quarterly labour force survey (QLFS) Q3, (2019). Stats SA. Retrieved from http://www.statssa.gov.za/?page_id=1854&PPN=P0211&SCH=7621

47 Quarterly labour force survey (QLFS) Q3, (2019). Stats SA. Retrieved from http://www.statssa.gov.za/?page_id=1854&PPN=P0211&SCH=7621

48 Department of Labour (DOL). (2018). Job opportunities and unemployment in the South African labour market. http://www.labour.gov.za/DOL/downloads/documents/annual-reports/job-opportunities-and-unemployment-in-the-south-african-labour-market/2018/jobopp201718_updated.pdf

49 NEDLAC Futures of work in South Africa. (2019). Retrieved from <http://nedlac.org.za/research-reports/>

50 NEDLAC Futures of work in South Africa. (2019). Retrieved from <http://nedlac.org.za/research-reports/>

51 Quarterly labour force survey (QLFS) Q3, (2019). Stats SA. Retrieved from http://www.statssa.gov.za/?page_id=1854&PPN=P0211&SCH=7621

SECTION 4

The youth and skills development landscape and its effectiveness

South
Africa

HAS MORE THAN
150 000
REGISTERED
NGOs



A high-level overview of the youth and skills development landscape in SA

Youth unemployment has long been a burning issue in South Africa, and many spirited attempts have been and are being made to address this challenge.

Government has implemented policy changes, tax incentives, public works programmes and work experience programmes. The private sector has also been engaged especially in response to BEE scorecard and civil society has made its contribution. Many billions of Rands are invested each year and millions of lives are impacted by the various programmes, yet despite all this effort, the prospects for employment and sustainable futures for the youth remain disheartening.

A significant number of young people are being reached every year with the programmes that are available:

- South Africa has over 122,000 registered NGOs⁵², with at least 10,000 listed as being involved in supporting young people's personal and educational development across every province, and are reaching hundreds of thousands youth annually in the realm of agency building, school-based initiatives and social support;


52 SANGONeT [Web]. Retrieved from <http://www.ngopulse.org/about>

- Many privately-owned tertiary education and training businesses are also in operation in South Africa;
- Around one million young people are receiving vocational and skills training, and participating in second chance programmes through the Technical and Vocational Education and Training colleges (TVETs) and the Community Education and Training colleges (CETs);
- Around one million young people are receiving work-readiness and job placement support annually, primarily through private sector driven youth programmes, most of which are linked to the BEE legislation;
- Around one million young people are participating in various public employment programmes annually, such as the EPWPs;
- Significant sums of money are already being spent on youth programmes in South Africa, with government spending (both national and provincial) approaching R20b annually on programmes that include apprenticeships, learnerships, internships, public works programmes, service programmes, skills training, soft skills training and “combination” programmes. In addition to this, the government expects to spend R15b on TVET and CET colleges, R31b on NSFA and around R5b on various public works employment programmes⁵³.

In addition, the private sector is channeling significant resources, estimated at R400 million per annum, outside of any compliance requirements, towards youth labour market programmes focused specifically on school-based initiatives, placement programmes, and work-readiness programmes.

The private sector is also obliged to make substantial contributions to the formal skills development of black South Africans under the BEE legislation, much of which is focused on programmes for unemployed youth. Skills programmes most commonly take the form of SETA-accredited learnerships, where participants, most of whom are youth as defined, achieve an NQF qualification through a one year period that encompasses classroom based training and workplace experience, culminating in a portfolio of evidence which is submitted and assessed prior to the qualification being achieved.

From these statistics, the private, public and civil society sectors all have a vested interest in the development and capacitation of young South Africans. Given the volume of the funds channeled towards youth-based initiatives, there is a recognition of the youth development and employment mission as critical to the socio-economic and socio-political stability of the nation. This begs the question: Why is the positive impact of these initiatives not commensurate to the spend on said interventions?



Slow economic growth observed in the performance of the real Gross Domestic Product cannot be sustainable in line with the expansion of the labour force in the country over time.

53 Workshop on youth unemployment in 2019 lead by SALDRU

Figure 6: An overview of different youth development programmes and the contributions/ involvement of government and private sector in these initiatives⁵⁴

TYPE	DESCRIPTION	WHO TYPICALLY	PARTNERS	TRACKING (TYPICAL)	REPORTED OUTCOMES/SUCSESSES
Programme: Technical vocational and occupational programmes					
Philosophy: Assumption that unemployment is largely driven by a deficit of skills					
Apprenticeships ● ●	Combination of technical skills, soft skills and work experience to address skills gaps in specific sectors	SETA/National/Provincial/ Local government	Private sector/Industry specific	Number of participants successfully completed	Claim positive effects but not substantiated
	Place young people into entry level jobs		NGOs	Absorption rate	Believe to be more employable
			Private sector	Alumni tracer Pre and post testing	
Learnerships ● ●	Combination of technical skills, soft skills and work experience to address skills gaps in specific sectors	SETA/National/Provincial/ Local government	Private sector/Industry specific	Number of participants successfully completed	Increased soft skills rather than technical/numeracy/ literacy skills
		Private sector	NGOs	Absorption rate	Job specific training rather than general employability
			Private sector	Alumni tracer Pre and post testing	
Internships ● ●	Placing young people into entry level jobs	SETA/National/Provincial/ Local government	Private sector/Industry specific	Number of participants successfully completed	
		Private sector	NGOs	Absorption rate	
			Private sector		
Philosophy: State is the 'Employer of last resort'					
Public work programmes ● ●	Placing young people into entry level jobs at minimum wage that benefit communities	Government		Number of job opportunities created	Perception that youth transition easier into other employment opportunities
	Certain number of days work per month				
	Some include TVET training				
Philosophy: Believe challenges originate from a lack of technical skills as well as leadership and character of service skills					
Service programmes ● ● ●	Training combined with service in their communities	Government (national and local)	NGOs	Number of participants successfully completed	
Programme: Work readiness					
Primarily youth development that could lead to improved youth employment					
Skills training only ● ●		Provincial government	NGOs	Perception studies	Weak evidence of effect programme has on employment
Soft skills only ●	To equip young people with personal and life skills	Provincial government/ NGOs	NGOs	Job placement	Improved social networks
Combination Programmes ● ●	Vocational training + life skills + work place skills	Provincial government/ NGOs		Job retention	Better knowledge and job seeking strategies

● Technical ● "Soft skills" ● WIL ● Post support ● Service

⁵⁴ Data compiled from a wide variety of online sources

Figure 6: An overview of different youth development programmes and the contributions/ involvement of government and private sector in these initiatives (continued)

TYPE	DESCRIPTION	WHO TYPICALLY	PARTNERS	TRACKING (TYPICAL)	REPORTED OUTCOMES/SUCCESSES	
Programme: Work readiness (continued)						
Primarily youth development that could lead to improved youth employment (continued)						
Combination Programmes (continued)	● ●	Post training support such as mentorship access to infrastructure, networking/matching	Provincial government/ NGOs	NGOs	Alumni tracer – self reporting	Perceived higher employability
	● ●	Fully trained and ready for work at the end of the programme and placed into permanent or contract vacancies.	Provincial government/ NGOs	Private sector	Pre and post test	Higher levels of self-esteem and self efficacy
						Offer easily accessible touch points/intermediary support
Programme: Placement						
The barriers, costs and risks faced by youth are deterrents in them finding gainful employment and/or in employers wanting to employ youth require an intermediary to facilitate employment						
Temporary employment services	●	Connect employers to large groups of potential workers and manage the employment of such workers on behalf of the client	Private companies/ NGOs/Faith based organisations		Job placement	Positive effects
	●	Recruit agencies/online portals	Youth register and upload CVs and apply for vacancies		Job retention	Improved placement
			Equip them with skills to better apply for work			Improved willingness to hire by employers
			Improve access to jobs			Improved life skills
			Access certain segments that are excluded from the labour market			
Interventions to minimise barriers	●	Provide improved access regarding opportunities and employment	Government/NGOs			
		Reduce the costs associated with job seeking via grants				
Image sourcing	● ● ●	Encourage employers to employ youth through building an evidence base around the value of employing youth	NGOs		Participants trained	No evidence that it is changing employer perceptions or behaviour
					Placements	
Combination programmes	● ● ●	Securing employment for youth by working with employers first then upskilling potential employees in response	Private sector/NGOs		Placements	Bridging programmes have a high placement rate
		Combination of standardised content and employer specific content				Most placed youth remain in employment for 12 months
		Employer hired preferred candidates				Increased employability

● Technical ● "Soft skills" ● WIL ● Post support ● Service

Feedback from youth focus groups and participants

We conducted focus groups with various participants in several youth development programmes in Johannesburg, Cape Town and Durban to understand their experience in the programmes in which they participated, and to see programmes from their perspective.

Feedback from youth focus groups and participants

Feedback from the participants indicated that their journey of development included a process of individual emotional healing and personal development as well. Participants, through guided facilitation and support, found it valuable to have a space where their voice could be heard. They engaged with difficult topics such as forgiveness (of self and others), the role and importance of family and connections, finding additional support outside of the home, healing hurt and trauma, and gender-based discrimination, and underlying beliefs. Engaging with these emotional layers was critical to enable individuals to move to a point of taking ownership of their development process, establishing hope and setting goals for the future.

Some reflections from programmes and youth:



Key best practices which are delivering results

Through the course of our research and engagement, we have identified a range of key best practices which we believe will result in greater impact in youth development if implemented:

- **Restoring hope and building trust**
 - Many youth have attended programme after programme with the hope of transitioning into the work environment and have found the experience to be demotivating as many programmes are ineffective and don't lead to jobs.
 - What leads to success is upfront youth engagement and buy-in to the development process, as well as ensuring that programmes address key challenges and close gaps to achieve outcomes, not just a tick box of a programme completed.
- **Foundations take time to develop**
 - **Time is important.** While the intent behind a programme is more important than the length of the programme, intentional, stepwise programmes that are longer in duration seem to be effective because of the longer-term intervention with the youth.
 - Given the amount of development which youth require, **longer development cycles of 12- to 24-months work well, including programmes that encourage participants to stay involved or connected after completion.** Programmes can
- **Approaches to youth development that work well are holistic, intentional and high quality**
 - **Adopt a holistic approach to developing individuals,** with a focus on life-long development rather than just a journey to a job. This is a critical success factor for long term impact. This includes helping young people understand their purpose and become agents of change for themselves and move towards positive and constructive growth.
 - **Intention is important.** Intentional, focused interventions seem effective where the intent was not a tick box exercise. Furthermore, a lack of genuine intention tends to result in a lack of commitment from the youth.
 - **Quality execution** of useful, relevant content delivered by experienced and talented facilitators is key.
 - **Exceptional facilitators,** for critical foundational aspects relating to one's relationship to self, others, and their relationship with money, as examples, are worth their weight in gold and critical to the mindset shift which is needed in many young people.
 - **Include variations of elements** in the programmes as follows:

consist of outsourced accredited training, block period classes and modules (sometimes in collaboration with other stakeholders), and exposure learning.

- › In-depth on-boarding and family involvement, which is described as beneficial to the successful completion of the programmes;
- › Camps, breakaways, and/or similar to enable baseline discussions about self and introductions to teams;
- › Journey mapping for participants (what does progress look like, why should you stay in the programme, examples of people who went through the process);
- › Mentors, life-coaches and/or check-ins;
- › On-site support, including counsellors and psychologists.

