



MEANINGFUL AND INCLUSIVE **YOUTH** PARTICIPATION

GENERATION G TOOLKIT FOR ALLIES

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Definition of Key Terms

Gender justice – refers to the full equality and equity between women and men in all spheres of life, resulting in women jointly, and on an equal basis with men, defining and shaping the policies, structures and decisions that affect their lives and society as a whole (OXFAM). UNWOMEN describes Gender Justice as entailing the ending of inequalities between women and men that are produced and reproduced in the family, the community, the market and the state. It also requires that mainstream institutions - from justice to economic policymaking - are accountable for tackling the injustice and discrimination that keep too many women poor and excluded.

Gender-based violence - is violence that is directed at an individual based on his/her/their biological sex or gender identity. It includes physical, sexual, verbal, emotional, and psychological abuse, threats, coercion, and economic or educational deprivation, whether occurring in public or private life.

Gender Equality – is a state of equal distribution, the ability to access resources and opportunities regardless of the individual’s gender or sex including decision-making and economic participation. It is a state in which people enjoy equal rights where the behaviour, aspirations, wishes and needs of young boys, girls, women, and men are equally valued. It also refers to an equal visibility, empowerment and participation of all sexes in all spheres of life.

Gender -transformative approach - Gender transformative approaches (GTA) are programs and interventions that create opportunities for individuals to actively challenge gender norms, promote positions of social and political influence for women in communities, and address power inequities between persons of different genders.

Youth/Young people – In the context of South Africa, The National Youth Policy identifies young people as falling between the ages of 14 and 35 years of age. For the Gen G project, the focus is on out-of-school young people, with emphasis on the age range between 18-35

to cover the underkilled, unemployed and vulnerable to crime and violence group. This definition is adopted for all reference to youth/young people in this toolkit

Meaningful and inclusive youth participation – means that young people are involved in a such a way that they can actually make a change, it also means that young people have the right to be involved in everything that is decided and arranged for them. The meaningful and inclusive participation refers to the deliberate voicing and centering of young people thereby recognising their agency. Youth inclusion ranges from comprehensive open consultations with young people to partnerships in the entire policymaking process. Benefits of the approach include averting the marginalization of young people, challenging youth stigmatization, strengthening the credibility of youth interventions, optimizing the positive impact of policies on young people and encouraging youth participation and empowerment.

Civil Society – commonly referred to as the third sector after the state-government and the market-profit making spheres. It is an arena of voluntary collective actions around shared interests, purposes, values and ties that stand between the individual and the state. The term includes a variety of communities, groups and networks, formal and informal organizations, that are outside the state and the market. Civil society formations include social movements, volunteer involving organizations, mass-based membership organisations such as the labour unions, faith-based groups, non-governmental- and community-based organisations, foundations, professional associations as well as communities and people acting individually and collectively.

Vulnerable youth - refers to youth who are at higher risk and exposure of harm or mistreatment with an inability to adequately cope with a range of possible harms

Marginalised youth - refers to youth who are discriminated against by society who face barriers to social, psychological and economic well-being. Pushed to the margins, the young people are allowed little or no power to decide on factors that affect their lives.

Hard-to-Reach youth - refers to youth who are disconnected from social institutions and services through which other youth are normally engaged. The young people are not a readily identified community no accessible, typically underrepresented in planning and decision-making processes

SECTION A: Introduction

1.1. Background

The Generation G (Gen G) is a global initiative that strives towards the creation of gender-just and violence-free societies with and for young people in their full diversity. Organisations in countries including Morocco, Rwanda, Indonesia, Uganda, South Africa form partnerships that engage in innovative gender transformative strategies that equip youth leaders and civil society organisations (CSOs) to address the root causes of gender inequality and foster sustainable change. It challenges the patriarchal values and power structures, rigid gender norms and harmful perceptions that drive power abuse and violence by men, and encourages sustainable change. Generation G explicitly engages (young) men as part of the solution with the view to transform power dynamics related to masculinities, recognising that this is a key and often missing component in achieving gender justice. To this end, the programme has the following long-term strategic objectives: (1) a growing number of young men and womxn are mobilised to promote gender justice and prevent GBV on and offline; (2) decision-makers increasingly adopt, adapt, implement and are accountable for gender-transformative and youth-inclusive policies and laws; and lastly, (3) civil society for gender justice is increasingly resilient, effective, gender-transformative and youth-inclusive.

The Gen G project South Africa is a South African Coalition of three non-governmental organizations Sonke Gender Justice (Sonke), Activate! and ActionAid who combined their rich history of experience, expertise, and influence in South Africa's civil society ecosystem. With a commitment to empower and strengthen the youth voice within the gender justice space, the project has a broad goal of building a gender-just and violence free South Africa, through increased support for, and increased leadership and influence in decisions and actions to mitigate gender-based violence (GBV) by young people between 15-30 who presently experience marginalization socially, economically, and geographically. A strengthened youth voice is believed to contribute to better responsiveness in addressing GBV and other related social ills affecting young people including unemployment, addiction, education inequality, crime, gender inequality and homophobia.

The Generation G partnership raises public support; advocates for improved policies and laws and strengthen civil society to contributes to gender justice. The partnership addresses three key interrelated challenges: gender-based violence, the unequal division of care and women's lack of access to civic spaces. More specifically, the partnership seeks to address the root cause of gender inequality and power imbalance. Using a gender transformative approach, this partnership has fully embraced the principals of meaningful and inclusive youth participation, doing-no-harm and ensuring full accountability. As youth are key actors and key impact group, they are actively included in decision-making processes, as well as the design and implementation of key strategies.

The coalition has identified a diverse core group of representatives from each partner organization who will contribute to the country programme in ways which are able to account for the needs and experiences of South Africa's youth population as they (a) exist and (b) are related to the country's multi-faceted and pervasive problem of gender-based violence.

The Inclusive Youth participation toolkit was developed as part of the Gen-G project and seeks to provide a guide that can be used by organizations (CSOs), movements and other structures; on how to work with youth in a meaningful way. Youth participation has been a focus of many studies, publications, and work of many organizations. This toolkit is an attempt to provide a

practical guide, informed by conversations with young people; on how to engage youth in an inclusive and meaningfully participatory manner.

The toolkit provides a conceptual exploration of the concepts of youth participation, presenting models and principles of participation, before delving into scenario-based application of inclusive and meaningful youth participation in organisations and structures. For structured organisations, the toolkit will address key considerations in mainstream processes for engaging young people as agents of change within organisations including in terms of recruiting youth, onboarding, support through tools and resources and nurturing leadership capabilities among youths.

The toolkit responds to the challenge faced by many allies of young people, on how to meaningfully involve them. Allies of young people are in different formations, including organizations working for and with youth, youth-led and youth centred organizations. It is an attempt to guide work with young people beyond token representation towards meaningful engagement and to motivate processes that are led by (and reflecting) the lived experiences of young people, making their narrative a core component of development planning.

1.2. Historical roots of youth disenfranchisement in South Africa

When South Africa transitioned to democracy in 1994, there were high hopes for young people at that time and yet, nearly three decades into democracy; racial, class and gender inequalities continue to shape these people's lives, dreams, and opportunities.

South African youth have historically participated in various ways against colonialism, oppression and segregation policies that maintained white supremacy and the degradation of Black people, young and old. Schools were a site for conscientisation for young people, as they shared the problems faced, and mobilised through protest action. However, these protests were sparse as the youth politics were without a national body, and they focused on issues such as good food, assault by teachers and the code of conduct. It is towards the 1920s that school protests became more frequent, documented by the media, and became a national issue. Again, the increasing urbanisation of Black youth in the 1940s deepened the school crisis, however, it was the 1950s apartheid reforms that reignited school riots which peaked in the mid-1970s with the influence of Black Consciousness, and more notably, the 16 June 1976 Soweto Uprising. The 1970s youth organised through various formations such as the South African Student Association (SASO) which was banned in 1977, and the formation of the Congress of South African Students (COSAS) in 1979 which worked closely with other formations such as AZAPO, and other liberation movements aligned with the African National Congress (ANC) i.e., United Democratic Front (UDF) and the South African Youth Congress (SAYCO). By the 1980s, the organised youth had taken a militant approach, and centred demands around the Education Charter which outlined the education crisis and proposed solutions which included the dismantling of segregation policies towards a democratic country.¹ Undoubtedly, young people played a significant role in exposing, weakening, and rendering the apartheid system ungovernable with their own vision of what a new South Africa would entail. Soon this generation realised that the dawn of democracy did not necessarily formally include this group in the socio-political space to contribute to the democratic systems and institutions.

¹ <https://www.sahistory.org.za/article/youth-struggle>

Post-1994 South Africa has been led by five presidents with continued frustrations despite the legislative reforms. Young people born during the transition period, are the youth who are the face of unemployment whose experience are lives of deprivation, precariousness and underdevelopment characterised by inequalities in accessing resources and opportunities for their development.

For young South Africans the transition from adolescence to adulthood is disrupted development with uneven transitions and incapacities for self-sufficient independence into one's household. The aspirations to attain education and secure employment are not linear. For instance, the quintile 1-3 schools experience higher rates of dropouts, poor school, and learner performance, while the employability of young people with the first degrees is disproportional. Another example of the unevenness in the access to resources and education is the FeesMustFall2 which was a political moment that echoed the historical call for free education under the banner of decolonising institutions of higher learning. This location of interventions considers the context-specific articulations of young people against the historical trajectory of political and social ideas to question what frames youth interventions, policies, and targeted key challenges for effective and responsive socio-economic shifts.

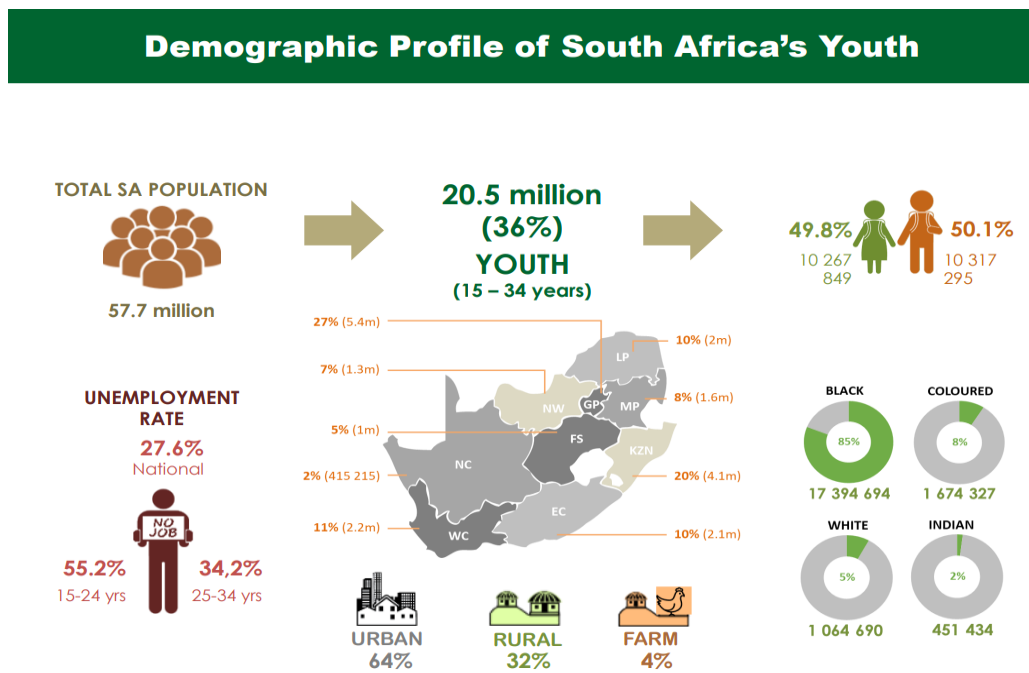


Figure 1: NYDA 2021 Integrated Youth Development Strategy

² Refers to the student-led protest movement that captured institutions of higher **Learning** across the country towards governance change based on specific demands such as free education, end of outsourcing etc.. For example, see <https://africanarguments.org/2021/06/fallisms-faultlines-the-paradoxes-of-fees-must-fall/>, <https://www.jstor.org/stable/10.18772/22016109858>

For the South African context. Posel³ makes the case that there is a link between urbanisation and the emergence of 'youth', against the state welfarist approach of the African family life. On one end, the youth are expected to take on opportunities thereby exercise their agency despite the increasing retreat in electoral⁴ participation over the years. On the other end, the historical constraints in both education and skills development produces state dependency. The youth that politically participate, as in the case of the emergence of the Economic Free Fighters under the leadership of Julius Malema, was initially received in a negative light. Additionally, the youth have also been critiqued for being lazy and apolitical. There are contradictory readings of youth participation in social and political processes. For instance, the policy formulation in the global context over the years has insisted on youth inclusion in decision-making (leadership and participation) processes, education, employment, health, poverty substance abuse, conflict, information and communication technologies, and intergenerational relationships (UN, 2003, African Youth Charter 2005). Thus, this also created the political pressure for states to illustrate democratic inclusiveness which can be argued to reproduce the notion of youth engagement 'with' politics rather than 'in' politics as conceptualised by Enaifoghe and Dlamini.⁵

Nonetheless, there is a need to build, strengthen capabilities and encourage active citizenry and participation among the youth beyond educational content. Furthermore, in emphasises economic development, through business-oriented entrepreneurship and youth employment subsidy as a potential to address youth unemployment, there is also a needed to co-create transitional interventions from short-term skills development i.e., to long-term economic participation. For instance, the Employment Tax Incentive Bill that was passed into law in 2013 yet the youth are increasingly unemployed. It must be noted that the predicament of the post-1994 youth is historical burden of the majority Black youth in crisis. Whilst acknowledging the 'youth' and 'Black' are not static and homogenous ways of being, that these categories intersect with other matrices of marginalisation based on class, disabilities, citizenship, gender, and sexual orientation.

1.3. Key issues from the baseline (Gen G) and document review

The GenG partnership seeks to engage innovative gender transformative strategies that equips youth people and civil society organisations (CSOs) focusing on youth work to address the root causes of gender inequality and foster sustainable change. A baseline was conducted to provide a needs assessment, contextualise the current framework and highlight the knowledge gaps, in order to help improve the programme design and to inform the strategies for youth advocacy and capacity strengthening of CSOs. The baseline engaged young people from 6 sites⁶ across 3 provinces in South Africa and is comprehensively documented in the Generation G Baseline – South Africa report. This section summarises the key findings with implications for the manual.

The baseline confirmed that young people often feel unseen and unheard; reflected in their exclusion from key decision-making processes. This was further stratified into location and age, with younger people (under 30 years of age) from rural areas being more disadvantaged and feeling the brunt of the exclusion.⁷ The South African National Youth Policy (2020 - 2030)

³ Posel, Deborah. 2005. "The Case for a Welfare State: Poverty and the Politics of the Urban African Family in the 1930s and 1940s." In *South Africa's 1940s: Worlds of Possibilities*, edited by Saul Dubow and Alan Jeeves. Cape Town: Double Storey Books.

⁴ <https://www.accord.org.za/conflict-trends/political-fatalism-and-youth-apathy-in-south-africa/>

⁵ https://journals.co.za/doi/full/10.10520/ejc-ajpa_v12_n1_a13

⁶ Orange Farm and Tembisa in Gauteng; Umzinyathi and Inanda in KwaZulu Natal Province; and Butterworth and Umtata in the Eastern Cape Province

⁷ Generation G Baseline Study Report, South Africa

confirms this finding; noting that socio-cultural, political and economic norms continue to sideline young people from participation; calling for youth-targeted interventions that enable young South Africans to actively participate in socio-cultural, political and economic life of society.⁸ The National Development Plan (NDP) acknowledges same and underscores commitment to strengthen youth service programmes and introduce new, community-based programmes to offer young people life-skills training, entrepreneurship training and opportunities to participate in community development and economic programmes.⁹ Together these two policies are integral in the country's approach to youth development, along with the Youth Employment Accord of 2013 which advocates for commitments. It is worth noting that these policies influence the mainstreaming of youth in the economy and society thereby frame development within government interventions. For instance, the Youth Development Policy (2017) led by the Department of Social Development is a specific institutional arrangement which proposed youth units for effective implementations of these two policies. The proposal for youth units similar to gender focal points in government never gained traction even though it was indicative of the need for institutional arrangements to coordinate the mainstreaming of young people's leadership and participation in youth development.

The toolkit attempts to provide an outline for different structures, formations, and communities to support and guide young people to fully participate and engage meaningfully. It also advocates acknowledgement and where possible removal of systemic barriers to effective participation by young people, stemming from a detailed assessment and understanding of all barriers and enabling factors as outlined in the Context Analysis, and Envisioned Change and Interventions chapters of the Gen G Baseline Report. A limited understanding of gender transformative approaches among the young people themselves, among policy makers and many of the youth allies was revealed. This affects adoption and implementation of gender transformative and youth inclusive policies and is also reflected in the divide between law and practice as it relates to addressing, for example gender equality and gender-based violence (GBV).

⁸ National Youth Policy 2020 - 2030

⁹ National Development Plan, 2030

2. Framing Notes of the Toolkit

The purpose of the toolkit is to provide an outline that can be used by social organizations, movements and other structures to strengthen civil society efforts on youth and community development. It is a practical guide informed by literature and conversations with young people on how to engage youth beyond mere representation but rather in an inclusive and meaningfully participatory manner.

Who will it serve?

- Civil society formations- youth focused, led and oriented non-governmental organisations (NGOs), community-based organisations (CBOs), social movements, community structures and committees whose work is inclusive or delivered in the name of young people
- Young people (urban and rural) who resonate with experiences shared in this toolkit, whose feedback will help strengthen and reshape the toolkit
- Young and marginalised people such as the Lesbian, Gay, Bisexual, Transgender and Queer (LpeGBTQ) and non-gender conforming people, migrant youth and people with disabilities

The Gen G toolkit is part of the various tools that will be used to strengthen civil society youth interventions that are cognisant of gender inequalities and power imbalances with a focus on three interrelated challenges which are (i) gender-based violence, (ii) economic participation, and (iii) limited participation of young women and women in civic spaces.

The toolkit has been developed for beginners and intermediate youth trainers and educators in the field of youth development, social and gender justice. It draws together best practices and material specially designed to meet the needs of youth allies in South Africa. Key documents and resources that have been drawn upon are referenced in footnotes. We hope that by supporting the development of youth competencies for dialogue, development and gender justice, this toolkit will facilitate a more significant role for young people in building safe, inclusive, peaceful and just communities and a greater voice in decision-making processes.

2.1. Meaningful Youth Participation – Context and concepts

When young people do not engage in decisions that affect their livelihoods daily, negative pathologies emerge. Participation is a right. Access to information and justice are possible through participation. Participation remains a panacea for access to justice and therefore a just society for youth¹⁰ - AASA mapping report.

The statement encapsulates the object of youth participation and the need to ensure that youth participation becomes a central theme in all planning, organising and key decision-making processes.

Landscape analysis

This part looks at the landscape within which youth participation is to be contextualised in the South African space. The 1990s legislative reforms also attempted to engage challenges

¹⁰ Mapping Study of Youth Gender Justice Services in South Africa. Action Aid South Africa. 2021

faced by young people during the transition evident in for example establishment of National Youth Commission Act of 19 ff 1996, the 1997 White Paper for Social Welfare and the National Skills Development Act of 1998. These shifts were also influenced by the development discourse within the continent and globally, as such South Africa also drew from the African Youth Charter adopted by the African Union in 2006 and the United Nations 2005 World Youth Report. South Africa has developed several policies across sectors over years to support youth development and transformation in areas of skills, sexual health, social cohesion, economic empowerment, health care and nutrition. The policies range from national, provincial and local policies. The National Youth Policy (2020-2030) is key in this discourse. Other policies which address youth engagement include the National Youth Development Act (NYDA) no.54 of 2008 and its related Amended Bill (2021), Broad Based Black Economic Empowerment (BBBEE) Act No. 53 of 2003; Employment Equity Act No. 55 of 1998; the Preferential Procurement Policy Framework Act no. 5 of 2000; the Skills Development Act No. 97 of 1998 and their amendments.

The National Youth policy (2020-2030), a successor to previous renditions NYP (2009-2014) and NYP (2015 – 2020); is a cross-sectoral policy aimed at effecting positive youth development outcomes at local, provincial, and national levels in South Africa (Ref: NYP 2020-2030). It proposes interventions that recognises and fosters young people’s abilities, skills, innovation and energy to facilitate holistic positive development for the youth as individuals and as members of communities and the wider society. Key principles underlying the NYP include Participation and inclusion; Gender responsiveness and Redress; inter-alia. The principle of participation and inclusion calls upon service departments and organizations to design policies, strategies and programmes with young people, and to involve young people as active participants in decision making for their own development.

2.1.2. Key achievements and gaps/challenges still existing

Implementation of the key policies has been often poor and ineffective. Representation is often elitist and procedural - an example being the South African Youth Council which lacks proportionate gender balance and adequate representation of South Africa’s dynamic youth demographic.

Other key policies and legislations in South Africa

National Youth Development Agency Act, - mandate is to initiate, design, coordinate, evaluate and monitor all programs aimed at integrating the youth into the economy and society in general.

Integrated Youth Development Strategy (IYDS 2020) – the strategy to implement the National Youth Policy

Young Women’s Socio-economic Empowerment Framework – Lays the foundation for socio-economic empowerment of women through:

- Improved access to economic resources, formal and informal employment, viable business opportunities and services for sustainable livelihoods
- Equal access to education, skills development and training, food and nutrition; health and protection services
- Effective participation in decision making and leadership at household, community and societal levels

Challenges

The main challenge for youth is limited opportunities for effective participation in decision-making processes. With limited opportunities and exposure to meaningfully participate in inclusive decision-making processes, young men and women feel excluded and marginalized in their societies and communities (Youth and Political participation, 2013, UNYouth)

High unemployment rates¹¹ and the inability to participate economically makes young people feel excluded. The fact that this is compounded with institutional discrimination and racial inequality makes the reality starker. The inability of current economic policies and the implementation thereof; to create and sustain meaningful economic opportunities, despite being seemingly robust on paper; perpetuates the exclusion of frustration on the part of young people.

Opportunities

The post 2000 waves of global and national economic recessions exacerbated inequalities, yet it is also the Covid-19 health pandemic that has deepened these classes, gendered and racialised inequalities. These moments illustrated the digital divide, even more so, in the uneven access to education due to the information and communication and technology infrastructure in the country which reproduces the distribution of resources along the lines of urban and rural divide.

Technology – While also making their lives more complex and challenging, globalization, technological advances, and the spread of social networking offer new opportunities for youth to connect and become more active participants in development. This youthful demographic landscape must be a central part of any development policy, one designed to integrate young people more fully in political, economic and social life and enable them to share in the benefits of development” (Youth in Development Policy – USAID; 2012).

2.2. Why youth participation?

2.2.1. Youth participation – Definitions

Youth participation can be defined as “the right of young people to be included and to assume duties and responsibilities in daily life at a local level as well as the right to influence the processes of their lives democratically” (Boukobza, 1998).

Youth participation aims the democratic and active engagement of young people with their social environment (Young people are often seen as a problem to be addressed, rather than an active resource to be included in the participatory process, including the creation of solutions to cope with the myriad of challenges they face)

Meaningful youth engagement is both a process of approaching programming and a goal in and of itself. It is a core tenet of participatory youth development that recognizes and values young people’s inherent expertise in relation to their own lives and communities. Engaging meaningfully with young people means viewing them as assets to be tapped, not “problems to be solved.” When we recognize that young people must be the primary drivers of their own development, with adults and systems playing a supporting role, we understand that anything done for youth without youth runs the risk of failure (IYF Technical Brief on Youth Engagement).

¹¹ Jubane, M, 2020.Strategies for Reducing Youth Unemployment in South Africa

Meaningful and Inclusive Youth Participation (MIYP)

MIYP is an extension of meaningful engagement with young people. It recognises importance of breaking all barriers, geographical and otherwise to ensure young people have access to civil spaces and to decision making processes. MIYP fosters accountability to young people in rural and urban settings, enlarging their voices at all levels including policy and legal environments; and in projects and interventions as key stakeholders and not just participants. MIYP accounts for young people's experiences in real terms and not through the lens of inquiry or research; building their capacity to mobilise and play a leading role in addressing the social ills in their societies including GBV and gender injustice.

2.2.2. Rationale for youth participation

- It is a 'Right'. Young people have citizen rights and responsibilities (Ref: Role of child and youth participation in development effectiveness)
- Demographics – Given the population size of the group, anything without youths runs a risk of failure
- Participation empowers young people – Empowerment is usually defined as an ongoing process of increasing personal, interpersonal or political power, to take action to improve life situations.
- Co-creation and collaborative participations underscores the mutual recognition and respect for diversity and the potential to collectively contribute towards a shared and desired goal
- Based on pragmatism - Acknowledgment that participation leads to better decisions
- Based on vision - Recognition of the mutual, life-enhancing benefits that come with engaging
- children and young people as equals

Key barriers to youth participation

Despite the motivations and influences, there are significant obstacles that prevent or limit participation of youths in community development. These include:

- Lack of communication and awareness of opportunities - for young people particularly in rural and remote localities, access to information is limited and so is their knowledge of any opportunities and platforms for their participation
- Weak cooperation among organizations competing for youth participants – The fragmented nature of civil society players often pits them against each other in competition for young people's involvement in programmes and initiatives. As a consequence, sometimes only a few active young people are seen rotating across organizations and platforms at the expense of the rest. In other cases, participation ends up being token and for young people being about exploiting the few resources that come with participation, as a livelihood option.
- Potential political and/or social victimisation – youths sometimes refrain from speaking out for fear of real or imagined repercussions. Systematic mistreatment of youth who voice their opinions prevent them from speaking out
- Other factors include lack of transportation and inability to meet other costs related with participation; being unsure of the benefits of their contributions; and feeling like their contributions would not be appreciated anyhow. These can limit active participation of youths.