- **Young people need practical, hands-on, and often, face-to-face support with managed expectations**

- **Psycho-social development is key and done best in person.** When it comes to providing the emotional support that youth need, successful programmes should allow for extensive personal interaction involving mentors, coaches, classroom specialists and other experts. Additionally, for other skills, even in the presence of successful online learning tools, the deficit in basic skills require initial in-person interventions to bridge gaps, before an individual can move on to self-driven online learning. While a high-touch model may be most effective,

these models prove challenging to scale without losing impact.

- **Make role models** that youth can identify with available, particularly success stories from communities where they are from, as they are the most relatable.
- **Youth need to have expectations set clearly at the beginning of interventions,** and often expect that development will be quicker and easier than it actually is, therefore managing expectations is critical.
- **Involving community-based associations and infrastructure** such as churches in order to increase the reach of a programme and to ensure that youth have places they can physically go if they require immediate assistance.

- **Programmes can close the loop by focusing on specific industries, linking youth to actual work opportunities and managing expectations in the workplace**

- **An industry-specific skills focus** on programmes can be of great benefit to the individuals with the right aptitude for the skill, provided they have a solid foundation on which to build these skills.
- **Invest in dynamic and extensive recruitment practices** to find suitable participants.
- **Matching candidates to specific industries or opportunities** based on

their interests and aptitudes can show significant success.

- **Preparing businesses for entry level employees** and youth from development programmes is needed, as there is often a mismatch in expectations between what is required in the workplace and what an entry level employee can produce.

- **Successful organisations measure outcomes and impact, and focus on continual improvement**

- **Incorporate focused resources for organisational reflection, learning and iteration** for programmatic success. It is our observation that one of the key contributors towards the success of organisations assisting youth is their ability to reflect on how they themselves as an organisation interact with the youth. An approach whereby the youth are not a problem to be solved but a group to be understood is a progressive approach to interacting with a generation that approached youth development interventions with skepticism and mistrust.

- **Take on a continuous feedback and input approach** where participants can equitably contribute to their learning journey.
- **Monitoring and evaluation of progress can vary** from mindset, attitude and confidence, to academic results, reduction in risk behaviour, tracking aspirations and placement rates (employability) within a specific time limit. A lot of these nuances remain a learning curve which in some cases can be directed by funder involvement.

The magnitude of the challenge in South Africa is broad and deep, and it is our observation that organisations that are successful in their outcomes are polarised on either side of the scale spectrum. One side of the spectrum is characterised by high volume, short term interventions focused on selecting the participants most likely to succeed from that intervention. The other side of this spectrum is mostly about low volume, long term, expensive, high touch interventions with youth that have potential, and where high impact is achieved, but scale is the trade-off.

Challenges that limit impact in youth development

We identified the following key challenges which seem to limit the impact that organisations are able to achieve within the youth development sector:

Youth development solutions often focus on addressing symptoms, and haven't understood or addressed deeper root causes

- Organisations employ linear and simplistic approaches to problem solving, using simple analysis and considering challenges and interventions in isolation, rather than taking a systems approach which maps and understands the interconnectedness, feedback loops and causalities within the youth development, education and economic sectors
- Many organisations take a siloed and one dimensional approach, focusing only on technical skills development, without effectively addressing foundational skills and workplace readiness. While technical skills are essential, they can only be built on top of solid foundations.
- The impact of any trauma, as well as poverty, both historic and ongoing, on the lives of many South African youth, as well as the environments within which they live, is either underestimated or not addressed at all

Finding the right combination of financial investment and developmental impact is a significant challenge across the board

- There is a misalignment between costs and impact, resulting in short term, “quick win” interventions that do not consider that human development takes time
- Funders – government, foundations and corporates – sometimes drive incorrect behaviours within organisations by incentivising outputs rather than long term outcomes and impact. Outputs look good in the short term and can be easier to focus on compared with complex, harder-to-solve root cause issues.
- Many initiatives and programmes simply do not have the resources, capacity, funding or drive to tackle the complexity of the space and address real root causes, particularly considering that inputs will be more expensive and outputs will likely be lower, which creates the appearance of “less success” in the short term
- There is a constant need to evaluate funding and business models that suit the organisation's current and growth objectives and address what funders are willing to fund

Compliance-focused organisations may have the wrong motives

- There is often limited or no consideration given before or during the intervention to what the definition of success and impact looks like for youth development
- An industry of skills development organisations has arisen to deliver on BEE compliance, where the focus may be more on profit generation than youth development
- BEE compliance mindsets tend to focus on lowest costs and/or “bang for buck” outputs for BEE points, rather than youth development outcomes

Finding suitable approaches to developing young people for best outcomes

- Some interventions and programmes are very low touch whereas some key high touch interventions – that tend to be expensive if implemented in a traditional way – are required
- Having said this, high touch approaches are difficult and expensive to scale, requiring innovation for scalable success
- Interventions and programmes often teach “theory” through classroom training across all topics (technical skills, workplace readiness, basic competencies etc.) without providing curated mechanisms for real, practical experience, which is how people learn and translate their experience into real life

- Organisations designing and implementing youth development interventions make assumptions about youth, their behaviours, their needs and their challenges which are often unrepresentative of the reality and lived experience
- Organisations designing and implementing youth development interventions often don't include youth in the development or refinement of their interventions

The gap between unemployed youth and real jobs in real businesses is vast

- The quality of employment opportunities available to participants after completion, especially where the programme plays an active role in finding opportunities for youth, is poor and leads to “dead-end” work rather than sustainable career building
- There is a mismatch in expectations between the reality of what youth can deliver in first time opportunities for on-the-job learning and what corporates and businesses need

SECTION 5

Youth Development Re-imagined: Foundational

There seemingly remains a mismatch between the significant effort that is made within youth development and the results achieved in the form of positive change. If one considers the R470m from the government to fund the National Youth Development Agency, the R18.8b from government on the skills development of artisans and work-based training learning, the hundreds of millions spent on learnerships under the Skills Development BEE element and the local and foreign foundations funding youth-based NGO work in South Africa, it is clear that a significant amount of money is being invested in South Africa, but we have not observed a commensurate positive impact.

It is our view, based on our discussions with youth development organisations as well as our own experience in the youth development sector, that the isolated, yet ubiquitous, approaches of technical and workplace readiness skills development

are not going to move the needle on youth development in a manner that justifies its financial costs.

Taking into account some of the impactful programmes we have seen, and engagements with both the organisations and directly with participating youth, we are strongly persuaded that the real opportunity in youth, and particularly, skills development programmes, lies not only in efforts to assist youth in becoming technically skilled in order to work and earn an income, but also a key focus on developing well-rounded emotional, psycho-social and intellectual human beings, who can sufficiently leverage the opportunities that come their way, including building technical skills on top of solid foundations.

We therefore need to rethink the approach to developing young people and helping them to prepare for the world

of work, particularly since childhood and education interventions have not achieved the necessary results. In order to do this, it becomes important to understand what the ultimate long term outcomes are that we expect from the collection of youth and skills development programmes and activities carried out in this space by a wide variety of stakeholders and organisations.

We hypothesise that this ultimate long term outcome is that South African youth develop their agency and their skills to access sustainable and decent employment as well as the ability to build aspirational careers – which may include self-employment and entrepreneurial activities. A placement in a “job”, particularly a job at minimum wage and a job which wouldn’t otherwise exist long term outside of market interventions funded by business or government, is simply not a sufficient outcome. Nor is self-employment or micro entrepreneurship which is forced on youth who have no other options for income generation. Rather, youth ultimately need to be able to retain jobs and progress into minimum living wage, “real”, sustainable jobs, directly or over a longer period through further educational interventions, and may aspire to successful self-employment or entrepreneurial ventures.

If this is to be achieved, we propose the following, based on our research, findings and the best insights from programmes that seem to be working:

- The way in which we consider, engage and work with youth needs to be carefully thought about, which we have distilled down into the key guiding principles of youth development philosophy;
- We need to address any trauma and stress as early as possible in order to maximise the effectiveness of other interventions;
- We then need to test for and strengthen or build solid behavioural foundations in youth;
- To that we need to add basic skills that allow them to learn further skills;



Our proposed key guiding principles of youth development philosophy

- From here, youth are more ready to access pathways to appropriate, sustainable employment, which may be direct or immediate, with the potential to build technical skills on the job. Or it may be more indirect over a longer period of time, through a return to learning, be this completing matric, pursuing vocational education as technicians or tradesmen, studying further at higher institutions and TVETs or obtaining degrees from Universities, prior to entering the workplace.

The focus of this publication is to propose

- What the key guiding principles of a youth development philosophy should be
- That we should address any trauma when implementing youth development interventions, or we will miss the full impact of these interventions
- What a solid adult human foundation comprises, in detail
- A list of non-exhaustive practices which inform “how” a youth development programme should best be implemented for effectiveness, which links back to our proposed guiding principles

Through iteration and debate, based on internal expertise and the analysis of what seems to make key programmes successful, the team formulated twelve core principles that underpin our opinion, attitude and approach to youth development. We believe these philosophies should act as the guiding principles for behaviour and engagement with any youth development framework, across all stakeholders, for maximum impact to be achieved.

At its core, it is our principal belief that “the youth are not a problem to be solved”; **they already have what it takes, and therefore development programmes should work with them to unlock this potential.** All people have inherent value, are talented, and have a purpose to discover and enjoy. We believe that individual and collective purpose must be pursued, discovered and valued. Development in general, therefore, must speak to a holistic approach of an individual across all facets of self, namely: spiritual, emotional, intellectual (mental), physical, and communal. It is our view that a considered and established foundation of “self” and one’s character, allows a person to respond to the complexity and volatility of life as well as a globally interconnected society, in a manner that increases the person’s likelihood of success.

The main consideration in our learning approach is not to prescribe solutions, but to equip individuals with the necessary skills to

grapple with the questions and issues of life and to learn how to make difficult decisions. We agree that learning is not a once-off endeavor, but a journey of humility, curiosity, and intention that must be actively pursued throughout life. The expression of skills and character is furthermore not achieved academically but developed and honed through repetition and practice in both formal and informal environments, over a period.

We believe that development requires engagement with a network and an ecosystem. This infers that individual potential cannot be reached or developed to capacity in isolation. We advocate that community and support structures are essential to healthy development. Everyone requires a support system that can offer guidance and advice through different situations. These support interventions may be temporary or be permanent, but they do evolve over time. Within a healthy support structure, a person can do the work required to develop and grow. We furthermore believe that the full development of self cannot be attained without active involvement in communities through active citizenry, community involvement and giving back of yourself to a community.

Finally, we hold the view that words, and the framing of a situation through language and thought, has a direct impact on the outcome of a situation. The tone and content of the message that individuals speak over themselves, over situations and over others, both consciously and unconsciously,

establishes the parameters within which an outcome can be achieved. If these parameters are limiting, little can be done from an external source to pull the situation towards realising its potential. We therefore maintain that “words matter”. Words are significant for meaning and direction and should be used and developed with intention, both for the inward development of the individual, as well as our interaction and engagement with our ecosystems.

In line with this overarching view that “words matter”, is our rejection of the terminology of “soft skills”, which generally include communication skills, personal habits, social skills, cognitive and emotional empathy, time management, teamwork, etc. Most of these skills find their home in our foundational framework, and are almost taken for granted as being required, while in reality are often lacking, not only amongst lower LSM⁵⁵ levels, but across most strata of society. Inputs into human development are often framed as secondary, with “hard” skills (the specific knowledge and abilities required for success in a job) perceived as the real need, without the acknowledgement that these cannot be learnt and developed without a foundation in place. In our view, there is nothing “soft” about being resilient, or mentally well; which leads us to conclude that learning this cannot be secondary either. We think that reframing and renaming the very concept of “soft skills” may go some way in keeping the importance of this foundation in mind as we work to address the youth challenges that we face.