Community Practices: From Policy to Practice

Jarred, Sullivan and Watkins¹² use the social capital to signpost youth participation at the community level in organised youth programs to illustrate how youth-adult relationships can facilitate intergenerational social networks. The relationship pathway moves from suspicion and mistrust when meaningful connection is cultivated through sustained support and encouragement from resource-bearing adults in the community. The on-going engagements through advocacy and campaigns along with specific skills training enable effective avenues for youth to bridge the divide with the adult world and build social capital. Such programs are concerned explicitly with enhancing youth development through inter-generational relationships through which young people access key-resource information and assistance.

The HIV/AIDS pandemic offered several models¹³ on how to engage the youth on health and development programs at the community level including youth-peer and mentorship training. These have also been adapted in gender-based violence prevention interventions that seek to include men and boys in violence prevention strategies. For instance, the youth programs that include sport i.e., soccer or the arts i.e., playback theatre that are coupled with behavioural change training¹⁴ on violent masculinities, crime, HIV infections through communal dialogues such as circle. Reflecting on these models for a more responsive approach, the manual relies on the combination of gender transformative approaches and feminist principles to guide the meaning young inclusive participation whilst promoting human rights and accountability.

Incorporating Gender Transformative approaches in inclusive youth participation

Gender transformative approaches (GTA) are programs and interventions that create opportunities for individuals to actively challenge gender norms, promote positions of social and political influence for women in communities, and address power inequities between persons of different genders. GTA create an enabling environment for gender transformation by going beyond just including women as participants. GTA are part of a continuum of gender integration, or the integration of gender issues into all aspects of program and policy conceptualization, development, implementation, and evaluation (GTA, An HC3 Research Primer). GTA focuses on tackling constraining gender norms by engaging men, women, and non-gender-conforming persons as agents of change in addressing structural barriers that enable the monopolisation of power, resources, and decision-making. GTA approaches to promote gender equality includes:

- Actively examining and questioning the gender roles, norms and imbalances of power that advantages maleness, manhood and violent masculinities.
- Recognising and strengthening positive norms that support equality and enabling environment
- Promoting the relative position of women, girls and marginalised groups and transforming the underlying social structures, policies and broadly held social norms
- Working from the individual level of young people to be advocates of their own rights, to the level of communities wherein young people's voices and choices are limited, and through sector specific systemic changes such as in education to track changes and in social expectations, values, and practices

¹² Jarred, R.L, Sullivan, P.J & Watkins, N.D. 2005. *Journal Of Community Psychology*, Vol. 33, No. 1, 41–55

¹³ Campbell, Catherine and Gibbs, Andy and Maimane, Sbongile and Nair, Yugi and Sibiyi, Zweni (2009) Youth participation in the fight against AIDS in South Africa: from policy to practice. *Journal of youth studies*, 12 (1). pp. 93-109

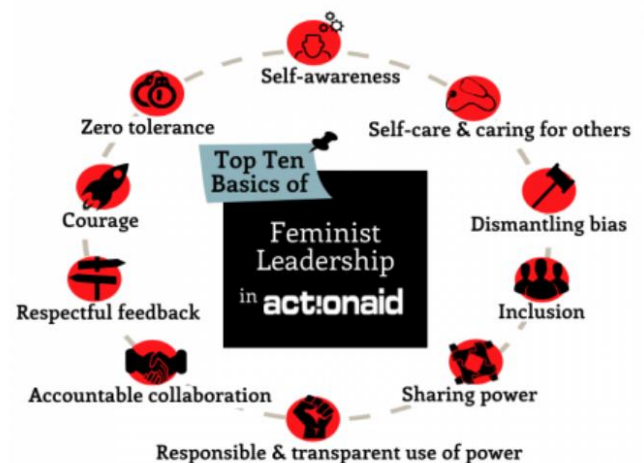
¹⁴ See for example, Xhosa men, soccer and GBV prevention project- Medicha, M., Mindry, D., Tomlinson, M., Mary Jane Rotheram-Borus, e, Jason Bantjes and Dallas Swendeman. 2018 The pull of soccer and the push of Xhosa boys in an HIV and drug abuse intervention in the Western Cape, South Africa. *Journal of Social Aspects of HIV/AIDS* 15(1), 187–199 <https://doi.org/10.1080/17290376.2018.1541024>

GTA/Feminist Principles

The manual is embedded in the 2007 Charter of Feminist Principles for African Feminists¹⁵, more specifically the institutional ethics which commits to a feminist organising that strives to connect the practice of activism to a theoretical analysis and understand of African Feminism. ActionAid has adopted a behavioural framework of positive and inclusive use of power that guides the work as such the manual also draws from ActionAid's 10 principles of feminist leadership¹⁶:

- Self-awareness
- Self-care and caring for others
- Dismantling bias
- Inclusion
- Sharing power
- Responsible and transparent use of power
- Accountable Collaboration
- Respectful Feedback as co-creation and collective learning
- Courage to aim for transformative change
- Zero Tolerance of any kind of discrimination and abuse of power

Figure 2: Source from ActionAid
<https://actionaid.org/feminist-leadership>



2.3. Theoretical Framework

Participation is a key dimension of governance.

The development era from the 1990s has produced various approaches that focus on youth, and this section highlights key models of youth participation¹⁷.

DFID Three lens approach to participation (2010)

The model aims to foster the active, informed and voluntary involvement of young people in decision-making and the life of their communities both locally and globally. Development assistance should work for the benefit of youth as target beneficiaries, with youth as partners, and be shaped by youth as leaders. The 3 distinct but connected lens informs the development of interventions where each lens depends on the context and different lens may be used with different groups within a particular intervention; making the model quite dynamic. This is an assets approach to youth participation in development which appreciates and mobilizes

¹⁵ [AFF-Feminist-Charter-Digital-â€“-English.pdf \(awdf.org\)](#)

¹⁶ [ActionAid's Ten Principles of Feminist Leadership | ActionAid International](#)

¹⁷ See the 2020 [Models of Youth Participation Handbook](#) for a detailed periodic outline, [Youth Participation in Development.pdf \(ocdc.coop\)](#), [8141 Papers no1 v4.qxd.pdf \(fcyo.org\)](#),

individual or group talents and strengths, rather than focusing only on deficits (needs), problems or threats.

How to use model in organisations and in youth organising?

The default design and implementation of youth interventions and projects is often to position young people as passive beneficiaries. Through this model, young people are adequately informed about the proposed work with the category of ‘beneficiaries’ used to prepare the groundwork for working with youth as partners through collaboration, cooperation, and responsibility. Furthermore, young people need experience to become initiators of development, thus this model advocates for the opening of space within existing structures while co-creating others anew through youth initiated and directed interventions.

Youth engagement continuum (Funders’ Collaborative Youth Organising 2003)

This model sees youth development, youth leadership and civic engagement through collective empowerment and youth organizing. The youth engagement continuum helps situate youth-led social change relative to other prevailing approaches to youth work. This continuum was developed across five broad categories:

- Youth Services Approach
- Youth Development
- Youth Leadership
- Civic Engagement
- Youth Organization



Figure 3: Sourced from Funders’ Collaborative on Youth Organizing, February 2003

Each of the five categories offers services and programs to young people and plays an important role in supporting their healthy growth and development as individuals. The intentional promotion of organizations at each level of the continuum benefits both individuals and communities because young people have meaningful opportunities to engage in civic leadership and social change.

How to use model in organisations and in youth organising?

The Youth Engagement Continuum enables youth allies to locate programming from positioning young people as beneficiaries or clients to collective action towards systemic change along the progressive degrees of youth engagement. Both the three lens approach (DFID, 2010) and the youth engagement continuum (FCYO, 2003) models illustrate a dynamic engagement with young people that begins from responsive engagement through treatment and prevention- by dealing first with the presenting issues such as substance abuse, violence and crime, while working through an analysis of structural barriers which necessitates building capabilities through skills-training i.e., analysing individual power in relation to substance abuse, mental health, and coping mechanism for young people against the experiences inequalities. Beyond the treatment, mass action facilitates the economic participation and income-generating interventions that have a potential to reduce crime and violence by young people and restore a sense of dignity and self-determination among the unemployed youth.

E-Participation framework (UN, 2003)

E-participation is supported by digital tools and allows a closer collaboration in processes involved in government and governance, including administration, service delivery, decision-making, and policymaking

Public policy and services co-production involves three sequential steps:

- 1) E-information: making it possible for the citizen to know everything there is to know about a specific topic by making all the needed information available;
- 2) E-consultation: allowing citizens to be part of deliberations regarding decisions that are to be taken on public policies and services;
- 3) E-decision- making: including citizens in the co-creation of the public policies and services.

How to use model in organisations and in youth organising?

Through the Covid-19 health pandemic the country was reminded of the digital divide that reproduces the urban-rural historical uneven development. The 2020 National Digital and Future Skills Strategy¹⁸ notes the digital **learning** for youth and unemployed persons as crucial:

South Africa's youth will require high levels of digital skills and 21st century life skills, including scientific, digital, financial and cultural fluency; critical thinking and problem-solving skills; as well as agility and leadership. These skills will enable them to function within a twenty-first century world increasingly pervaded by and dependent upon digital technologies

The strategy is there to be strengthened by youth allies through seeking accountability from the government (Department of Communications and Digital Technologies). This is possible through tracking relevant agencies, mechanisms and partnerships that have committed to promote the funding, development and popularisation of online platforms and open online

¹⁸ [National Integrated ICT Policy White Paper: National Digital and Future Skills Strategy South Africa \(www.gov.za\)](http://www.gov.za)

courses for industry-oriented **learning** and continuing profession development (CPD). The model is inclusive of information and communication technologies (ICT) skills development, along with the use of online platforms for wider dissemination of information reaching even the hard-to-reach youth, consultations on service provision in dialogue with community representatives including the youth, and the contribution of young people’s experience and voices as part of collective decision-making.

Ladder of Participation

There have been various renditions of the ladder of participation depiction (Ladder of online participation – Bernoff and Li, 2010; Ladder of children participation, Roger Hart, 1992). The below is Sherry Arnstein’s Ladder of Citizen Participation (1962) and represents eight levels, from non-participation to citizen control. These describe three general forms of citizen power in democratic decision-making: Nonparticipation (no power), Degrees of Tokenism (counterfeit power), and Degrees of Citizen Power (actual power). With the most desired level; citizen power, participants can govern a program or an institution, be able to negotiate the conditions under which ‘outsiders’ may change them.

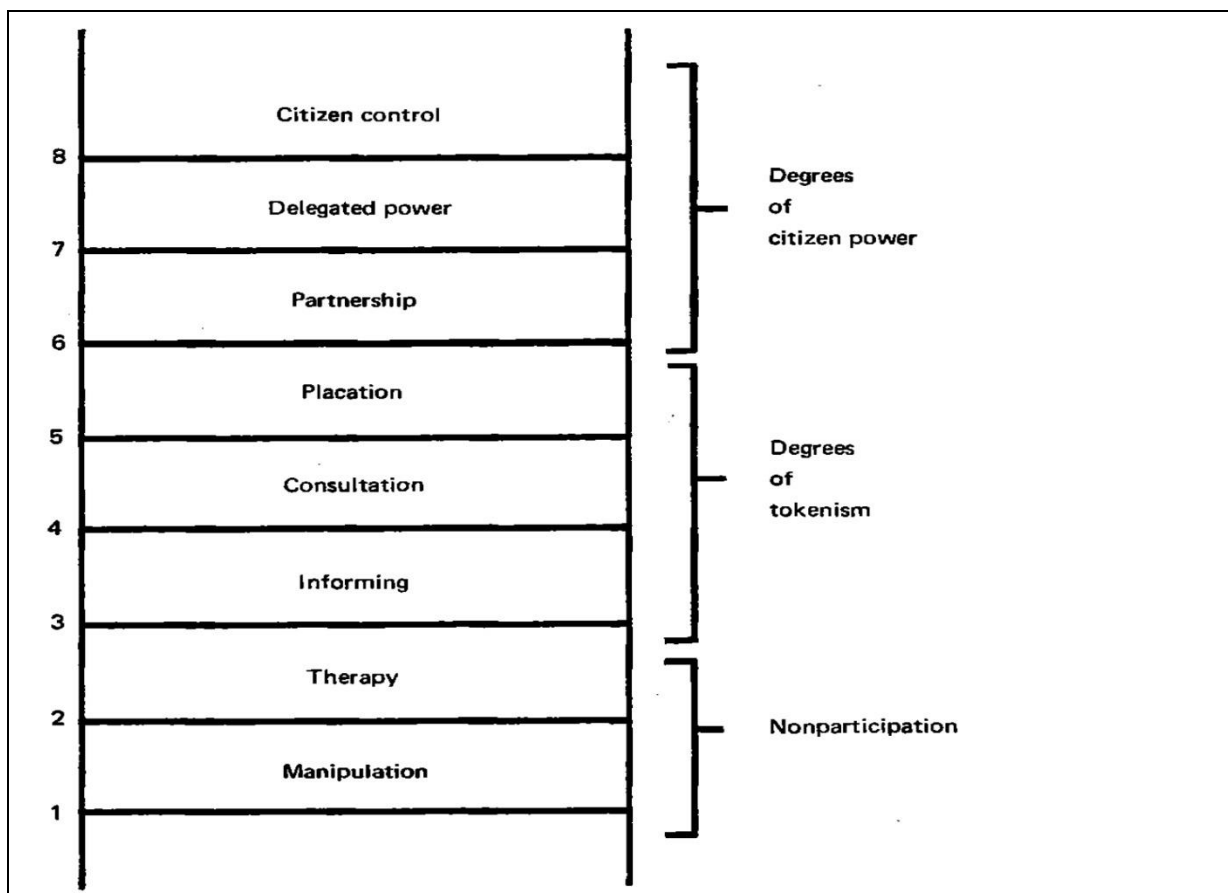


Figure 4: Ladder of Citizen Participation; Arnstein, 1969

This model provides a framework for understanding levels of participation for young people. Most young people in South Africa would identify with the lower levels of the model. The AASA project baseline findings revealed that while youth may be included in some decision-making processes, these platforms were either 'hijacked by political actors' or youth were included as tokens for their votes. Knowledge of these levels and an assessment of where young people fall along the continuum is critical in informing a response, in terms of demanding more space and recognition to meaningfully participate in decision making processes.

Organisations working with young people should regularly take a barometer with young people on how they feel about their participation within internal processes and in the interventions of the organisation. Ways in which these may be conducted:

- i. Participatory processes e.g. Workshops, brownbag conversations (create safe space for these conversations)
- ii. Anonymous surveys where young people are free to express their opinions.
- iii. As part of Team building exercises

Key gaps in participation will be identified through these mechanisms and ways to remedy discussed with young people and action plans agreed.

One key criticism of the model is that while it provides a simplistic hierarchical view of participation, it fails to address the complex nature of power dynamics in real life situations. There are instances, for example, where lower levels may not be too negative depending on the situation, decisions at hand and actions to be taken

Selection of youth participation models

Choice of model or combination of models needs to be based on the decision-making power that young people ought to have. Key questions to be considered include:

- 1) Who will lead or facilitate discussions or processes?
- 2) Will youth decide what issues to take on or have projects already been established?
- 3) Will youth choose what tactics to use to implement the project?
- 4) Will youth define the project's goals?
- 5) What kind of activities will be organized/participated/disseminated

These questions need to be answered so that young people are clear on expectations and this enables them to decide on their participation.

Principles of youth engagement

When youth engagement is intentional, appropriate, and targeted to meaningfully benefit a specific group it can strengthen Positive Youth Development (PYD) programs and help to sustainably transform systems and communities¹⁹

Principles of Youth Led Development

The UN Habitat (2012) defines the following as key principles of youth-led development, and these form the basis for understanding youth participation and how to support the desired levels of participation. The principles are:

¹⁹ Christabel Netondo: Here's What Meaningful Youth Engagement Looks Like; 2021
<https://iyfglobal.org/blog/heres-what-meaningful-youth-engagement-looks>

- i. Youth define their own development goals and objectives;

As people living the reality, with the benefit of lived experiences and understanding local narratives; young people should be allowed an opportunity to define their own goals, objectives and to provide an analysis that supports their objectives.

- ii. Youth have a social and physical space to participate in development and to be regularly consulted;

Consultation of young people should take into consideration dynamics including spaces of convening, times of availability and the safety of space to allow for meaningful and honest contributions. Young people in South Africa have often retorted that they are hijacked into meetings where they are deemed to have participated but the conditions are often not conducive for their full participation. Given the high levels of unemployment in South Africa, young people are constantly engaged in seeking economic opportunities. As a result, if consultations are not properly scheduled and communicated, chances are a critical mass of youth misses out on these processes.

- iii. Adult mentorship and peer-to-peer mentorship are encouraged;

Most young people have never had a mentor in their lives. Acknowledging that parents and guardians are important influences in the lives of young people, it is also admitted that they often do not have all the answers nor know the approaches to use to have positive influences on young people. In workplaces, it is critical that young people are paired with adult mentors that they can relate with, to provide guidance, professional, personal and in building their active citizenry. In community development processes, young people need to identify adult community leaders of integrity to provide guidance, support and to walk groups of young people through key development processes and milestones.

Peer to peer mentorship allows young people to share knowledge (job or social related) and allow transference of both job-relevant technical knowledge and skills; and lived experiences. Peers also provide psychosocial support and tends to boost general engagement levels among young people.

- iv. Youth act as role models to help other youth engage in development;
- v. Youth are integrated into all local and national development programs and frameworks.

These three principles insist on placing young people at the centre during program design, clarity of objectives and outcomes so the systemic change addresses youth issues not by as a by-product, incorporating young people's inputs (beyond the beneficiary status), and providing opportunities and resources for young leadership capabilities to nurture.

2.4.2. Human Rights Based Approach (HRBA)

The ActionAid Theory of change states – *'We believe that an end to poverty and injustice can be achieved through purposeful individual and collective action, led by the active agency of people living in poverty and supported by solidarity, credible rights-based alternatives and campaigns that address the structural causes and consequences of poverty'* (AA HRBA Abridged Booklet, 2014).

The Theory of change underscores the basic pillars of the HRBA which are briefly explained below:

Empowerment: Empowerment is at the heart of our approach to change. In ActionAid's thinking, human rights can only be realised if people living in poverty have active agency. Empowerment includes giving people living in poverty the power to:

- build critical awareness of their situation (conscientisation)
- organise and mobilise for individual and collective action, with us supporting and strengthening organisations and movements
- monitor public policies and budgets
- develop communication skills and platforms
- respond to vulnerability and needs through rights-based approaches to service delivery.
- Read more about empowerment in chapter three

Campaigning creates and harnesses people's power around a simple and powerful demand, to achieve a measurable political or social change to the structural causes of poverty. It has many elements including:

- building a research/evidence base
- advocacy
- lobbying
- mass mobilisation
- mass communications to engage key people and motivate others to act.

Solidarity involves people and organisations sympathetic to the struggles of people living in poverty supporting and sustaining a movement for change, with people living in poverty taking the lead. Solidarity takes several forms for ActionAid:

- linking different struggles
- taking action through demonstrations or letter writing
- using communications to raise the visibility of an issue
- building broader alliances.

Alternatives play a crucial role for us. They add vision and a sense of optimism and direction to our work. Rather than only fighting against poverty we work towards lasting solutions – exploring, documenting, sharing and activating alternatives. We work with people living in poverty and our partners and allies, finding and popularising new ways of doing things, challenging dominant paradigms, promoting innovation, piloting, innovating and being solutions oriented. Even more than that, our commitment to work on alternatives is also a commitment to find the space to dream, to build visions of another world, to escape from present boxes and labels, to think laterally and to imagine a different future which can inspire action today.

Ending poverty and injustice is a complex process. Sometimes change takes decades – as the movements to end apartheid, advance gender equality, stop wars and demand accountable leaders show. At other times change can seem to happen overnight. Change does not follow a straight path. It is, however, happening every day because of the passion, vision and commitment of people working together in solidarity across borders, social groups and experiences. People make change happen!

What does this mean for Inclusive youth programming?

ActionAid's previous strategy (2012-2017, People's Action to End Poverty) afforded much reflection on how to mobilise youth to take sustained action, targeting diverse youth (working

class, poor and marginalised groups) while looking closely at livelihoods and decision-making structures. AASA brings this experience through GenG to further civic and political engagements, by supporting young people's participation in the local and national policy development processes through the identification of young people's capabilities and opportunities (assets), and their needs (practical and strategic).

3. MIYP in Civil Society organisations

A recent dialogue with young people, hosted by Action Aid South Africa revealed a key **learning** that there can be no meaningful engagement with young people without addressing power dynamics fostered by civil society actors²⁰. To ensure meaningful youth participation, civil society organisations must level up power and create authentic, enabling environments for young people to discuss issues that affect them. Young people will participate in processes where they feel their voices are valued and there's clear understanding of how their participation can drive change. This chapter will look at youth participation in civil society organisations, as actors, activists, mobilisers; and as participants in various spaces facilitated by civil society.

Civil society refers to a wide array of organizations not associated with government - community groups, non-governmental organizations (NGOs), labour unions, indigenous groups, charitable organizations, faith-based organizations, professional associations, and foundations. It is an organised expression of various interests and values operating between the family, the state and the market. When well mobilised, civil society has the power to influence the actions of elected policy makers, governments and businesses. In the context of South Africa, civil society sector has continued to play a critical role in defending democracy and advancing development priorities through challenging government failures and undertaking strategic litigation in order to protect and strengthen the realisation of constitutional rights. Civil society plays a vital role in providing a space for public voice, for the practice of citizenship and for the building of social cohesion.

3.1. Youth in Civil Society

The employment of young people in civil society formations (NGOs, CBOs, social movements, other) and involvement of young people in civil society programs is a key space for ensuring MIYP.

The general typology of young people involvement in CSOs is indicated below

- i. Youth in internships and Learnerships
- ii. Youths working for CSOs (integrated into design and decision-making processes)
- iii. Youth as beneficiaries of CSO services and programs

Youth in internships

Internship can be defined as an entry-level position in an organisation, in a structured programme to gain practical experience in a particular occupation or profession. Ideally it is planned and managed, for an agreed period of time (normally lasting a year or two);

²⁰ Session Summary: Strengthening youth participation in civil society. ActionAid South Africa. April 2022

specifically designed to provide the intern with specific career experience. Internships are viewed as a way of addressing a shortage of skills for host organisations; and reducing graduate unemployment while offering recent graduates an opportunity to acquire practical work skills and experience. Unfortunately, in the South African context, the internships arena is equally marred by historic systems of apartheid and colonialism which disadvantaged particularly black people, barring them from attaining meaningful education and when they do, limiting opportunities to acquire the necessary career skills. This has meant that the internships are not a panacea for change due to numerous factors, confirmed by young people in consultation:

- Interns are considered cheap labour for organisations seeking to fill positions with limited budget. Some interns work for no compensation while some are paid very low as organisations prey on the desperation of young people for work experience and recognition. Most internships are unpaid, especially in non-government organizations²¹
- Lack of regularisation of the sector – Internship programmes are not regulated by policy so different sectors/organisation run internships differently
- Scarce opportunities to progress beyond internship in the host organisation – interns are often hired with no clear path of progression beyond the agreed internship period
- Interns are treated differently to regular staff – research has revealed that in most cases interns are excluded from organisational schemes like pension, professional development and other entitlements. In relation to depriving young people of a full work-related experience; this tends to also further plunge or worsen their poverty as they are expected to self-sustain what regular staff would be getting as entitlements

Internships have hardly fulfilled the promise of providing a step towards employment as most interns end up unemployed after the internship period. In other instances, interns walk away with very limited exposure to the work-related skills for their chosen career path as they are most likely to be used on menial, administrative duties. As a result, some may be unable to demonstrate the skills required in the desired jobs after completing the internship.

Youth working for CSOs

How to break barriers to employment of young people in civil society organizations

- Recruitment and selection
- Onboarding
- Tools and resources
- Supporting young people
- Spaces/Opportunities for growth and nurturing leadership capabilities

Making organisations inclusive

We have to define steps to take for youth participation, on three levels:

1. Organisational commitment

- Support staff doing youth participation
- Do a presentation to staff about the benefits of youth participation in the organisational processes as well as in working with right holder constituencies
- Allocate resources

²¹ Mahlatse Innocent Maake-Malatji -The law and regulation of Internships in South Africa. 9781800885042
Downloaded from PubFactory

- A budget might be needed?
- Offer real roles and relevant issues to young people
- How can we involve young people (experience and interest) in the issue /decision?
- Value young people's contribution
- How can young peoples' contributions be recognized and their participation celebrated?
- Involve young people from the beginning to the end of the process
- How can we involve young people in developing the objectives and evaluating the project?