55 The Living Standards Measure groups people together on the basis of their standard of living and disposable income by using a basket of variables to indicate levels of income, and income inequality, without actually using income itself as a metric

Our guiding principles are described below:

GUIDING PRINCIPLES	DESCRIPTION
 <p>People Have Purpose</p>	<p>We believe that people have purpose - individually and collectively. Purpose speaks to the inherent value that every human has, as well as their capacity to influence impact through a life dedicated to a purpose higher than themselves. Purpose is uniquely pursued and discovered by the individual but may also find momentum in the collective.</p>
 <p>Words Matter</p>	<p>We believe that words carry both meaning and power. The words spoken over oneself, others, and situations have the power to direct an outcome. We must all therefore be intentional about the words we use and the narrative we frame youth and youth development in.</p>
 <p>Develop the whole person</p>	<p>Human beings are wonderfully complex. Selective development is an injustice to an individual and an inefficient cost to society. The growth and maturation of a person to their full potential and development should be pursued. Holistic development means the development of all aspects of the self: spiritually, emotionally, intellectually (mentally), physically as well as through talents and personality.</p>
 <p>Community matters</p>	<p>No person functions successfully in isolation. People live, work and attend educational opportunities within immediate communities, that require attention, input and service. We believe active citizenry, community involvement and paying it forward is necessary not only for successful youth development but for the future of society.</p>
 <p>The world around us impacts us</p>	<p>There is a broader world-system that we live in that impacts us directly and indirectly, even if we try to isolate ourselves. We must respond to the needs and challenges of a global world, understand how it can impact us, and be aware of how we can impact and influence it in return.</p>
 <p>People are talented</p>	<p>Every person has strengths and talents. It is each person's unique privilege and responsibility to explore, discover, develop, enjoy and apply these talents, to the benefit of themselves, their communities and society as a whole.</p>

GUIDING PRINCIPLES	DESCRIPTION
 <p>Solid Foundations build sustainable futures</p>	<p>Life is an unpredictable experience of dynamic events, and seasons; many of which can be significantly challenging. For many, a sign of healthy adult development is the ability to respond to these seasons in a way that still enables progress and the achievement of developmental goals. We believe that a person is more likely to be able to build a sustainable future if their foundations are solid, if they have an immediate community they contribute to, and if the global ecosystem in which they operate is relatively stable.</p>
 <p>Make your own decisions</p>	<p>Ultimately, every person has the freedom to choose their reaction to the inputs they receive. They have the freedom to make decisions at every moment and must indeed make decisions at times rather than vacillate between options. We believe in enabling people to make good decisions for themselves and others, also recognising that the onus of the decision itself remains with the individual.</p>
 <p>People need support</p>	<p>People are fundamentally relational and gain great strength from healthy relationships that can strengthen and support growth; provide wisdom and feedback and offer a healthy community for belonging and fellowship.</p>
 <p>We need to work together</p>	<p>Ideas and impact multiply in a collective effort. We believe in co-creation of solutions with our participants, as well as collaboration with the participants and stakeholders within the ecosystem within which we operate.</p>
 <p>Skills develop when practiced</p>	<p>Skills development is not academic. Skills are developed and honed when they are practiced and repeated, therefore we advocate for the process of learning through cycles of doing and reflecting. This also extends to mean that relevant work and life skills can be developed in non-work-related environments, for example, volunteering, raising children, managing households, etc.</p>
 <p>Learning is life-long</p>	<p>Learning is and should be, a lifelong endeavour. It never stops. This implies humility and curiosity within an individual that should remain, and be continuously pursued, regardless of what may have been achieved in the past. Questions should be asked, and failure should be seen as merely an opportunity for growth.</p>

Addressing the issue of trauma

The Stanford Center on Philanthropy and Civil Society at Stanford University published a document in 2019 focused on the science of trauma and reviewed a framework that organisations can use to shift culture and policies to improve social outcomes.

One of the key considerations raised is that culture and the nature of the capitalist “anyone can be anything” society within which we live tends to imply that people living in poverty and inequality have created or perpetuated their own problems and that social problems are inherent in people. It is, however, the systemic conditions which have been created and sustained in our existing systems which reinforce the pattern and create the vicious cycle.

The document further indicates that global studies conducted since the 1990s have contributed to a growing body of evidence that childhood trauma and chronic stress often harms the brain as it develops and results in excessive hormone flow in the body, which has a variety of negative consequences on the physical, mental, social, emotional and/or spiritual well-being over a period of time. Some studies in epigenetics have even considered that trauma can be transferred from generation to generation through DNA⁵⁶.

Within the South African context, the consequences of single-parent or no parent households, segregation in traditional homelands, Apartheid, migrant labour, poor quality education, and the societal impact of poverty – including basic needs not met and the myriad of psycho-social ills that result – continue to be felt amongst most of our youth. This includes those who may have been “born free” (i.e. born post the end of Apartheid) in theory but who have grown up in anything but an equal society offering truly equal opportunities to all its citizens.

We must therefore acknowledge that many young South Africans have experienced and continue to experience high levels of stress and trauma during their childhood and early teenage years, making it more difficult for these young people to develop the foundational skills needed for workforce success⁵⁷.

Not only do organisations working with youth therefore need to consider that their methods of engagement and activities could activate trauma responses, the trauma which most youth have experienced from childhood through growing up in fragmented communities and families, with physical and emotional abuse and a range of other traumas often associated with poverty, needs to be acknowledged and addressed, in order

for interventions to be impactful. This will help enable young people to move towards resilience and may even catalyse growth opportunities which enable young people to take the key steps forward that they need to make to take hold of opportunities and transform their lives.

A very simple example of the impact of trauma that we found, was the attitude of some of our youth towards maths and numeracy. Because their experience of maths at school created some level of trauma, they were triggered by this trauma when addressing such topics and also reluctant to expose themselves to necessary learning in this area. Not only does this illustrate our lack of awareness of how broad trauma can be, it also shows how people can hold themselves back from growth because of the emotional impact that trauma can have, the fear of facing or reliving this trauma, and the fear of failure. Trauma exists on a spectrum, and the impact of far more serious trauma may be subtle, difficult to identify and have much wider behavioural and psycho-social impacts.

Building solid human foundations in young adults

Development science regarding brain functioning and activity has found that adolescence is a critical period for foundational skills development. A starting point to developing foundational skills is measuring what needs to be developed. Character strengths are habits that can be seen in the thoughts, feelings and actions of individuals⁵⁸.

There is growing evidence of the following developmental facts within neuroscience⁵⁹:

- Positive developmental experiences in early and middle childhood are critical to optimal foundational skills development in adolescence and young adulthood;
- Foundational skills and personality traits can be learnt;
- A complex combination of genetics and experience shapes the brain on a continuous basis. Experience and lived reality at all levels — physical, social, emotional and cognitive — are what trim neural circuits for more efficient thought;
- During adolescence, the brain is still a work in progress. Adolescents and young adults are in the process of developing executive function, which includes selective attention, long term planning, prioritizing, calibrating risk and reward, and regulation of emotion;

⁵⁶ Carter, P. & Blanch, A. (2019). *Stanford Social Innovation Review. A Trauma Lens for Systems Change*. Retrieved from https://ssir.org/articles/entry/a_trauma_lens_for_systems_change

⁵⁷ Youth Employment Funders Group. (2017, p.9). *What Works in Soft Skills Development for Youth Employment? A Donor's Perspective*.

⁵⁸ Park, N., & Peterson, C. (2009). *Character Strengths: Research and Practice*. *Journal of College and Character*, 10(4). <https://doi.org/10.2202/1940-1639.1042>

⁵⁹ Youth Employment Funders Group. (2017, p.8). *What Works in Soft Skills Development for Youth Employment? A Donor's Perspective*.

- Adolescents and young adults tend to be highly sensitive to, and motivated by, rewards in their social environment because of dynamic changes in brain structure during this period. They often exhibit more risk-taking behaviours as executive function is not fully developed;
- Young people who have experienced stress and trauma through exposure to extreme poverty, deprivation, violence and conflict earlier in life may experience greater challenges in developing executive functioning and self-regulation, i.e., managing emotions and impulses. However, these challenges can be overcome with positive developmental experiences; and
- In addition to the development of higher-order thinking, identity formation is the major developmental task for young adults. This includes becoming aware of who they are and what their offering to the world is, their strengths and preferences and making decisions about their educational pathways and employment.

It is also important to note that sometimes the development of foundational skills can come into conflict with traditional norms in patriarchal, autocratic and age-stratified societies. More conservative societies may erect barriers including, for example, against young women expressing self-assertiveness and goal-orientation, young men discussing emotional issues openly, or any youth speaking openly in the presence of elders. We believe South Africa, and likely the rest of the African continent, creates a hostile environment for young women specifically to interpret themselves in ways that defy the oppression and submissions of patriarchy. That is why it is crucial for youth development initiatives that include or focus on young women to employ an integrated approach to helping youth develop all dimensions of competence — socio-emotional, cognitive and behavioural— and these programs should understand the progressive nature of skills development throughout life. We should also be asking ourselves what initiatives we should be implementing that can shift the needle of patriarch, gender-based violence and other societal issues, among young men.

Our foundational development framework: **I** have it, **You** have it, **Youth** have it

The foundational development framework, in-line with our key guiding principles, proposes holistic development and support that can yield both an immediate benefit to the individual, but importantly also influence and affect the individual's long term trajectory towards a successful and fulfilled life.

The framework identifies three core constructs as imperative to the development process. We refer to these constructs “**I** have it”, “**You** have it” and “**Youth** have it” which translates into a development focus of “Self”, “Others”, and “The Collective, including the work and global context”. Within each of these constructs, we have drawn from models that are further detailed in the Appendix: the existing 5C model of indicators for Positive Youth Development (PYD), to enable us to categorise concepts, skills, and attributes for development. We have grouped the categories of the “Youth Development in Five C’s Model” according to their relevance within our construct as follows:



“I have it”
encompasses
Character and
Confidence;



“You have it”
encompasses
Connection and
Caring; and



“Youth have it”
encompasses
Competence.

All people have inherent value, are talented, and have a purpose to discover and enjoy. We believe that individual and collective purpose must be pursued, discovered and valued.

The relationship and detail of the constructs, as well as the categories, skills, and attributes of each, is illustrated in our model diagram are described in detail in the sections below.

Figure 1: Lucha Lunako Framework Development Areas integrated with the 5C Model





“I have it”

The development of Self

The construct of “I have it” is a focus on holistic self-development that includes spiritual, emotional, intellectual, and physical development. Here, the focus lies in ‘character’ and ‘confidence’ development. In this context, character development refers to the process that allows a person to answer key questions centred around who they are, what they believe in, what they stand for and aligning their behaviour to that. This includes the process of forming attitudes and habits that can understand and respect societal and cultural rules that govern society. In turn, confidence development refers to the process of developing an individual’s self-confidence to the point where they can believe in themselves, take ownership of their life and take action to achieve their goals and direct their decisions.

Based on our experience of the current state of unemployment in South Africa, and the psychological effect of unemployment and socio-economic challenges in South Africa, we acknowledge and advocate that this construct will contain space for psychological support and even trauma counselling.

The key outcomes of development in the “I have it” include character and identity formation, positive self-concept and awareness, positive mindset and attitude, emotional maturity, personal wellness (physical, mental, spiritual and mental). To achieve these outcomes, the framework lists specific skills, attitudes, and behaviours under both the Character and Confidence categories.

The key outcomes include character and identity formation, positive self-concept and awareness, positive mindset and attitude, emotional maturity, personal wellness.