2. Create space for young people's involvement

- Acknowledge young people's cultural beliefs and values
- How can we interest and retain young people from different cultural backgrounds?
- Invite a diverse range of young people to participate
- Engage actively on how to connect with young people who would not normally get involved?
- Ensure participation opportunities are accessible
- What would be a youth-friendly time and place to consult young people in our school?
- Inform young people about opportunities and that they are under no obligation to participate
- Do we have good information for young people about the commitments and expectations of being involved?
- Recognize participation is beneficial to young people
- What will young people get out of their involvement in the youth participation opportunity?

3. Create a youth-friendly environment

The co-creation of youth-friendly information and materials must be developed with young people themselves, through both traditional and inclusive technology mediums, such as internet or accessible social media such as WhatsApp. Consider the accessibility of material through audio-descriptions and visual presentations for a wider reach. The material must be accessible to hard-to reach youth such youth living with disabilities, tailored to each group or community

Steps to creating a youth friendly environment that encourages youth participation within the organization

- I. Ensure the place is right – place refers to the physical location for meetings or engagements with young people or that would necessitate the participation of young people. The place should be easy for youth in terms of accessibility (transport etc), accommodating for people with disabilities or other special needs and should be quiet and comfortable for young people. To extent possible, allow young people to help to make the place their own
- II. Create a safe space – beyond finding a right place, the interactions make the space safer. The behaviours and interactions of the people involved in the space make it safer. All efforts should be made to ensure young people feel valued, respected and free to express their opinions and feelings, with no fear, even when discussing uncomfortable conversations. Tips for creating this space include:
 - Identify and agree to core values to be upheld in the room

- Adopt anti-discriminatory policy
 - Together with the young people, set and agree on norms and expectations (these ensure positive and constructive interactions within the organization)
- III. Build positive relationships between the organisation and young people
 - IV. Explore and create opportunities where young people can meet face-to-face with key decision-makers in the organisation/coalition/forums. This provides a chance for young people to ask questions and have their opinions heard.
 - V. Develop a sense of belonging and security for young people - Explore what kind of things the organisation could do to develop trust. This could include transparency in planning and budgeting processes
 - VI. Create youth participation that is fun and challenging
 - VII. Introduce icebreakers and energizers for focus groups and other group activities
 - VIII. Provide young people with information about the issue and decision-making process - Give young people access to information, orientation and training that they would need to help them develop informed opinions and encourage their full participation. REMEMBER to Provide them with timely feedback about the decision-making process and how their input was used. Keep young people updated and informed about the decision-making process through regular check-ins.

Civil Society Organizations/Formations focusing on youth to consider:

- local organisations well networked to share knowledge and emerging good practice
 - local organisations as brokers or “linking organisations”, connecting young people to a number of follow-on programmes, thereby aiding continuous Learning and development.
- Policies and approaches that are “co-created” with local youth to create greater ownership and to ensure that local initiatives are better adapted to their needs.

4. MIYP in Local Development Processes

a. Introduction: NDP process and opportunities for youth

The first Local Government Youth Development Conference was hosted in 2017 through partnerships²² with development institutions with objective to bring together young people from across municipalities to deliberate on how young people can be the drivers in the implementation of the NDP 2030 youth targets. Followed by the launch of the Youth Employment initiative in 2018, both processes counted poverty, unemployment and inequality as the key challenges affecting the youth. Despite these efforts, the coordination of institutional arrangements remains a challenge. For instance, in 2018 the Local Government Youth Development Forum²³ (LGYDF) indicated that, as a multi-stakeholder organisation partnering with state-owned entities, it was battling to implement youth-oriented programmes with partners like the National Youth Development Agency (NYDA). Even though institutions have been contributing the body of work that targets the youth this has been in silos, often visible through 16 June commemorations (Youth Month) but with limited impact on the ground.

The NYDA is tasked to lead on the development and implementation of the Integrated Youth Development plan, guidelines, and strategy. The Integrated Youth Development Strategy (IYPS) is a translation of the NDP 2030 vision through a youth lens that is underpinned by five pillars: (i) quality education, skills and second chances, (ii) economic transformation, (iii) physical and mental health promotion, (iv) social cohesion and nation building, and (v) effective and responsive youth development machinery. At the local level, and under pillar two, the strategy youth participation in entrepreneurship as relatively small citing that South African total entrepreneurial activity (TEA) in the 25-to-34-year age cohort was 9.9 percent, which was less than half the Africa average as well as considerably lower than the average for efficiency driven economies at 18 percent. There is a correlation between education level and the level of TEA – with 67 percent TEA rate for those who have completed secondary education and beyond while the level of TEA for those without education is at 4,4 percent. The gendered implications of economic participation are such that young men are more likely to be entrepreneurs than young women and youth in the age group 25-34 years. And lastly, the local is read as the township wherein youth ‘are not responding’ to the full potential of business opportunities in their own communities. The agency and capabilities of the youth are not contrasted against the institutional barriers and poor policy implementation.

The effective youth development machinery relies on the strengthening of youth directorates, the responsiveness of the Presidential Youth Employment Intervention, Presidential Working Group on Youth along with the National Youth Development Coordination Forum. All of which could be more visible and accessible to young people from the provincial to the community level.

Youth allies can support young people by strengthening accountability structures within institutions such as the NYDA, and also track the implementation of the IYDS as part of advocacy initiatives:

- Each Year a Progress Report on the IYDS is to be presented in November covering the period 2021-2025:

²² The Ministry of Cooperative Governance and Traditional Affairs (COGTA), in partnership with Gauteng Provincial Government, South African Local Government Association (SALGA), National Youth Development Agency (NYDA), South African Youth Council (SAYC), South African Youth Chamber of Commerce (SAYCC), Local Government Skills Education and Training Authority (LGSETA) and Afrika Leadership Development Institute (LeadAfrika)

²³ [Local Government Youth Development Forum; Customary Initiation Bill: deliberations | PMG](#)

- Each Year a Forum is to be convened in early December covering the period 2021-2025

Additionally, youth can be supported to exercise active citizenship through the monitoring of the medium-term strategic framework of the IYDS through provincial contributions that can be used to identify (i) good practices at the local level, and (ii) lead and contributing departments and institutions in the implementation of the five pillars

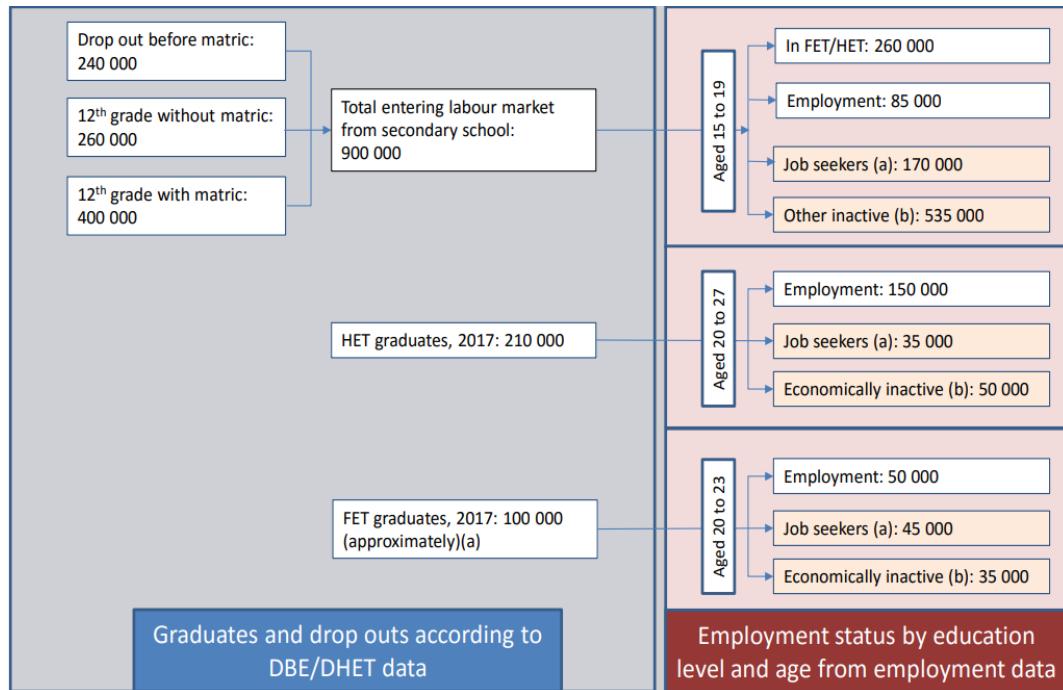


Figure 5: NYDA 2021 Integrated Youth Development Strategy

4.2 Shifting Arrangements: The institutionalisation of Youth development

Youth development at the local level (municipalities) draws from 1998 White Paper on Developmental Local Government, the Municipal Systems Act of 2000, and the draft Youth Development Strategy for Local Government developed by CoGTA in 2010. The latter explicitly outlines youth mainstreaming strategies and plans for municipalities and through special local government programmes. The cooperation and coordination of different department's implementation plans even in the major metros remain a challenge as such youth mainstreaming is yet to be achieved²⁴. On local Municipalities and youth development, Buntu and Lehmann²⁵(2015) note the uneven attempts at mainstreaming youth development with varying lead departments depending on the availability of budgets and provincial commitments.

The issue of resourcing the mainstreaming of youth development is also limited to the decentralised youth officers based at the departments who have low budget allocations due to the dominant approach of integrating youth aspects into sector projects as opposed to youth focused projects. A case in point is the Expanded Public Works Programmes (EPWP) and its attempt to incorporate youth in promoting community safety, crime and violence prevention initiatives at the school level i.e., patrols and the community level. The mass absorption of

²⁴ [SACN-GIZ youth policy and institutional analysis.2015pdf-1.pdf \(sacities.net\)](#)

²⁵ [SACN-GIZ youth policy and institutional analysis.2015pdf-1.pdf \(sacities.net\)](#)

youth in the short-term EPWP contracts facilitate access to a stipend and community involvement. Without any transitional interventions the processes report on the quantity (number of young people in EPWP) rather than skills development, sustained income-generation and impact on the youth unemployment and poverty.

- Demographic dividend – the fact that the bulk of SA's population is within the working age (less aged and less young) should mean that there is adequate working age people to take care of the aged and young ones. But the unemployment rates renders the demographic dividend void. the country has failed to reap a demographic dividend by harnessing the potential of a proportionately large cohort of working-age youth.
- The effects of decades of racial exclusion are still evident in both employment levels and income differentials. The fault lines of these differentials are principally racially defined but also include skill levels, gender and location (NDP 2030).

SECTION B: SHORT CURRICULUM

Overview of the Curriculum

The Meaningful and Inclusive Youth Integration and Gender Transformative curriculum consists of 7 modules, split into three progressive sections that build on each other.

Who should use the curriculum? This curriculum can be used by anyone seeking to provide intermediate level training to young people (ages 18-35) as the primary audience. It is important to note that while this manual was created for the Generation G Initiative, it can easily be used and adapted by anyone. Within the Generation G Initiative, the curriculum is intended to be used by project implementers and youth allies.

Section I: On Voicing, Taking-up Space and Speaking Back to Power- the section is an introductory text that moves from participants introducing each other to activities that explore sharing of ideas from diverse perspectives for common good.

Section II: Theme A- Situating the 'I' of the individual- the section covers three interlinked thematic areas from the social construction of gender, the negative associations of inequalities that manifest through gender-based violence, and the susceptibility of young people substance abuse which intersects with mental health

- (1) Gender norms and gender equity,
- (2) Youth and Gender- Based Violence
- (3) Mental Health and Substance Abuse

Section III: Theme B- Economic Participation, Structural Constraints & Potential Openings- discusses two key themes on economic participation and experiential learning;

- (4) Unpaid care work
- (5) Skills development & Entrepreneurship

Section IV: Theme C- Collective Power in Practice- discusses the how of 'agency in action'

- (6) Social Audits as a transformative approach
- (7) Bridging the digital divide

The activities used can be adapted for online training.

Section I: On Voicing, Taking-up Space and Speaking Back to Power

There is no single and easily understandable definition of participation; readers are encouraged to embrace the fact that its meaning is contested, that opinions are sometimes conflicted, and that its theory and practice may be contradictory. Nonetheless, we begin from an understanding of participation as an exercise in contesting power relations; who has it, who controls it, who wants it. Control is usually concentrated within a small elite while participation is founded on the principle of a broader, more collective, more co-operative dynamic.²⁶

In the context of youth and community work the use of the word 'participation' is very specific: it is a practice rooted within communities, that is intrinsically concerned with issues of access to power and power structures; of considering and enabling an agenda that seeks to challenge and change the world around us, be it local or global, for the common good. Participation is not about simply creating active and compliant youth to meet a political objective but is a discrete process that educates and enables young people, and their communities, to critically analyse and understand the exercise of power which enables the identification of how to critically engage with structures, processes, and people; and empowers, through the appropriate acquisition and application of knowledge and skills, to create real and sustainable change in society.