“You have it”

A mindset shift to the community within which we live, work, play and learn

The development of “You have it” is a focus to shift our mindsets to a world beyond ourselves. The construct investigates our relationship with communities around us and challenges us with a question of how we connect with others and to what extent we care enough to actively take part. As a category for development, “Connection” is described as the attributes involved in forming and strengthening positive bonds and relationships with people in various contexts, and successfully participating in these contexts. These contexts include, for example, families and communities, government and government departments, places of learning, and workplaces. In addition to connecting with our environments, we also challenge each other to “Care” – to develop feelings and an interest in helping others fulfill their needs and playing an active role in society.

The main objective of this construct is to foster healthy relationships with self and others, understanding and appreciating others’ feelings, understanding and appreciating others’ experiences within their frame of reference, civic contribution and awareness, and having and leveraging social capital.



“Youth have it”

The context of work and the general world within which we function

The final construct “Youth have it” moves to the youth themselves in the context of their workplace and the world in general, within which they function, including global systems, the interconnectedness of economies, and economic participation. This construct relies heavily on the actual skills necessary to navigate our lives through economic participation. We have sub-categorised the competencies into Basic, Functional, Technical, Workplace Readiness skills, and Career Building skills. The technical skills component is very simplistic as we have assumed that technical skills required to perform a certain task at place of work will be provided by the relevant “hosting” education institutions, sectors or workplaces.

Development becomes a progression from entry level work to building an aspirational career. We believe that the fast-changing world of work will require future generations to leapfrog, as Africa has done and continues to do, in their development in order to remain relevant in their economic offering. The Competence sub-categories allow us to imagine and re-imagine the requirements of the current and future world of work to more clearly map development pathways and project future competencies.

Lucha Lunako's "I have it, You have it, Youth have it" Youth Development Framework



I have it

The development of Self.

FOCUS AREAS

- Individual (self)

OBJECTIVE/OUTCOMES

- Positive self-concept and awareness
- Character and identity formation
- Positive mindset and attitude
- Emotional maturity
- Personal wellness (Physical, mental, spiritual and mental)

BUCKETS FOR DEVELOPMENT

Character

Developing a clear sense of who you are, what you believe in and what you stand for. This includes forming attitudes and habits that understand and respect societal and cultural rules.

Confidence

Believing enough in yourself to: take ownership of your own life, take action and achieve your own goal, and to direct your life for the better.

ACTUAL SKILLS NEEDED

- | | |
|------------------------------|--|
| • Identity | • Beliefs |
| • Purpose | • Financial savviness |
| • Talents and Strengths | • Proactive/self-motivation/takes action |
| • EQ and emotional awareness | • Assertive |
| • Values | • Positive self-concept |
| • Leadership | • Self-awareness |
| • Physical wellbeing | • Self-control and self-regulation |
| • Mental wellbeing | • Personal goal setting |
| • Spiritual wellbeing | • Personal hygiene and wellness |
| • Emotional wellbeing | • Personal branding |
| • Visioning | • Boundaries with self |
| • Resilience | • Self-Belief |
| • Adaptability | |



You have it

A mindset shift to the community within which we live, work, play and learn.

FOCUS AREAS

- Others (Community)

OBJECTIVE/OUTCOMES

- Healthy relationships with self and others
- Understanding and appreciating other's feelings
- Understanding and appreciating other's experiences within their frame of reference
- Civic contribution and awareness
- Having and leveraging social capital

BUCKETS FOR DEVELOPMENT

Connection

Forming and strengthening positive bonds and relationships with people in: families and communities, governments, places of learning, workplaces; and successfully participating in these environments.

Caring

Feeling concerned about being interested in helping others fulfill their needs, and playing an active role in society.

ACTUAL SKILLS NEEDED

- | | |
|--------------------------|----------------------|
| • Networking | • Servant leadership |
| • Relationship building | • Active citizenry |
| • Sense of belonging | • Pay it forward |
| • Social awareness | • Empathy |
| • Cultural awareness | • Community service |
| • Family concept | • Kindness |
| • Boundaries with others | |

Lucha Lunako's "I have it, **You** have it, **Youth** have it" Youth Development Framework



Youth have it

The contribution of the youth in the context of work and the world in general.

FOCUS AREAS

- Work
- World (Global Economy)

OBJECTIVE/OUTCOMES

- Work competence
- Relevant skills to apply
- Ability to translate skills into all life situations

BUCKETS FOR DEVELOPMENT

Competence

Having the necessary skills, abilities and behaviours: to secure and perform in a job, and develop a career. This includes having basic, functional, technical and workplace readiness skills; and ability to successfully apply them.

- 1. Basic** – Core skills required to become a functional adult.
- 2. Functional** – Skills that can be productively applied to achieve results.
- 3. Work readiness** – Non-technical and non-functional skills required to operate in the workplace and do your job.
- 4. Technical skills** – Knowledge-based skills needed to perform specific tasks, including industry or job specific tasks.
- 5. Career building skills** – The skills required to adapt to the world and build sustainable livelihoods and a future.

ACTUAL SKILLS NEEDED

1. Basic

- English literacy
- Maths literacy
- Numeracy literacy
- Technology literacy
- Computer literacy
- Financial literacy
- Entrepreneurial literacy
- Social media, social media awareness and etiquette
- How the world works/'The world and money' (Political awareness, economic awareness)

2. Functional

- Resourcefulness (Information gathering, filtering, analysing, scrutinizing)
- Time management skills
- Communication skills (body language, verbal, written)
- Decision making
- Active learning
- Dealing with conflict
- Creative thinking (lead into problem solving)
- Assessment of information
- Questioning, curiosity, thinking for yourself

3. Work readiness

- Team work and collaboration
- Presentation and public speaking

- Planning
- Organising
- Prioritising
- Career goal setting
- Getting things done (executing)
- CV writing
- Cover letter
- Interview preparation
- Navigating workplace dynamics
- Engaging with feedback
- Working with people
- Communication in the workplace
- Values and ethics in the workplace

4. Technical skills

- Critical thinking
- Analytical thinking
- Complex problem solving, reasoning and propensity to simplify.

5. Career building skills

- Management, strategy, execution
- Leadership and influence
- Persuasion and negotiation
- Ideation
- Innovation
- Global awareness
- Conflict resolution
- Responsible business practices

Programme practices for maximum effectiveness

In investigating best practices of youth development programmes, similarities can be traced to the operational structures that support successful programmes. We have drawn from practices we, or others, have qualitatively observed as best, as well as our own experience to formulate practical guidelines that we believe should influence operational and curriculum development decisions.

These practices offer general guidelines, as well as specific guidelines regarding support, learning, experience and exposure. Youth and skills development organisations can consider how to apply these practices for greatest impact, and businesses and organisations funding youth development should consider whether the initiatives they want to support have been designed for best success.

The use of recognised, relevant and reliable tools and partners to ensure quality outcomes

The right development tools and partners are essential to ensure high-quality outcomes. Tools and partners must be carefully evaluated to ensure the overall success of every intervention. In some cases, tools or partners may be accredited or certified, but given the nature of the foundational work to be done, it does not lend itself to accreditation. Monitoring and evaluation, using control groups, to ensure optimal outcomes, is advised, even required.

Holistic diagnostic and assessment

A variety of diagnostic and assessment tools must be used throughout the development process to gauge momentum and change. These assessments and tools must serve to facilitate a useful monitoring and evaluation process both for the individual, as well as the programme in general. These tools should also inspire change and development progress, and not be a burden.

Access to financial support and solutions

The financial implications for an individual trying to find employment or access education in South Africa are well known. The financial burden faced by youth in their daily lives tends to be a key consideration to why they want to enter development programmes, or stay the course within development programmes, and this cannot be ignored. Programmes should commit to providing access to financial solutions to support their participants, including but not limited to social grants, bursaries, scholarships, internship/learnership programmes and entry level jobs. These solutions need not be prescribed and can remain the prerogative of each programme to solve, however, the basic financial needs of (unemployed) youth must be addressed in both the general and case specific. If they are not, issues such as absenteeism and barriers to learning are likely to hamper impact goals. Having said this, however, a balance needs to be achieved, as some programmes report that

youth often enter programmes only for the financial incentive, and may be allowed to be absent from programmes and work place experience while still receiving their stipends. In cases where these programmes continue to pay youth whether they attend or not, it is clear that attendance becomes low and the purpose of the programme is not achieved.

Individual support structures

The complex local and global environments place enormous strain on youth to bridge gaps of inequality, education, skill, geography, provision for families, and an increasingly competitive global market. The burden of navigating these environments may have a severe effect on an individual's mental health and their ability to remain hopeful of finding a way through. It is our opinion that best practices include healthy support services that are (in many cases) compulsory (for at least a time period), frequent and consistent. These services include psychological support (therapy and counseling), career coaching, life-coaching, mentorship, peer-to-peer and community engagement, as well as a general hub of information on key contact points for assistance from various experts, institutes, or self-help (for example: local emergency helplines etc.) In addition, adult role models and family support is often a critical success factor for a young person.

Practical experience to implement skills being learnt

Evidence clearly shows that practical working experience is integral to the development of skills. Most commonly, practical experience would be in a work environment, however, it is key that employers and stakeholders acknowledge that skills can and are developed in a wide variety of practical circumstances, therefore experience outside of the formal workplace must extend to volunteering, entrepreneurship, simulated experience (only where appropriate) and household responsibilities where these experiences can produce similar learning opportunities.

Exposure as a tool for continued learning

Exposure to different elements of life cannot be underestimated as significant opportunities for individuals to learn. As a programme practice, we advocate for organised engagements that provide individuals with the opportunity to experience things they may not have experienced before, which may be a change in context, experience and/or narrative. These could include, but extend beyond, interprovincial and/or international exchanges, the arts and cultural experiences and/or dialogues and conferences. We believe this broadens one's perception of what is possible, develops and deepens broader perspective and builds confidence, without actively teaching those principles.

Action learning

If we are to understand the value of application as the true indicator of how deeply one had understood something, action learning is about encouraging, and even holding individuals accountable for, how much they apply and practice what they learn. We advocate for the process of learning through cycles of doing, reflecting and doing again. This promotes a culture where failure is not as threatening as it has been positioned to be and also encourages positive and iterative habit formation.

Combination learning

Because people are not standardised, the mediums through which they consume information, experiences and reality differ fundamentally. Combination learning is a tool for offering information repetitively through a variety of mediums, because it may embed in one form and not the other for an individual. This includes online learning, class interaction, facilitated learning and group work.

Alumni involvement (Linked-for-life)

This involves creating a space for alumni to remain connected to the development programme and receive continued support, as well as pay-it-forward by contributing to the development of future cohorts. Also, cultivating a culture where alumni feed back into the programme in various capacities, starts to build an internal body of role models. We anticipate that the alumni network can

play a key role in enabling and mobilising the scale of human interventions necessary to give full and broad-based effect to youth development work.

Social capital and opportunity-sharing networks

The concept of social capital is centred around having networks that have identified an individual's potential and are willing and able to make "investments" into this potential being realized. These investments can take the form of referrals and recommendations, information sharing about opportunities, access to opportunities, even directed mentorship and advice. It is also about providing the skill and opportunity for individuals to broaden the deposits that can be made to their social capital, including access to job searches, job matches, interviews and placements.

Non-linear nature of development

Regarding the progression of development through our framework, we believe that progress is not linear, and that technical development can, and should, run simultaneously alongside the foundational level skills within each construct. We do however propose that an increased focus on development within the "I have it" modules, leads to increased positive outcomes and sustainability in both the "You have it" and "Youth have it" modules, which is in line with our philosophy.

Technology as an enabler

In too many cases, particularly regarding the developmental aspects of South Africa, and in other developing countries, technology – both hardware and software – is regarded as a silver bullet to solutions and impact. While technology can be a powerful enabler for efficiency, innovation and scalable solutions, and there may be aspects which can be complementary to interventions, it cannot be a substitute for the face-to-face interventions demanded by the nature of human development, particularly in the areas of trauma, mental and psychological support, parental figures, mentors and peer-to-peer interventions. Programmes should therefore apply discernment as to the best place, time, and skills linked to development through technology. We also believe that in South African youth development contexts, technology is best positioned as a tool for efficiency, be it in big data management, monitoring and evaluation, and/or storytelling and experience sharing.

SECTION 6

Youth Development Re-imagined:

Pathways to Sustainable, Decent Work

Although it is our position that building more solid foundations and dealing with any trauma in South African youth who have been less able to do so during childhood is critically needed, this is not automatically going to resolve the youth unemployment challenge. The global and local economic outlooks are poor, South Africa already has one of the highest unemployment rates in the world⁶⁰, and youth unemployment is a particularly concerning challenge on the continent and around the world. The youth development ecosystem as a whole requires deep, intentional work, as well as targeted interventions focused on job linkages, self-employment, SMME funding and development, and entrepreneurship, if we are to make the necessary impact.

People earn
72% more
**WITH A TERTIARY
QUALIFICATION**



Define clear and practical pathways to Matric and further education that enable decent work in the long term

This would include the following interventions:

- Extensive development of pathways to sustainable employment, in a direct way, with the potential to build technical skills on the job.
- Development of indirect, longer term pathways, through a return to learning, be this completing Matric, pursuing vocational education as technicians or tradesmen, studying further at higher institutions and TVETs or obtaining degrees from Universities, with support to promote throughputs, prior to entering the workplace.

These interventions are critical because:

- Obtaining a Matric or Matric equivalency is a gateway to almost all sustainable job requirements and opportunities to further studies;
- Statistics indicate that people with tertiary qualifications earn an average of 72% more than those who do not have tertiary qualifications⁶¹;
- Only 2% of total unemployed persons are graduates, while 7.2% show other tertiary qualifications as their highest level of education⁶².

⁶⁰ <https://tradingeconomics.com/country-list/unemployment-rate>

⁶¹ Zurnamer, S. & Shivdasani, A. (2019, 29 June). Giraffe 2019 Salary Benchmark for Mid-Skilled Employees [blog]. South African junior - medium skilled salary benchmark. Retrieved from <https://blog.giraffe.co.za/giraffe-2019-salary-benchmark-for-mid-skilled-employees>

⁶² Quarterly labour force survey (QLFS) Q3, (2019). Stats SA. Retrieved from http://www.statssa.gov.za/?page_id=1854&PPN=P0211&SCH=7621

Expose youth to career guidance and possibilities beyond their frame of reference, in innovative ways that leverage technology

Many young people, when asked what their career aspirations are, oftentimes have difficulty conceptualizing what they want to pursue, often because of misconceptions they may have about particular career paths or a lack of exposure to broader possibilities. This is an area ready for technological disruption, with several innovative social enterprises already entering the marketplace.

Consider and map out the demand for jobs in South Africa by applying different lenses to the problem compared to traditional methodologies

This is a particularly complex area which needs radical intervention, not only through research, but also innovations in the way this issue is considered and addressed. With the economic growth projection for South Africa being low at 1.5% for 2019, increasing to 2.1% by 2021⁶³, and a generally accepted acknowledgement that the bulk of jobs are not going to come from big corporates, a bigger conversation needs to be had that bring together:

- The scope for SMME start-ups, early stage and growth businesses, and the policy shifts required from government to promote SMME growth and development.
- The funding for SMMEs, which is estimated at being between R86b to R346b⁶⁴, but isn't fully translating into accelerated job creation through these businesses
- Considerations for how the increase in jobs, particularly living wage jobs (rather than artificially created minimum wage jobs) will help to drive the need for basic needs and services among youth, which will in turn stimulate economic growth and create jobs.
- Considerations for how the growth of buying power from youth could help to stimulate township economies, which in turn would need to look to local businesses to develop to service needs; rather than the expansion of corporate services into townships, which is extractive in nature and will not create the same level of jobs.
- Considerations for what sectors and value chains within the economy have not been properly considered for job creation but, with a focused ecosystem approach aimed at bridging the divide between formal and informal economies, could create substantial jobs, mostly in the informal and township economies⁶⁵.

- Considerations about how the NGO and social enterprise sectors can provide much needed support work in rural, peri-urban and township areas, and how this could create entry level jobs supported through internal or external funding, including BEE interventions, done in a way that actually adds economic and social value.
- Considerations of the future of work, including the gig economy and the potential for individuals to work for themselves, remotely in South Africa or the broader African continent.

In our opinion, one of the biggest failures of compliance-based skills development programmes like corporate learnership programmes, is that they are not demand-led and linked to "real" job opportunities. They are based solely on supply-side incentives, and so do not have an impact-purview upfront.

⁶³ National Treasury Budget Review for South Africa. (2019). Retrieved from www.treasury.gov.za/documents/national_budget/2019/review/Prelims.pdf

⁶⁴ FinFind. (2017). Inaugural South African SMME Access To Finance Report. Retrieved from <http://accessstofinancereport.co.za/pdf/SA-SMME-Access-to-Finance-Report-2017-FINAL-VERSION-FOR-RELEASE-on-10-July-2018.pdf>

⁶⁵ Simanye thematic paper publication to ILO. (2018). Funding and Financing the Social Economy SWOT analysis.

SECTION 7

What next? A radical call to action

Youth are not only the inheritors of the future; they will also shape the future just by being in it. They will be the societal, business and family leaders of the future, who will shape norms and standards about various aspects of life and governance, so it is important to invest in them. However, they also are relevant and crucial to the present. Right now, they are shaping the future family structure depending on their experiences and beliefs about it. Right now, they are directly or indirectly influencing policy and government because of their unemployment, education and demographic statics. Right now, they face challenges of disengagement and low morale when reviewing their opportunities.

Therefore, youth development is not only crucial but also an urgent and necessary response by any stakeholder in South Africa, whether individual, government, corporate, or developmental organisation. It is our hope that readers of this publication will be impacted by our findings and moved to action to do something about the youth challenge that we are facing. We hope that organisations will use the findings and recommendations in this publication and apply them to their own interventions. Most of all, we hope that we can inspire individuals and organisations to work together to achieve deep impact in youth development and secure South Africa's sustainability and future.



Our call to action to you is to:

01

Youth organisations and funders to collaborate, open source and share and implement best practices

Collaboration is a buzz word that has become popular in more recent years. However, the NGO and social enterprise sectors, like commercial businesses, tend to work in silos, hold IP and knowledge to themselves, create their own content, compete for funding and compete for impact and recognition. If South Africa wants to turn its youth challenge into an opportunity for economic growth, poverty alleviation and possibly, inequality reduction, organisations, stakeholders, government and corporates need to truly work together. Best practices need to be implemented, tested and refined, and shared with others. Open sourcing of information, IP and programmes needs to become the norm not the exception, and individuals and organisations need to take a radical stand for solving youth unemployment.

02

Youth organisations and funders to find solutions to the issue of how to scale high touch interventions

High touch interventions in certain areas will be required for best success, but can be challenging and expensive to implement and scale. Additionally, skills development and training cannot all be implemented on an IT platform, and longer term interventions, which will be required where foundations are most lacking, typically require more infrastructure and more resources. It is critical that we are able to find the correct blend of solutions and find ways to do deep, intentional work as well as deliver at scale.

03

Youth organisations and funders to coordinate interventions based on best skills and capacity

There is an existing ecosystem of youth development programmes and stakeholders who have, in many cases, mastered specific areas, built strengths and expertise either in approach or methodology. However, collaboration and cross-sector interventions can address gaps within these existing programmes, and they can benefit, through partnerships with organisations or initiatives who have successfully honed a niche offering. Coordination and collaboration of this kind can strengthen the overall collective intelligence of interventions and increase the speed of learning and impact through the current development channels. Convening an ecosystem is highly complex and challenging but a start can be made by dividing the ecosystem into logical areas and convening small groups of organisations together to share knowledge and co-create practical solutions to real challenges.

04

Support an impartial ecosystem convener to lobby Government to streamline youth development policies, amend harmful BEE policies and review incentives

Sustainable solutions require full government backing and intervention. In addition to the steps that the government has already taken to start addressing youth unemployment, consistent and urgent policy reform and intervention must be prioritised. This includes a review of BEE practices that are harmful to, or disincentivise, the objective of assisting youth to leverage opportunities that provide decent jobs and sustainable careers, as well as enabling structures to move beyond politics towards a long term collective goal that fosters youth development at its deepest, most impactful, level.

For example, BEE policies incentivize vast numbers of learnerships, particularly SETA-accredited learnerships because of SETA and SARS rebates, to be implemented. It is our experience that these programmes offer little real benefit to learners, with the greatest benefit being potential access to the workplace itself – which is a poor return on cost in real terms. Furthermore, because of the make-up of the Skills Development scorecard, the practical implementation drives a focus on disabled learners, often to the detriment of able-bodied learners, which in turn drives

a “trade” in disabled learners. Even able-bodied learners are recycled through the system, possibly because of misaligned “absorption” incentives, which have only recently been changed and for the generic scorecard only. This drives the perception and understanding by youth that the learnership is a job, rather than a pathway to a job. In addition, a large number of learners are outsourced, and receive questionable workplace experience during their programme. SARS rebates and the need for “low cost absorption” drives the requirement from corporates that learners successfully finish their programmes, which creates a culture that learners do not even need to arrive to work in order to get paid, with limited consequences. On the other hand, we would also argue that youth are being exploited by being paid as little as R1,800 a month in dead-end opportunities, for corporates to tick BEE boxes. Finally, the focus on SETA learnerships, which are often the cheapest and easiest way for corporates to achieve BEE goals, comes at the price of being able to focus on long term, indirect career pathing through supporting tertiary education, because of the relative value of spend on bursaries versus spend on, and participation in, learnerships.

05

Youth organisations and funders to support a standardised approach to measuring impact and use this to inform iterations to youth interventions

There is a need for programmes to implement interventions incrementally and with agility in order to refine best practices, gain momentum, and contribute to the overall youth development body of knowledge. The refinement of interventions must be accompanied by a considered monitoring, evaluation and measurement framework that can provide programmes with meaningful feedback to correct their own biases and increase their capacity for success. To this end, developing a framework for youth development measurement and reporting with a few key measures that are agreed and adopted across the ecosystem will foster benchmarking, best practice sharing and provide consistent data and comparable results. This furthermore allows programmes to scale and replicate success at a manageable price point.

06

Youth organisations and funders to stop building new infrastructure and rather to leverage existing infrastructure in townships and rural areas

In order to increase capacity for impact, programmes and initiatives can leverage existing informal economies, as well as promote the creation of alternative economies. We know that there lies enormous talent within the unemployed youth in South Africa. These talents and strengths can be creatively utilised to leverage new, and existing informal economies that will expand the traditional notion of economic participation and contribute to the economic growth of the country. There is also an enormous opportunity for meaningful employment in servicing the population, which is growing exponentially, even in just servicing these people in the future via, teachers, nurses, digital support – the list is endless.

07

Funders to support and learn from additional pragmatic, not just academic, research and publications with fewer preconceived ideas about what to focus on and how to do it

Research and publications are labour intensive and therefore require significant funding. The need for funding, and specifically funders that understand, appreciate, and support the focus on long term impact, remains critical. There is a need for much more research into youth

development in South Africa and there is also an enormous opportunity for collaboration in different areas of research. We should all be focused on driving and supporting research towards meaningful insight, and guard against personal or organisational agendas. Finally, a balance is required between academic and practical research, with a focus required on what works on the ground, rather than what works in theory.