One of the key aims of this section of the manual is to bring attention to the needs of vulnerable, marginalised and hard-to-reach youth to encourage youth allies to be conscious and intentional about removing barriers to their full and equal participation. It is equally important to ensure the diversity of the participants. What we mean by these terms, briefly:

Vulnerable youth: refers to youth who are at higher risk of harm or mistreatment.

Marginalised youth: refers to youth who are discriminated against by society, pushed to the margins and allowed little or no power to decide on factors that affect their lives.

Hard-to-Reach youth: refers to youth who are disconnected from social institutions and services through which other youth are normally engaged.

²⁶ <https://participationpool.eu/wp-content/uploads/2020/05/Grace-J-Grace-P.-2017-Youth-Participation-Handbook.pdf>



Setting the Scene: Pass the Ball

Description

This is a decision-making activity that introduces competing ideas. Participants may find themselves taking on unfamiliar roles and dealing with issues and concepts that may conflict with their personal values; all decisions have consequences but not all of them will make the participants happy



Objective: To facilitate participants to get to know each other



Process: Ask young people to pair up with each other. In their pairs, ask each participant to tell their partner their name, age, favourite movie/book/game. What about the favourite item chosen? How do they locate themselves within the narrative?



Report back in plenary, and project the dominant presentations and what we feel comfortable to share about ourselves in the world (as something to return to).



Activity I: On Participation



75 minutes



The Task: The municipality is proposing to construct a new road to bypass the town



Process:

A. *In advance, prepare separate Role Cards with these statements:*

1. LOCAL MUNICIPALITY REPRESENTATIVE: "Less traffic means the neighbourhood will be safer."
2. LOCAL BUSINESS OWNER: "Less traffic means fewer people will come to my shop and I will lose money."
3. LOCAL RESIDENT: "It will be nice and quiet without the traffic."
4. A COMMUTER: "The new road will make my journey to work much quicker."
5. LOCAL LANDOWNER-*Mastandi*: "The Municipality will compensate me by buying my land/house."

6. LOCAL POLITICIAN: “This is much needed investment that will benefit the whole community. Viva! Development”

B. You should also prepare these Consequence Cards:

1. The new road will be very expensive and be paid for by local taxes.
2. Reduced business may mean job losses (not just in the shop).
3. Faster driving vehicles use more petrol and this is bad for the environment.
4. Private contractors get richer with tenders
5. The route of the road will go through the old mines and may be unsafe
6. Increased neighbourhood traffic means more accidents.
7. The construction work will provide jobs.
8. There are local elections later in the year.
9. Further development often follows the building of new roads.
10. New development means new jobs.
11. Land sales and jobs mean more tax revenue.
12. Development means the corruption and poor services

C. Divide the group into smaller groups and invite them to choose a Role Card.

From the perspective of their Role, the group must a) develop their arguments to support their position, and b) identify at least three potential challenges to their position and prepare counter arguments. (20 minutes). After 20 minutes, the Facilitator invites each group to choose 2 Consequence Cards; they have 5 minutes to discuss and make any revisions to their arguments.



Plenary: One person from each role take a lead, the facilitator then invites each role in turn to state their arguments. The whole group is then invited to vote on the proposition: “This community approves the construction of the new road.”

Reflect on the diversity of views, the importance of listening even when in disagreement and the ability to share ideas and negotiate towards a collectively beneficial system. Ask participants to further reflect; How easy was it to convince others to abandon their ideas and share yours?, How easy was it to make choices when it came to voting? How did you persuade others?



Activity 2: Individual Values and shared concerns

Description: This is a simple activity that explores individual values; it can be linked to other activities to expand a particular theme. It will be familiar to a lot of readers so be creative in how and when to use it.



60 minutes



Process: Sheets of A4 coloured card on which are written AGREE and DISAGREE.

1. The Facilitator places the two A4 cards at opposite ends of the room and explains that participants should imagine a line between the two.
2. The Facilitator reads out a statement and invites the participants to stand up and place themselves along the line to reflect their position relative to the statement. Depending on the group interest, statements may focus on three community concerns. Here are some examples:
“Our government should stop accepting any more refugees and migrants.”
“The future belongs to young people, so people over 65 should no longer have the vote.”
“People who identify as trans* should be allowed to use toilets of their choice in public buildings.”. (Any question can be used)
3. The Facilitator invites participants to explain why they are standing in a particular position.
4. When everyone who wants to speak has spoken, the Facilitator invites participants to move if they wish to change their positions.
5. Movers are invited to offer an explanation for their change. (10 minutes)

Discussion (about 25 – 30 minutes)

Facilitate a discussion that addresses the issues involved. Examples could include:



1. How easy was it to take a position?
2. Did you manage to persuade others to change position and join you?
3. How did you feel about the topics?



Adaptation: Depending on the group, it might be relevant to use the ACTIVITY to explore issues that are significant in their reality at either a national or municipal level.



Activity 3: Metaphors

Description: This activity is designed to enable participants to move beyond the conventional understanding and interpretation of things; its purpose is to allow free ideas to flourish and encourage creativity – to identify objects that represent a metaphor to enable deconstruction of problems and solutions.



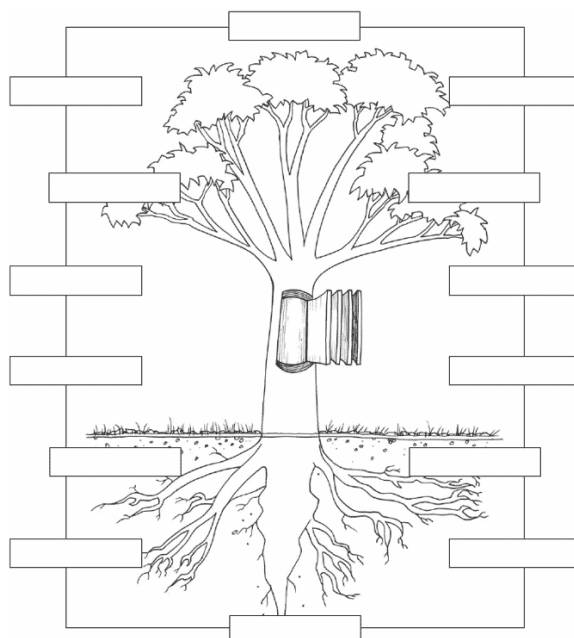
70 - 85 minutes (depending on topics)



The Task: The issue to be addressed should already be identified in smaller group (earlier created), for example, how youth can be involved in violence prevention initiatives and the promotion of community safety.



Process: The group is asked to suggest a random list of things, for example, a tree, a house, etc.; the Facilitator writes these on a flipchart. Ensure that everyone has made at least one suggestion. (15 minutes). Participants are then asked to draw a simple picture of one suggestion on the A4 card and write 3 significant elements: for example, if someone suggests a tree their comments might be that it has deep roots, provides leaves to enrich the soil or shade or fruits.



When everyone in the group has drawn their picture and written their comments the Facilitator asks a volunteer to collect them and post on a wall. Participants are invited to talk about their picture and the metaphors presented. The Facilitator records “Similarities” and “Solutions” on two flipchart sheets. (20 – 30 minutes)

Participants are invited to share their pictures (posted on a wall) together with how it is similar to the problem and what solutions it suggests. The Facilitator records “Similarities” and “Solutions” on two flipchart sheets. (20 – 30 minutes)

Discussion (20 minutes) :Ask how easy or difficult it was using a picture as a METAPHOR



Ask participants to keep the images to be used to produce ACTION PLANS for **Module VI** Social Audits as a transformative approach



Close out Activity: Entanglements

This is physical activity (limited to offline training) is designed to highlight the difference between insider and outsider knowledge and resourcefulness. Depending on the group, it may be necessary to be sensitive to issues of culture, gender etc.



45 minutes



Process: 1. The Facilitator asks for 3 volunteers. (1 person will be an Observer, the other 2 will be Managers)

2. With the Observer and Managers standing aside, the group is asked to stand in a circle and hold hands. They are then instructed to get themselves into a complicated tangle without letting go.
3. When the group is in a complicated TANGLE, the Facilitator asks the Managers to place their hands behind their backs and, without touching anyone, and using verbal instructions only, tell the group how to unravel themselves. The group is advised to only follow instructions and not converse or use any initiative (the Observer makes notes).
4. If they are not untangled after 10 minutes the Facilitator advises the group to let go of their hands and re-form the circle.
5. The Managers can now join the circle. The group is asked to join hands and create a new tangle.
6. Instruct the group to untangle themselves, in silence, back into a circle. (usually 2 -3 minutes) (the Observer is still making notes!)



Discussion (about 20 minutes)

1. Ask the group about following instructions. (the Managers were given the power to issue instructions)
2. Ask the Managers about their experience of giving instructions. 3. Invite comments from the Observer.
3. Ask the group about their experience, in the second TANGLE, without outsiders giving instructions.
4. Invite any further comments from the Observer.
5. Ask the group how relevant they consider this ACTIVITY as a means of exploring power dynamics. Invite examples

Section II: Theme A- Situating the 'I' of the individual

Module I: Gender Norms and Gender Equity



Learning Objectives

- To explore gender norms and stereotypes that are created and enforced by society, including the media
- To explore beliefs held by young people concerning what it means to be an adolescent boy, girl or person in the society they live in; Challenge gender stereotypes and the 'accepted' or 'normalised' beliefs about masculinity and femininity; Recognise the negative impact of rigid gender norms for all genders and explore how these stereotypes limit choices of;
- To understand the link between gender socialisation, gender inequalities and hierarchies of power; Understand how the enforcement of gender norms contributes to gender-based violence



Setting the Scene:

Description: The facilitator introduces gender

'Gender' refers to the roles and responsibilities assigned to men and women by society. Girls and boys are not born knowing how they should look, dress, speak, behave or think. Their socialisation is influenced by their families, peers, communities, and institutions such as the media. Gender norms are created by our culture, not by nature and can change over time

Gender norms can be so ingrained that people often accept them as 'the way things are' and fail to recognise the power they have to shape expectations and behaviour. Rigid gender norms do not just limit people's identities and potential, they also set women and men apart based on societal expectations of how they should look, behave, and act. This division gives rise to unequal hierarchies of power as, traditionally, society has valued 'masculine gender norms' of dominance, aggression and competition over 'feminine gender norms' of submissiveness, fragility, and nurturing behaviour.

The portrayal of stereotypes about men and women in popular media and the depiction of violent actions as rewarding and successful, while sexualising violence and portraying women as available and vulnerable sexual objects.

Peer groups (especially in adolescence) supporting sexist behaviour or violence and reinforcing hostile masculinity and aggression. Despite many advances in equality of opportunities and rights between women and men, 'traditional' or 'rigid' gender norms remain pervasive in our communities.

Session 1: Gender Norms



Introduction: Encourage young people to explore the gender-related expectations placed on them by their family, their society, and the media. Young people learn to critically assess the impact of rigid gender norms on their own identities and make the links between gender norms, inequality and abuse. Through this process, they are empowered to embrace their right to be valued and respected for who they truly are (and not what society expects them to be) and their responsibility to value and respect others equally.



Activity 1: Media Representations

Go through women's and men's magazines and clip any advertisement or picture that striking in conveying messages about how men and women are 'supposed' to look and behave.



45 minutes



Process: Split the group into smaller, preferably mixed groups of boys and girls. Half of the groups will work with pictures of women and the other half will work with pictures of men. Each group to *discuss the some of the questions:*

- *In your experience, how are girls supposed to look and behave?*
- *What makes a girl attractive / popular?*

- *In your experience, how are boys supposed to look and behave?*
- *What makes a girl attractive / popular?*
- *Where do we learn these gender norms?*
- *When do we begin learning them?*
- *Who teaches us these norms? Do we see these attitudes in our parents?*
- *What differences do you observe in the way that women and men are expected to behave?*
- *Do one of the two genders seem to have more power or a stronger position in our society?*

Considering the box that encircles all the qualities you have mentioned, how easy is it for boys and girls to stay 'in the boxes'?

- *What if a girl or boy acts in a way that is outside the gender box? What happens to them? How are they treated by their families, peers and the community if they look or behave differently than what is 'expected of them'?*
- *Alternatively, what happens to people who conform and seem to fit in? What keeps us in the box?*
- *Is there a system of 'rewards' and 'punishments' in place? How does this system affect the choices we make?*

Note down students views on 'rewards' and 'punishments' on a flipchart (to refer back). Summarise these inputs and collectively close off the session with the overall discussion:

- Overall, according to your own experiences and reflecting on what you have heard (from your parents, peers, friends, the media, at school etc.)

- *what different roles do the men assume in their lives?*
- *Are they professionally successful?*
- *Do they hold a position of authority?*
- *What is their role within their own families?*



Take-home messages from the Activity:



Gender norms are not set in stone but are shaped by society. Traditions, popular culture, the media, peers, family and the community (including schools) all play a role in shaping and reinforcing these norms. Young people have the power to accept or reject them.

Gender norms and stereotypes create a damaging division amongst genders (women, men and non-gender conforming people) and give rise to gender inequality.

Children, young people and adults alike experience pressure to conform to ideals of what it is to be a man or a woman. Depending on how much they conform, they may be rewarded or punished.

We are all unique and complex individuals who do not fit into boxes. Everyone has the right to be valued and respected for who they are, and we have the responsibility to value and respect others.

Module II: Youth and Gender- Based Violence



Learning Objectives

- Young people have increased understanding of GBV, what forms exist, when it happens and what causes it.

- Young people understand the impact of abuse and develop empathy for those who experience it.
- Young people understand the definition of power, hierarchies of power and that abuse of power is a choice (i.e. abuse is the perpetrator's choice, not the responsibility of the victim).
- Young people understand the links between GBV and people choosing to abuse the power they have. Young people identify specific techniques for challenging peers' attitudes and behaviours that support GBV in the school environment



Setting the Scene:

Description: The facilitator introduces gender-based violence (GBV)

All genders can experience gender-based violence but GBV disproportionately affects women and girls compared to men and boys because of their subordinate position in society. Young people may be exposed to GBV through bullying at schools, witnessing domestic violence at home, experiencing it from a romantic partner, and through protests in acts of vandalism and police brutality.

GBV was synonymous with violence against women and girls, although over time the definition of GBV has been used to highlight certain forms of violence against men and boys. Prevalence rates for sexual violence against men can be more difficult to determine: men and boys may be less inclined to expose what has happened to them due to entrenched gender norms, cultural and religious taboos and ill-equipped services. The term gender-based violence also applies to violence perpetrated against lesbian, gay, bisexual, transgender and intersex persons that is “driven by a desire to punish those seen as defying gender norms²⁷. However, not all forms of violence leave visible scars and while some forms of violence have a greater physical or emotional impact than others, the outcome of GBV can include loss of self-esteem, depression, self-harm, lower educational attainment, increased risk-taking behaviour, physical injury, suicide or even death.



Activity 1: Name the Violence



30 minutes



Process: using the popcorn style to surface ideas from a group discussion, ask the group of young people to list types of violence. Then follow-up with discussion questions:

- *Why do you think this type of violence is more serious/less serious?*
- *What is the impact of this type of violence?*

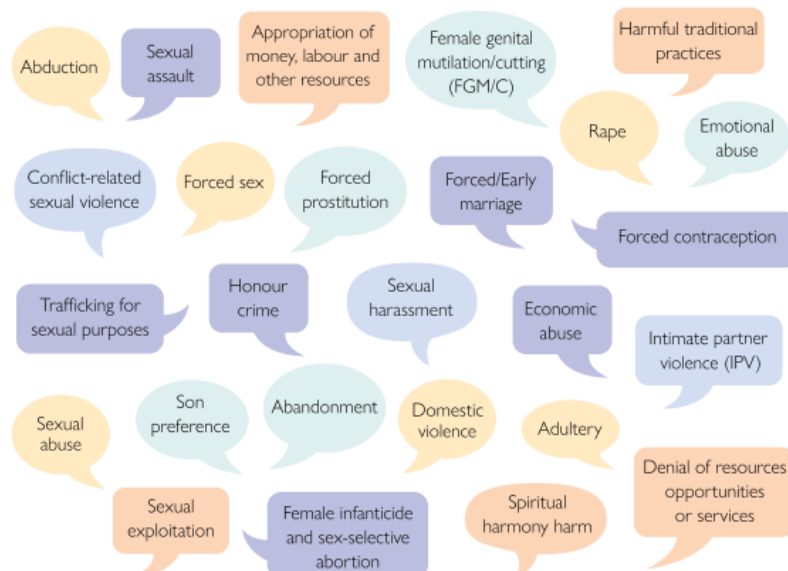
²⁷ Office of the High Commissioner for Human Rights (OHCHR). 2011. 'Discriminatory Laws and Practices and Acts of Violence Against Individuals Based on Their Sexual Orientation and Gender Identity

- *What if someone is called names/isolated/mockd every day at school? How would they feel? What might they do? Is this less serious than being physically abused?*



In Dialogue: Return to the presented ideas and map out the spectrum of GBV

Intimate partner violence (IPV), domestic violence or dating violence is abuse, usually escalating over time, which is perpetrated by a person as a means to control their partner or ex-partner. It can include physical violence (such as beating, punching or kicking), sexual violence (such as sexual assault or rape), emotional violence (such as constant humiliation, isolation from family or friends, or dictating what a person can wear or do), and economic abuse (such as withholding earnings from someone). Where children are involved, they are often witness to and subject to much of this abuse, and there is a significant correlation between domestic violence and the mental, physical and sexual abuse of children.



Psychological and emotional forms of GBV include acts such as gender-based bullying, sexual harassment, stalking, isolation, ridiculing, put-downs and offensive name-calling, intimidation, controlling who a person can see or what they can wear, sexual innuendos, and jokes about the sexuality of boys and the sexual availability of women. Psychological violence can be perpetrated by people both known to the victim (e.g., a partner, family member, pupils in a school or colleagues in a workplace) and unknown (e.g. offensive remarks made by strangers in the street). Sexual violence refers to all forms of forced sexual acts including forcing sexual activities against someone's consent and any unwelcome, usually repeated, and unreciprocated, sexual advance or unwanted verbal or physical conduct of a sexual nature. It includes rape (date rape, gang and marital rape, rape as a weapon of war), child sexual abuse, sexual harassment and the trafficking of women, girls, or boys for sexual exploitation. Economic violence can include property grabbing, deprivation of necessities, controlling the earnings of victims, forbidding them employment, and excluding them from decision-making processes. In many countries economic violence is legitimised in legislation e.g., laws that give a husband full rights over his wife's property or that exclude specific groups of people from voting in elections. Socio-cultural violence includes harmful traditional and cultural practices such as female

genital mutilation (FGM), honour related violence, wife and property inheritance, early and child marriage, forced sexual exposure and training, and dowry or bride price abuse.²⁸

Gender-based violence is present in every country and cuts across boundaries of age, culture, class, education, ethnicity, sexual orientation, and background. Gender-based violence poses a serious obstacle to equality between women and men and is recognised as a human rights violation. Acts of gender-based violence are generally committed by individuals close to the victim.



Take-home messages



It is likely that young people may identify physical and sexual forms of violence as 'very serious'. Psychological forms of violence will be 'less serious' and some may even be 'not serious at all'. It is important that, by the end of the discussion, students develop an understanding of the impact of psychological violence and a consensus that all types of violence are equally serious. The facilitator to consolidate responses and share the definitions along the spectrum of violence.

Session 1: Understanding GBV



Introduction: Once young people have developed an understanding of different types of gender-based violence including physical, psychological and sexual abuse. Remind the participants of the consequences of GB. Gender-based violence has serious consequences, including immediate injury and possible long-term physical and psychosocial harm, as well as social and economic consequences and death. Children who witness violence are more likely to have emotional and behavioural problems, perform poorly in school and be at risk of perpetrating or experiencing violence in the future. Indirect impacts on individual and community productivity can lead to increased poverty and undermine potential economic and social development, creating a cycle of underdevelopment, poverty and violence. All of these consequences can have a critical impact on people.

South Africa signed up to the United Nations Convention on the Rights of the Child (UNCRC) which legally-protects the youth against discrimination or punishment based on gender, sex, etc. (Article 2), the right be protected from abuse or neglect by parents or carers (Article 19), and the right to be protected from sexual exploitation (Article 34). While also promotes the right to life and to the maximum chances of survival and development (Article 6); and the right to express themselves freely, while respecting other people's right to do so (Article 13), and the right to education (Article 28). It is necessary to locate the state interventions and the extent of their responsiveness.



75 minutes

²⁸ [Y4Y-Manual digital v12.pdf \(medinstgenderstudies.org\)](#)



Process: Divide the participants in 6 groups each allocated the UNCRC Articles listed above to discuss *who are the social actors* including duty-bearers that the youth could hold accountable for each of the rights (also consider collaborative efforts) from the community level, district and the provincial levels.



Activity 1: Myths on Gender-Based Violence



Process: The Facilitator to distribute the statements in the established small groups, allow the groups to discuss and eventually vote if the statement is a fact or myth. The intention is to surface already existing shared beliefs with the intention to ‘explain’ in the plenary the underlying assumptions for each of the statements

Statements	Fact	Myth	Facilitator Comments
violent people are people who can't control their anger – violence is a momentary loss of self-control.			Explaining Making-excuses for the perpetrator. Violent or abusive people are not 'out of control' - they make rational and conscious choices to be violent or abusive and choose their victim.
Making fun and mocking someone via social media is not as serious as doing it in person			Explain cyberbullying: Experiencing abuse through electronic media (whether that is through text messaging,

			emails or social networking sites) is just as serious as experiencing it in person.
People who don't report ongoing abuse by others must want it to continue.			Explain Victim-Blaming: There are many reasons why people don't report abuse. They may be frightened of the abuser, they may worry they won't be believed or that telling someone will make the situation worse. They may also feel ashamed or even responsible for causing the abuse to take place. Without support from friends or trusted adults, it can be very difficult for someone to take that first step towards talking about their experience and asking for help
victims of violence are usually weak characters			Explain Victim-Blaming. There is no particular 'type' of person who is more likely to be a victim of abuse or violence – it can happen to anyone.
It is OK for a boy to pressure a girl into having sex if they have been dating			Explain stereotypes about sexuality. Nobody should be pressured or coerced into having sex or engaging in any sexual act regardless of whether they are in a relationship. Being forced to engage in sexual activities is a form of sexual abuse and has nothing to do with love.
Girls like playing hard-to-get, boys should be insistent when they are ready to have sex			Explain Consent: When a girl says 'no', she means 'no'
The seriousness of sexual harassment is exaggerated - most harassment is minor and involves harmless flirting.			Sexual harassment can be devastating. It often has nothing to do with flirtation on the part of the perpetrator but is largely about control, domination, and/or punishment. Examples of sexual harassment include direct or indirect threats or bribes for sexual activity, sexual innuendos and comments, sexually suggestive jokes, unwelcome touching or brushing against a person, pervasive displays of materials with sexually illicit or graphic content, and attempted or actual sexual assault
Violence in relationships is more common among people who are poor or not well educated.			Explain violence in relationships is pervasive in all levels of society, whether rich or poor, and cuts across racial, ethnic, socio-economic and religious boundaries. There is no evidence to support the idea that people from certain socio-economic or educational backgrounds are more likely to experience abuse either as victims or as perpetrators
Rape cannot take place when two people are on a date, or in a romantic relationship.			Explain Consent: Victims of rape by their intimate partners have the same rights as those assaulted by strangers. Sexual violence does not become permissible because the perpetrator is, or has been, in an intimate relationship with the victim.
Malicious gossip and negative rumours are forms of violence			Explain psychological abuse: Spreading malicious gossip or rumours is a form of psychological violence and can have a long-term impact on a person's emotional and mental wellbeing.



In plenary, the facilitator clarifies the myths and facts, using explanation to further elaborate on the myths and common misconceptions that normalise violence and the silence around it

Session 2: Disclosures of Violence



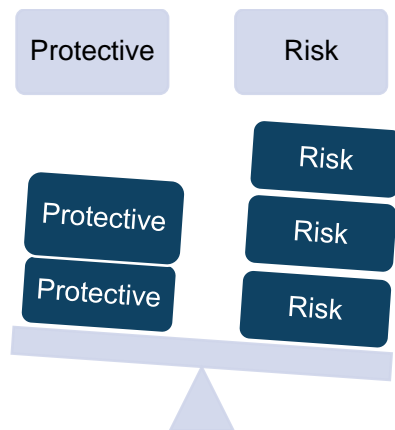
Facilitator introduces that abuse and violence may be difficult to identify in the first or earlier encounters. **Learning** what constitutes an abusive relationship is an eye-opener for young people, many of whom have a 'romanticised' perception of violence and fail to recognise different forms of abuse, especially psychological abuse. As a result, young participants feel motivated to develop strategies for addressing gender-based violence if they or a friend experiences it in their romantic relationships



75 minutes

Note: The session facilitates disclosures:

Although it is important to create a safe space for participants to discuss sensitive issues related to gender and gender-based violence, you should always be prepared for the possibility that creating such a safe space, and the dynamics of the activity, may lead young people to disclose painful personal experiences of gender-based violence.²⁹



The disclosing participant may become very emotional, as may other participants listening to their story. In such an event, you should aim to observe the following points:

- *Do not interrupt or try to stop the participant.*
- *Listen to the participant, for as long as they are willing to speak*
- *Avoid pressing anyone else to go further or deeper in sharing experiences*
- *You may want to call for a break and invite everyone to refresh themselves, in order to defuse the atmosphere*

Pay special attention to the participant in question, and make sure that they are not left alone, if they do not want to be. You or another person that they trust might accompany them to

²⁹ [16809e1597 \(coe.int\)](https://www.coe.int/t/treaties/16809e1597)

another room to enable them to calm down and collect their strength. They may need a short time away from the group, or on their own.