08

Youth organisations to ask critical questions, shift mindsets and interrogate motivations

We should challenge ourselves, and everyone in the ecosystem, to check if the problem being solved is youth development – or if we are aiming for policy compliance that generates profits for astute shareholders and investors. In addition, we should guard against the mindset that any one organisation has all the answers and all the solutions to the youth development challenge, or that any one approach, even if it achieves impact, is the best approach, or only, approach. We should also be willing to ask whether interventions are achieving value-for-money impact, and if root cause, systemic issues are being addressed, versus symptoms. Typically, we can expect that many different interventions across a spectrum are required, and that there is space for a wide range of organisations to contribute meaningfully in the ecosystem.

09

The ecosystem should create transparency and visibility to what is working and what isn't, enabling funders to support innovations and impact in youth and skills development

The successful innovation of initiatives will be supported by a body of knowledge that contains meaningful insights from experience. The collective intelligence of the ecosystem is strengthened through information sharing and creating opportunities to learn from experts. The willingness of stakeholders in youth development seems to be pro-collaboration, however the vehicles and platforms to enable meaningful interaction remain underdeveloped or non-existent. Without a transparent view of the current state of success and failure, meaningful interventions for improvement cannot be designed. Furthermore, a transparent view of meaningful data can unlock a base from which innovation can be driven.

This does not only imply the celebration of success, but also the failures, learning from each other, and ties in well with the ecosystem view and agreed measurements mentioned earlier.

The South African youth development mission is urgent and will be ongoing. It will require open minds, willing contributors, and servant leadership. It will demand the exchange of egos and intellectual property for humility and collaboration. It will entail facing uncomfortable truths, challenging assumptions and considering inconvenient answers to the questions we ask. In order to meaningfully shift the needle of this mammoth task, we will need to go deeper and be willing to learn from each other and the youth we are working with. We must be willing, and able, to innovate and to try solutions that fail.

As Oliver R Tambo once said,
“The children of any nation are its future. A country, a movement, a person that does not value its youth and children does not deserve its future.”

SECTION 8

Annexure:

Development Models Considered



Overview of the frameworks for Foundational Skills in Youth Development Programmes

Globally, various development frameworks advocate for holistic development of youth. Within this spectrum, many organisations acknowledge that, beyond eliminating problems, young people need skills, knowledge, and a variety of other personal and social assets to function well during adolescence and adulthood. The organisations we interviewed agreed that these approaches to developing foundational skills echoed what they were trying to achieve in their own programmes.


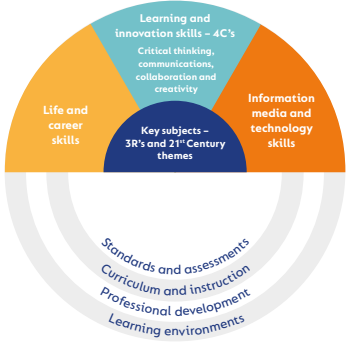

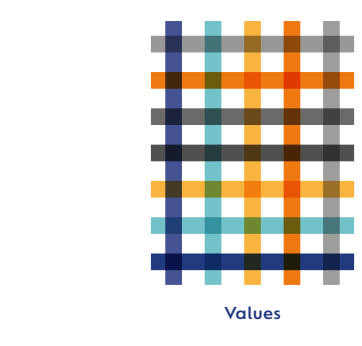
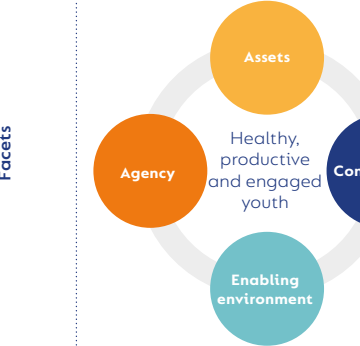
We investigated and reviewed frameworks which we believed could be adapted for the purposes of creating a holistic human foundational framework within a South African context. Our main criteria were to find existing frameworks that could provide broad and holistic guidance to successful foundational youth development.

The table below sets out a comparison of the most useful frameworks we investigated for youth development – particularly those focused on foundational development. This is followed by further detail on each of the approaches.

With consideration of the frameworks available and having taken into account the practical experience of the programme operators that we interviewed, we chose to incorporate and adapt the PYD 5C's approach as the overarching architecture to our own framework. The main reasons for this were the alignment of philosophy to Positive Youth Development, the simplicity of the framework, and its capacity to broaden in different contexts as well as assisting an individual in holistic development.

The sections thereafter provide more detail around some of these frameworks.

YOUTH EMPLOYMENT FUNDERS GROUP	PARTNERSHIP FOR 21ST CENTURY LEARNING	ECONOMIC PSYCHOLOGY	VALUES IN ACTION	POSITIVE YOUTH DEVELOPMENT	SCS OF YOUTH DEVELOPMENT
Model summary					
Focus on core skills while taking a holistic view	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.	Individual life-course is determined by cognitive, non-cognitive and environmental influences	Focuses and enhances the core attribute of each individual to help realise their full potential and lead a fulfilling life.	The PYD theory, is that each individual holds considerable resilience and enormous potential – they are naturally competent and inclined to prosocial engagement.	Focuses not on “fixing” behaviour problems, but building and nurturing all a child’s beliefs, behaviours, knowledge, attributes and skills. The result should be a healthy and successful childhood – leading to a healthy and successful adulthood.
Main theme					
Attitudes	Skills	Cognitive skills (3 levels)	Wisdom and knowledge	Assets	Beliefs
Behaviours	Knowledge	Non-cognitive skills	Courage	Agency	Behaviours
Personal qualities	Expertise		Humanity	Contribution	Knowledge
Mindsets	Support system		Justice	Enabling environment	Attributes
Skills			Temperance		Skills
			Transcendence		
Focus areas					
Positive self-concept	Critical thinking and problem solving	Self-perception (locus of control and self-efficacy)	Hope	Physical and psychological safety	Cognitive and behavioural competence
Self-control	Communication and collaboration	Socio-emotional skills	Kindness	Appropriate structure	Confidence
Communication	Collaboration	Motivation	Social intelligence	Supportive relationships	Positive social connections
Social skills	Creativity and innovation		Self-control	Opportunities for belonging	Character
Higher-order thinking (problem-solving, critical thinking and decision-making)	Information literacy	Mental health	Perspective	Positive social forms	Caring
	Media literacy			Support for efficacy and mattering	Contribution to society (secondary element)
	Information Communication and Technology (ICT) Literacy			Opportunities for skills building	
				Integration of family, school and community efforts	
Success factors					
Successfully navigate their own environment	Flexibility and adaptability	Self-productivity	Strength of character assists young people in thriving and defend against the negative effects of stress and trauma by preventing or limiting the impact of these issues.	Program goals that seek to promote positive development, even when striving to prevent problem behaviours.	A positive sense of self

YOUTH EMPLOYMENT FUNDERS GROUP	PARTNERSHIP FOR 21ST CENTURY LEARNING	ECONOMIC PSYCHOLOGY	VALUES IN ACTION	POSITIVE YOUTH DEVELOPMENT	SCS OF YOUTH DEVELOPMENT
Work well with others	Initiative and self-direction	Dynamic complementarity	Furthermore, these strengths of character contribute to life satisfaction, which is an indicator of personal well-being, as well as the fulfilment and flourishing of young people.	A program atmosphere that supports positive relationships with adults and peers, empowers youth, communicates expectations for positive behaviour, and provides opportunities for recognition.	Self-control
Perform well	Social and cross-cultural skills			Program activities that allow participants to build skills, engage in real and challenging activities, and broaden their horizons.	Decision making skills
Achieve goals	Productive and accountability				Moral system of belief
	Leadership and responsibility				Pro-social connectedness
Implications for YD design					
Ensure learning environments are structured to build soft skills. All youth programs should implement the foundational elements that research and practice have demonstrated as critical for youth soft skills development and learning. These include active learning opportunities in safe environments, meaningful relationships with adults and an appreciation for the breadth of soft skills and how to foster them.	Outcomes are reached on the basis of solid foundation or support system that includes new revitalised and Re-imagined standard, assessments, curriculums and instructions, professional development, and learning environments.	It is possible to influence non-cognitive skills more and this will have a marked impact on the development of our youth.	Ability to make difficult ethical choices and decisions	Incorporating a PYD approach during program design using indicators of positive development to evaluate the program can help to assess trends in positive outcomes over the life of a project.	
			Contemporary and community role-models		
			Positive peer pressure		
			Learn by doing not telling		
Source	https://youtheconomicopportunities.org/sites/default/files/uploads/resource/YERG_What%20works%20in%20soft%20skills%20development%20for%20youth%20employment.pdf	http://static.battelleforkids.org/documents/p21/P21_Framework_Definitions_New_Logo_2015_9pgs.pdf	https://www.viacharacter.org/character-strengths	https://www.youthpower.org/positive-youth-development-pyd-framework	http://icanaz.org/the-5cs-of-positive-youth-development
					

Youth Employment Funders Group⁶⁶

The Youth Employment Funders Group (YEFG) classify skills, attitudes, behaviours and personal qualities as the main themes within the term 'soft skills' that influence successful outcomes in the different situations individuals face. According to YEFG, mastery of these skills allows individuals to successfully: navigate their own environment; work well with others; perform well, and, achieve their goals.

The main focus area of the framework identifies that there are certain traits that must be cultivated and nurtured for successful and holistic human development. The main traits in the framework, are included in the list below.

- Executive functioning, decision making and critical thinking
- Attitude, identity formation and higher order thinking
- Self-regulation/control, positive habits and habit formation
- Self-efficacy – their belief that they can achieve their goals
- Leadership and goal orientation
- Positive self-concept, Self-motivation, self-confidence and self-advocacy
- Responsiveness and Time Management
- Resilience, deepening awareness, understanding, commitment
- Communication
- Creativity

Specifically applied to the Youth

The YEFG suggest that soft skills development should focus on the following sets of skills: Positive self-concept; Self-control; Communication; Social skills and Higher-order thinking (problem-solving, critical thinking and decision-making)⁶⁷.

⁶⁶ Youth Employment Funders Group (2017). *What Works in Soft Skills Development for Youth Employment? A Donor's Perspective.* (Youth Employment Funders Group, 2017)

⁶⁷ Youth Employment Funders Group (2017). *What Works in Soft Skills Development for Youth Employment? A Donor's Perspective.*

Figure 9: The foundational skills ecosystem (Youth Employment Funders Group, 2017, p.12)



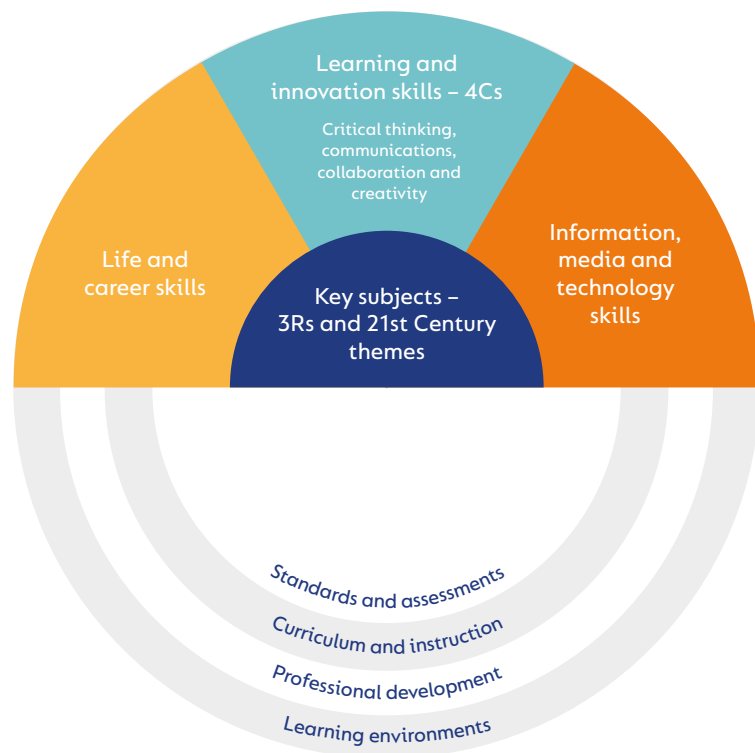
P21 framework for 21st century skills⁶⁸

The Partnership for 21st Century Learning is an American framework that was developed through input from educators, education experts and business leaders for the skills, knowledge, expertise, literacies and the support systems they deem crucial for youth to succeed in the 21st century.

Focus Areas of the Framework

The figure below illustrates the framework developed by P21 (2009). The coloured rainbow represents the student outcomes that need to be achieved within an educational and developmental support system.

Figure 10: P21 framework for 21st century skills



According to the P21 framework, key subjects at school should include the Interdisciplinary Themes of: Global awareness; Financial literacy; Economic literacy; Business literacy; Entrepreneurial literacy; Civic literacy; Health literacy; and Environmental literacy. The Learning and Innovation Skills outlined by P21 include '4C's' which are noted as important to dealing with the increasing complexity that youth will face in future. These 4C's are:

- 1. Critical thinking and problem solving:** reason effectively; use systems thinking; make judgements and decisions; and solve problems.
- 2. Communication:** communicate clearly and effectively.
- 3. Collaboration:** collaborate with others.
- 4. Creativity and Innovation:** think creatively; work creatively with others; and implement innovations.

The Media and Technology Skills classified by P21 include:

- Information literacy:
 - Access and evaluate information; and Use and manage information.
- Media literacy:
 - Analyse media; and Create media products.

- Information Communication and Technology (ICT) Literacy
 - Apply technology effectively.

Success based on these skills

P21 identifies the following life skills and traits as key to successfully navigate the complexities of life and work environments:

- Flexibility and adaptability - adapt to change and be flexible.
- Initiative and self-direction - manage goals and time, work independently and be a self-directed learner.
- Social and cross-cultural skills – interact effectively with other and work effectively in diverse teams.
- Productivity and accountability – manage projects and produce results.
- Leadership and responsibility – guide and lead others, and, be responsible to others.

The P21 Framework states that the abovementioned outcomes are reached on the basis of a solid foundation or support system that includes new revitalised and Re-imagined standards, assessments, curriculums and instructions, professional development, and learning environments.

⁶⁸ P21 Framework for 21st Century Learning. <https://www.battelleforkids.org/> (originally www.p21.org).

Economic Psychology⁶⁹

Definition and Main Themes

According to Egan, Daly and Delaney⁷⁰ there are certain childhood psychological predictors for lifelong economic outcomes. The two broad categories include cognitive and non-cognitive skills.

Focus Areas of the Framework

Cognitive skills can be described in three levels⁷¹, namely:

- Base (Level 1) - general intelligence (G);
- Mid (Level 2) - processing speed, fluid and crystallised intelligence, general memory, learning; and,
- Top (Level 3) - mathematical and lexical knowledge, reading speed and comprehension, listening and communication ability, working memory capacity.

Non-cognitive skills include, but are not limited to:

- **Self-perception**
 - A youth's belief about the effect of their actions on themselves and others, and the general environment around them. This is influenced by locus of control and self-efficacy (defined below).

- › **Locus of control.** A person's beliefs regarding their influence or ability to control events around them. "A person who believes in their own ability to affect change" is described as having an internal locus of control.
- › **Self-efficacy:** The extent to which an individual believes in their own ability to complete a task or meet their goals.

- **Socio-emotional skills**

"The ability to understand and manage emotions, set and achieve goals, feel and show empathy for others, hold positive relationships, and make responsible decisions"⁷².

These attributes include performance through an improvement of the individual's ability to adjust their behaviour to the requirements of their surroundings, for example classroom behaviour. These skills can be developed through socio-emotional learning (SEL) programmes.

- **Motivation**

Specifically, intrinsic motivation, which are the internal reasons one uses to act or behave with other people.

- **Mental health**

Cognitive and non-cognitive skills are developed in children and youth through their parents, schools, environment, their health and their own efforts.

Individual life-course is determined by cognitive, non-cognitive and environmental influences.

Success based on these skills

Two main concepts come into play with development of cognitive and non-cognitive skills which could positively or negatively impact the individual going forward:

- Self-productivity: skills-beget-skills, meaning an individual keeps on building on base skills from early childhood
- Dynamic complementarity: meaning skills learnt at one stage of life increases the next level of skills that can be learnt

In general, non-cognitive skills seem to be more malleable than cognitive skills, although both can be developed.

Values in Action

Definition and Main Themes

The Value in Action (VIA) classification was formulated to assist with the question of: How can good character be encouraged in young people?⁷³ Development of good character in this sense, is described as a family of well-developed positive traits that assist an individual towards a psychological good life in the midst of the problems they may face.

Focus Areas of the Framework

Many educational programmes focus (rightly) on skills such as critical thinking which allow individuals to achieve their goals, but do not focus on the character skills and traits that allow them to do the right thing. According to research, character strengths, when exercised, not only thwarts potential undesirable life outcomes, but act as important markers and contributors to healthy life-long development⁷⁴.

Strength of character includes:

- Hope
- Kindness
- Social intelligence
- Self-control
- Perspective

⁶⁹ Egan, M., Daly, M., & Delaney, L. (2017). *Childhood Psychological Predictors of Lifelong Economic Outcomes. Chapter 21 of Economic Psychology*. Ranyard, R. (2017). Wiley & Sons: Hoboken: USA & The British Psychological Society: West Suxxes, UK.

⁷⁰ Egan, M., Daly, M., & Delaney, L. (2017). *Childhood Psychological Predictors of Lifelong Economic Outcomes. Chapter 21 of Economic Psychology*. Ranyard, R. (2017). Wiley & Sons: Hoboken: USA & The British Psychological Society: West Suxxes, UK.

⁷¹ Carrol (1993) as cited by Egan, M., Daly, M., & Delaney, L. (2017). *Childhood Psychological Predictors of Lifelong Economic Outcomes. Chapter 21 of Economic Psychology*. Ranyard, R. (2017). Wiley & Sons: Hoboken: USA & The British Psychological Society: West Suxxes, UK.

⁷² CASEL (2015) as cited by Egan, M., Daly, M., & Delaney, L. (2017). *Childhood Psychological Predictors of Lifelong Economic Outcomes. Chapter 21 of Economic Psychology*. Ranyard, R. (2017). Wiley & Sons: Hoboken: USA & The British Psychological Society: West Suxxes, UK.

⁷³ Park, N., & Peterson, C. (2009). *Character Strengths: Research and Practice. Journal of College and Character*, 10(4). <https://doi.org/10.2202/1940-1639.1042>

⁷⁴ Botvin, Baker, Dusenbury, Botvin & Diaz (1995); Colby & Damon (1992); Greenberg (1997) as cited by Park, N., & Peterson, C. (2009). *Character Strengths: Research and Practice. Journal of College and Character*, 10(4). <https://doi.org/10.2202/1940-1639.1042>

Figure 2: VIA (Park, 2009, p.45)

- 1 Wisdom and knowledge**
Cognitive strengths that entail the acquisition and use of knowledge
creativity | curiosity | open-mindedness | love of hearing | perspective
- 2 Courage**
Emotional strengths that involve exercise of will to accomplish goals in the face of opposition, either external or internal
honesty and authenticity | bravery | perseverance | zest
- 3 Humanity**
Interpersonal strengths that entail “tending and befriending” others
kindness | love | social intelligence
- 4 Justice**
Civic strengths that underlie healthy community life
fairness | leadership | teamwork
- 5 Temperance**
Strengths that protect against excess
forgiveness | modesty | prudence | self-regulation
- 6 Transcendence**
Strengths that build connections to the larger universe and provide meaning
appreciation of beauty | gratitude | hope | humour | spirituality and religiousness

As Oliver R Tambo once said,
“The children of any nation are
its future. A country, a movement,
a person that does not value
its youth and children does not
deserve its future.”

The VIA consists of six broad sets of virtues that hold attributes or ‘strengths of character’ that are generally agreed upon as being good for a person. The figure below illustrates classifications of the six virtues.

Some Key Lessons:

Some key lessons from reviewed literature⁷⁵ in engaging the VIA include that the approach to educating youth should not merely be telling youth what to do, but rather assisting youth to learn how to make difficult ethical choices and decisions. Key lessons are listed below.

- Young people learn from and show a preference for learning from life experiences. Experiential learning is therefore key. An example from the research was that when studying the character strength of equity/fairness, for example, the young people could visit a local court hearing, or watch a rerun of a famous court trial on television, and then discuss their ideas about the characteristics of a fair judge.
- Traits are often seen as interdependent, therefore steer away from a “flavour of the week” approach. This agrees with Park and Peterson’s (2009)⁷⁶ statement that character is plural, not singular.

- Provide contemporary role-models, and, provide examples of role-models in their community that exemplify character traits in a specific way.
- Peer influence can be a positive force. Use positive peer pressure for community and support through group discussions.
- Formal lessons on what the character traits mean can be beneficial to define a basic language and understanding in order to avoid misunderstanding concepts, for example humility vs humiliation, also within the contexts of cultural and gender stereotypes.
- The core concept is to enable youth to be able to grapple with these questions and make decisions for themselves.

Success based on these skills

There is a growing base of evidence that concludes that strength of character assists young people in thriving and defend against the negative effects of stress and trauma by preventing or limiting the impact of these issues. Furthermore, these strengths of character contribute to life satisfaction, which is an indicator of personal well-being; as well as the fulfilment and flourishing of young people.

75 Steen, T. A., Kachorek, L. V., & Peterson, C. (2003). Character Strengths among Youth. *Journal of Youth and Adolescence*, 32(1), 5–16. <https://doi.org/10.1023/A:1021024205483>; Park, N., & Peterson, C. (2009). Character Strengths: Research and Practice. *Journal of College and Character*, 10(4). <https://doi.org/10.2202/1940-1639.1042>

76 Park, N., & Peterson, C. (2009). Character Strengths: Research and Practice. *Journal of College and Character*, 10(4). <https://doi.org/10.2202/1940-1639.1042>

Positive Youth Development (PYD)

Definition and Main Themes

Historically, youth development has found it easier to identify what youth should not be involved in, such as drugs, rather than what a positive model for youth development is⁷⁷. The Positive Youth Development (PYD) model theorises that for positive development to occur, the strength of youth must be aligned systematically with positive growth promoting resources. The model was predominantly investigated with youth of school going age.

The overarching theme of the PYD theory is, that each individual holds considerable resilience and enormous potential – they are naturally competent and inclined to prosocial engagement⁷⁸. Essentially, the youth themselves are primary agents of their own development. PYD suggests that programmes that focus on the deficits of youth, rather than their development potential, limit the development capacity of individuals.

Focus Areas of the Framework

According to PYD, the development focus should be on the talents, strengths, interests and future potential that individuals hold, instead of problems they may have

encountered. The focus should include the building of resilience, plasticity, and capacity⁷⁹.

Youth require positive opportunities and support systems for growth, which include: positive relationships with caring adults, challenging experiences, as well as skill-building opportunities. The PYD framework refers to ‘developmental assets’ that youth poses, or have at their disposal, for development and growth. These development assets include: external factors (such as family support, neighbourhoods, schools, adult role-models, community influences, community expectations for youth behaviour, religious community etc.), as well as internal factors (such as commitment to learning, positive values, sense of purpose, and positive identity⁸⁰).

Physical and psychological safety, appropriate structure, supportive relationships, opportunities for belonging, positive social norms, support for efficacy and mattering, opportunities for skills building, and the integration of family, school, and community efforts are mentioned as eight elements or settings that are necessary for positive developmental⁸¹.

77 Bowers, E. P., Li, Y., Kiely, M. K., Brittain, A., Lerner, J. V., & Lerner, R. M. (2010). The Five Cs model of positive youth development: A longitudinal analysis of confirmatory factor structure and measurement invariance. *Journal of Youth and Adolescence*, 39(7), 720–735. <https://doi.org/10.1007/s10964-010-9530-9>

78 Damon, W. (2004). What Is Positive Youth Development? *The Annals of the American Academy of Political and Social Science*, 591, 13-24. Retrieved from <http://www.jstor.org/stable/4127632>

79 Roth, J.L., & Brooks-Gunn, J. (2016). Evaluating Youth Development Programs: Progress and Promise. *Appl Dev Sci*. 2016; 20(3): 188–202. doi:10.1080/10886691.2015.1113879.

80 Damon, W. (2004). What Is Positive Youth Development? *The Annals of the American Academy of Political and Social Science*, 591, 13-24. Retrieved from <http://www.jstor.org/stable/4127632>; Steen, T. A., Kachorek, L. V., & Peterson, C. (2003). Character Strengths among Youth. *Journal of Youth and Adolescence*, 32(1), 5–16. <https://doi.org/10.1023/A:1021024205483>

81 Eccles and Gootman (2002) as cited by Roth, J.L., & Brooks-Gunn, J. (2016). Evaluating Youth Development Programs: Progress and Promise. *Appl Dev Sci*. 2016; 20(3): 188–202. doi:10.1080/10886691.2015.1113879.

Success based on these skills

Youth that exhibit more developmental assets show fewer problems, and also more evidence of thriving, which is measurable in terms of school success, leadership, helping others, and physical health. According to Positive Youth Development, mentors also play an important role in facilitating youth agency by providing required support.

Implications for youth program design:

In this model, the defining aspects of a youth development program include:

- Program goals that seek to promote positive development, even when striving to prevent problem behaviours;
- A program atmosphere that supports positive relationships with adults and peers, empowers youth, communicates expectations for positive behaviour, and provides opportunities for recognition; and
- Program activities that allow participants to build skills, engage in real and challenging activities, and broaden their horizons.

Impact of external development assets on program design:

An interesting point mentioned on external development assets, is the reciprocal concept of the community's expectations for youth behaviour. Some commentary has raised the point that youth should be made aware that

their community also has an expectation of what the youth themselves can give back and contribute to society. The argument is made that giving back, or making a contribution, is not only important because society needs their gifts and talents, but that hearing and meeting these expectations of society is important to one's own character development.

External development assets also include religious faith. The inclusion of this element is based on development studies showing that religious faith and a strong spiritual self are likely to deter individuals from risk behaviour and also increase prosocial behaviour. The concept is linked to a person's moral identity and the use of the moral beliefs that a person defines when answering the question to themselves of "the kind of person I am" or "the kind of person I want to be"⁸². Studies have shown that fostering a positive sense of moral identity should be an essential element of a positive youth development approach. Character education and community service are vehicles that promote moral identity through engagement with self and others. Similarly, civic identity is closely associated with moral identity and acquired through a similar process where experiences promote a sense of personal identification with one's civic society which allows the individual to set aspirations for involvement⁸³.

Impact of internal development assets on program design:

It seems human motivational systems energises their own development. Some research suggest that motivational constructs are firstly reflective (intrinsic, internal, self-motivation). Secondly, that people are most motivated to take on challenges when they experience ownership of what they are doing, meaning, when they perceive themselves as agents of their actions⁸⁴.

Obstacles and challenges relating to youth development:

The following elements provide obstacles to youth development⁸⁵:

- **Intrinsic motivation** fluctuates based on circumstances and environments. For example, perceived ownership can influence intrinsic motivation;
- **Competing motivations** such as avoidance of pain, stress, threats of safety, or more attractive extrinsic motivations affect intrinsic motivation. Growth is less urgent in terms of Maslow's hierarchy of needs;
- **Environments** that youth live in interfere with intrinsic motivation and development. These include normal youth distractions, such as media and peers, but also higher risk factors such as poverty, abuse,

dangerous neighbourhoods, and low-quality schools.

- **Self-regulatory skills** to maintain effort, as well as agency over tasks. Youth have a tendency to become overwhelmed or bored.

Another challenge is the process of balancing ownership and guidance. A major challenge for development programmes is to allow youth the ownership of their own development, with sufficient guidance so that they remain intentional of their development and do not go off-track from the intended outcomes of the interventions. Mentor programmes as well and youth development programmes struggle with the balance of creating too much structure versus creating too little structure for development through ownership. The balance includes answering the following questions⁸⁶:

- When should the intervention set firm boundaries and when to be flexible?
- When do you support a youth's goals and when do you challenge them?
- How do you grant youth choice and autonomy without putting them at risk?
- When do you listen and be empathic, and when do you give your own point of view?
- When do you let youth learn from their mistakes?

82 Damon, W. (2004, p.23). What Is Positive Youth Development? *The Annals of the American Academy of Political and Social Science*, 591, 13-24. Retrieved from <http://www.jstor.org/stable/4127632>

83 Damon, W. (2004, p.23). What Is Positive Youth Development? *The Annals of the American Academy of Political and Social Science*, 591, 13-24. Retrieved from <http://www.jstor.org/stable/4127632>

84 Damon, W. (2004, p.23). What Is Positive Youth Development? *The Annals of the American Academy of Political and Social Science*, 591, 13-24. Retrieved from <http://www.jstor.org/stable/4127632>

85 Larson, R. (2015). POSITIVE YOUTH DEVELOPMENT, WILLFUL ADOLESCENTS, AND MENTORING. *Journal of Community Psychology*, 34(6), 677-689. <https://doi.org/10.1002/jcop>

86 Larson, R. (2015). POSITIVE YOUTH DEVELOPMENT, WILLFUL ADOLESCENTS, AND MENTORING. *Journal of Community Psychology*, 34(6), 677-689. <https://doi.org/10.1002/jcop>

Youth Development in Five C's

Both the PYD framework as well as others refer to the 5C's of youth development. These 5C's (competence, confidence, connection, character and caring) with definitions are listed in the figure below. Competence can be defined as mastery of key developmental tasks that signal effective adaptation within a particular life stage and as determined by a specific historical and cultural context⁸⁷.

Aspects of these Core Competencies are described in more detail below⁸⁸:

A positive sense of self

- **Self-awareness.** This Includes self-descriptions and self-stories for a coherent story. Self-awareness includes an accurate assessment of physical, psychological and behavioural attributes that set the 'who I am' up for 'who I can become'. This assists with constructing future possible selves and setting important life goals;
- **Agency.** 'Volition over self-generated acts' – this means the drive to take action for self. The basis for self-efficacy is the realisation that the self is an active, independent agent, just as others are active independent agents in their own lives. Furthermore, in the absence of self-efficacy for positive events, such as believing that you can get good grades, individuals may build self-confidence in their capabilities for negative events – an apt example being bullying.

- **Self-esteem.** Individuals gravitate towards activities that increase their self-esteem – it may be positive as in the case of academics, sports, or art, but in the absence of a positive domain may also divert to the negative (for example power and aggression which may gravitate towards gang activity). It is important to navigate healthy ways of building self-esteem and not just using positive contingencies in socially acceptable ways.

Self-control

- This includes following rules that may rather be disobeyed
- A prime example being inhibiting the need for immediate gratification.
- Two further components of self-control are:
 - regulation of behaviour
 - emotional regulation of one's internal state and feelings
 - behaviour regulation
- Self-control is a pre-requisite for goal orientated behaviour.
- Adolescent self-control can be measured by goal setting and goal pursuit.

Decision making skills

- Daily and long term decisions that affect a young person's current and future opportunities, which include social information processing.

- Decision theory is about listing choices, identifying consequences, and evaluating the consequences.
- It also relates to responsible and irresponsible behaviour and maturity of judgement, specifically;
 - **Responsibility** - self-reliance and autonomy
 - **Perspective** – concern about consequences and impact on others, and
 - **Temperance** – self-control.

Moral system of belief

- This refers to the internalized beliefs about how people in a society should behave in relation to others.
- Moral identity describes what the individual believes – when an individual endorses a moral course of action and believes that it is essential to their identity, they should act according to that belief.
- Pro-social connectedness is a sense of belonging, engagement, mattering, and being attaching or bonding with a community.

This refers to the internalized beliefs about how people in a society should interact and connect.

Spiritual well-being

Spiritual wellbeing⁸⁹, and the sense of peace and satisfaction that an individual has with their life, and their engagement with God and spiritually is suggested as an important inquiry any individual must make for themselves. One may understand spiritual well-being to be an experienced outcome, and therefore can be important to health and welfare services offered to individuals. Young people may not respond to words that describe spirituality, religiosity, or be able to talk easily about their spiritual well-being, however, they may recognise their level of spiritual well-being in terms of their satisfaction with life or the peace they experience in life. In health care interactions with young people, inquiring about peace or satisfaction with life the young person is feeling may facilitate conversations on spiritual matters.

⁸⁷ Guerra, N. ., & Bradswah, C. . (2008, p.5). *Linking the Prevention of Problem Behaviors and Positive Youth Development: Core Competencies for Positive Youth Development and Risk Prevention. NEW DIRECTIONS FOR CHILD AND ADOLESCENT DEVELOPMENT, 122, 1-17. https://doi.org/10.1002/cd*

⁸⁸ Guerra, N. ., & Bradswah, C. . (2008, p.5). *Linking the Prevention of Problem Behaviors and Positive Youth Development: Core Competencies for Positive Youth Development and Risk Prevention. NEW DIRECTIONS FOR CHILD AND ADOLESCENT DEVELOPMENT, 122, 1-17. https://doi.org/10.1002/cd*

⁸⁹ Smith, L., Webber, R., & DeFrain, J. (2013, p.10). *Spiritual Well-Being and Its Relationship to Resilience in Young People: A Mixed Methods Case Study. SAGE Open, April-June 2013: 1-16. DOI: 10.1177/2158244013485582. sgo.sagepub.com*
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SECTION 9

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About Simanye

Simanye is a niche business specialising in Broad-based Black Economic Empowerment, economic development, social enterprise business models, early stage impact investing, and the design and implementation of a range of integrated sustainable development strategies, such as economic and community development, supplier and enterprise development and corporate social responsibility. Simanye also carries out global and local research in all of these areas, and has contributed to a number of studies and research papers in this regard.

In addition to its advisory work, it is focused on impact investing and venture philanthropy of high impact and high innovation social enterprises. Due to the high risk and early stage nature of the work, its intention is not to create financial returns but is rather focused on impact first outcomes. Increasingly, Simanye is placing focus on supporting ecosystems and value chains, rather than standalone interventions only, as this is likely to be where there is the most transformative impact.

In an increasingly connected world, Simanye believes that systems thinking and innovation is needed in order to really move the needle on developing and growing small businesses, and especially small ventures in the impact space.

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