It may be necessary, either immediately or at a later point, to come back to the disclosure in the whole group and speak about the fact that it took place.

Whatever you and your team decide to do, the decision should be made in consultation with the participant who made the disclosure. This also concerns how the disclosure is to be dealt within the group.

Prior to each session the facilitator should consider how to immediately hold space for disclosures, possible referral system and ensure that the individual and the group debrief.

Discussion: In smaller groups ask participants to please answer the questions as best they can.



1. *Can you reflect on instances where you yourself have been a perpetrator of GBV or a close friend of the perpetrator i.e., you have used abusive behaviour towards others?? (you do not need to share this experience if you do not want to)*
2. *What can young people do to take a stand against GBV within their families and in the broader community?*

School is a critical component of young people's lives, being one of the main contexts where gender socialisation takes place and where attitudes towards one-self and others are shaped and reinforced. During adolescence especially, young people begin forming their values and expectations in relation to romantic relationships:

3. *What can young people in schools do to take a stand against GBV?- Probe the group to identify allies, activities and possibly consider how to prevent future incidences of violence*

Session 3: On witnessing Violence



Facilitator introduces witnessing: A 'bystander' is a person who witnesses abuse and whilst they may not in any way perpetrate or condone the abuse, their inaction can contribute to its continuation. It is often difficult for people to take action or speak out in these situations: often they may feel threatened, embarrassed to speak out or take action in front of their peer group, or simply not know what to do or say in such a situation. The barriers to intervening or challenging this behaviour are multi-faceted and include: fear of putting yourself at risk, social punishment for speaking out, not having the confidence or language to challenge, and 'keeping quiet' being reinforced by societal, community or institutional norms.

Ask the young people to reflect on incidences wherein they were bystanders:

Discussion Questions in smaller groups:



Why is it that as bystanders we do not intervene when we witness violence?

(e.g. because they were not aware, they felt scared, they were not asked to intervene or they found it difficult to react because they didn't know what to do)

before they intervene, they must be confident that they are safe to do so and that it can be very hard to support a friend who is in an abusive relationship, but being there for them can help them make the right decisions. Equally, it's not easy to confront a friend about their abusive behaviour, but remaining silent sends the message that the abuse is okay. Talking about things can make a huge difference. You can help your friend understand that what they are doing is wrong and help them want to change their behaviour.



Take-home messages



Young people should tell a trusted adult (teacher, parent etc.) as soon as possible if they experience any type of violence, or if they are worried about someone's well-being or safety.

Module III: Mental Health and Substance Abuse



Learning Objectives

- To provide information on mental well-being and mental illness
- To identify the types of substances and their effects, including methods of use



Setting the Scene:

Description: Mental health issues are common and prevalent within all communities. There are several contributing factors and history plays a significant part. Youth witness the impact and the role that mental illness plays in families' often without the skills to manage them. They are impacted by this and simultaneously they also experience common mental health issues. It is essential to provide a framework and opportunities for youth to learn healthy coping strategies and have the opportunity to practise what they learn

Session 1: Understanding Mental Health and Mental illness



Activity 1: Initial Thoughts on Mental health & Illnesses



75 minutes



Process. Divide participants into 4-6 groups. Give each group a piece of flip chart people with one of four terms written at the top: *physical health / mental health / physical illness / mental illness* . Give the group five minutes to brainstorm all the words that come to mind when they see their term.

Is important to emphasise that there are no wrong answers in a brainstorm. This exercise is all about opening up a discussion

After five minutes, ask groups to tape their sheets up on the wall for all groups to see. Ask one participant from each group to report back. Ask the youth what they notice about the type of words used on each. Discuss the similarities and differences in responses to mental and physical aspects of people's health. Ask participants to suggest some reasons for these differences. Give the young people handouts of definitions of mental health and mental illness and lead a brief discussion on the definition:

The African School Mental Health Curriculum (2013) makes a distinction between mental health and mental illness:

Everyone has **mental health** regardless of whether or not they have mental illness. The brain controls our feelings, thoughts and behaviours. A **mental illness** is a health condition that changes a person's thinking, feelings or behaviour (or all three) and that causes that person distress and difficulty in functioning. **Mental illnesses** have complex causes that include a biological basis and are therefore not that different from other illnesses or diseases. As with all serious illnesses, the sooner people get help and effective treatment for mental illness, the better their long- and short-term outcomes.

Mental Health "Mental health is the emotional and spiritual resilience that enables us to enjoy life and survive pain, disappointment, and sadness. It is a positive sense of wellbeing and an underlying belief in our own and other's self-worth." (Health Education Authority, UK, 2019)

Who's got mental health? Everyone – we all have mental health just like we all have physical health. People with mental illness also have mental health, just as people with a physical illness also have physical well-being.

Mental Illness is a term that describes a variety of psychiatric (emotional, thinking and behavioural) problems that vary in intensity and duration and may recur from time to time. Major mental illnesses include Anxiety, Mood, Eating, and Psychotic Disorders. Mental illnesses are diagnosable conditions that require medical treatment as well as other supports.

Mental Health Problems refer to the more common struggles and adjustment difficulties that affect everybody from time to time. These problems tend to happen when people are going through difficult times in life, such as a relationship ending, the death of someone close, conflict in relations with family or friends, or stresses at home, school or work. Feeling stressed or having the blues is a normal response to the psychological or social challenges most people encounter at some time or another. Mental health problems are usually short-term reactions to a particular stressor, such as a loss, painful event, or illness. (Mental Illness Foundation, 2003).



In plenary ask participants to name stigma associated with mental illness:

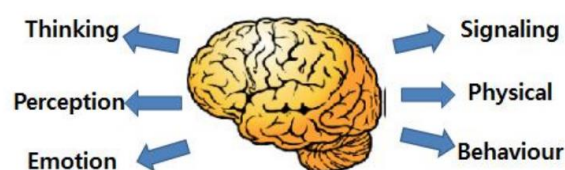
Stigma acts as a barrier to people seeking help for mental health concerns

Learning the facts about mental illness can help dispel misconceptions and stigma

People's attitudes about mental illness can be positively influenced by exposure to accurate information

We all have a responsibility to fight the stigma and discrimination associated with mental illness

Mental disorders are associated with disturbances in six primary domains of brain functions:





Ask the group to identify the role of government on mental health and well-being. Thereafter explain : In line with the Sustainable Development Goals (SDGs) target 3.5 South Africa realises the health goals for the population, more specifically for young people the need *to strengthen prevention and treatment of substance abuse*, read in reference to the indicators:

- *Coverage of treatment interventions for substance-use disorders*
- *Harmful use of alcohol*
- *Addressing interventions for adolescents and youth will reduce the burden of ill-health*

Adolescent and youth focused policies were developed focusing on innovative, youth-oriented programmes and technologies to promote the mental health and wellbeing of adolescents and youth including preventing violence and substance abuse. These include the following legislation, policies, initiatives, and media campaigns:

Prevention of and Treatment for Substance Abuse Act 70 of 2008

Products Control Act 83 of 1993 (with amendments and accompanying regulations)

Introduction of facility services through National Adolescent Friendly Clinic Initiative (NAFCI) in 1999 and adolescent and youth friendly health services approach

Choice of Termination Pregnancy Act 92 of 199

Introduction of school health services through **Integrated School Health Policy (ISHP)**

Child Support Grants

National **mass media campaigns** such as ‘Soul City’, ‘Love Life’ and ‘Khomanani’ the ‘Ke Moja’ (I’m fine without drugs) campaign

National Drug Master Plan 2013 – 2017

National Adolescent and Youth Health Policy 2016-2020

And more recently the, The Cabinet-approved **2019-2024 Drug Master Plan**

The responses of individual youth may vary from disabling disorders to transient problems to amazing resilience, all young people face serious emotional and psychological challenges as they grow to adulthood. A great deal of their behaviour, thoughts and feelings are normal and natural aspects of this major developmental transition. This session highlights work with adolescents in the face of these major developmental challenges before their behaviour escalates to the point of needing treatment. The session targets aspects of risk as well as protective factors through the provision of important information and support to adolescent youth and the key adults involved with them.

Session 2: Mental Health Amongst Young People



Activity 1: Survey on Depression- Perceptions & Known Responses



25 minutes



Process: Invite the participants to individually participate in a survey, suggest that responses to these questions may be kept confidential:

We would like to get your opinion about the way young people's emotional needs are addressed in your community or school... We appreciate your honest answers – thanks!

- *Do you think depression among young people is a problem in your (a) community, and (b) at your school? 2. How would you know if you or one of your friends was depressed – what signs would you look for?*
- *How often do you hear one of your peers talk about depression or suicide? Daily Weekly Monthly Never / Rarely*
- *How do you hear about these conversations? (examples: in person, through social media, from rumours, etc.)*
- *Do you feel that adults are responsive when you or someone you know has reported concerns about depression?*
- *How comfortable do you feel talking to an adult in your school or community about depression and suicide? Not at all Somewhat Very comfortable*
- *Who would you contact at the school or community if you felt depressed, or if you were worried about one of your friends feeling depressed?*
- *What response would you expect from the school - in other words, what steps do you think the school should take to respond to or prevent depression among the youth?*
- *What response would you expect from the community - in other words, what steps do you think the community should take to respond to or prevent depression among the youth?*



In plenary, the Facilitator reports back to participants the overlapping thematic issues for discussions



Activity 2: Causes of Stress Amongst the Youth



40 minutes



Discussion session in small groups: Ask what are causes stress for your people. One group can work on the example of the school and others could identify other contexts that are known to be stress-inducing

Academic Performance: Exams and papers are part of academic performance and can contribute greatly to adolescent stress. Generally, young people are under pressure from home, peers, and themselves to do well and pass their tests with favourable results. If your self-esteem is especially tied in with performing well, you may compel yourself to study hard and expect to receive good grades. Many parents likewise expect teenagers to do well in school. Adults generally believe that academic success is positively correlated with having a happy future. They believe, alternatively, not performing to one’s “capacity” will spell disaster for the future. These adult expectations can cause a great deal of stress. Self-imposed expectations for success can significantly contribute to stress.

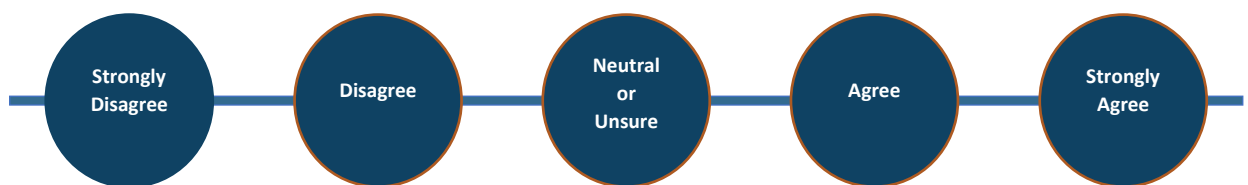


Tease out the pathways that contribute to the stress in relation to self, significant others- individual & groups

Young people constantly compare themselves to others and are often distressed if other people perform better than they do. Most perfectionists try to do too much at one time and frequently set extremely high standards for themselves and others. Setting high standards is not the problem. Setting high standards that cannot realistically be attained is the problem, and it can be self-destructive. Individuals with perfectionist tendencies expect everything to be 100% or they become frustrated, irritated and unhappy. Perfectionism is based on a belief that unless I am perfect, I am not okay.



Activity 3: Collaborative Values Inventory



75 minutes



Process: Begin by broadly introducing the statements below to the group and invite young people to rate them using the scale above:

- *In different circumstances, any young person could be a substance abuser*
- *A person struggling with substance abuse should not be held accountable for his or her negative behaviour*
- *If a young person is addicted to any drug had enough willpower, they would not need substance use disorder treatment*
- *The stigma associated with substance abuse prevents young people from seeking treatment*



Facilitator begins plenary by introducing the myth on violence, thereafter report responses and wraps up with a summary

- Alcohol and drug abuse are causes of violence:

Although alcohol and drugs are often associated with violence, they do not cause non-violent persons to become violent. An abuser may use alcohol as an excuse for the violence, or alcohol may prevent him/her from realising the level of force he/she is using, but alcohol is not the cause. Many people are violent towards their partners or others when they are sober and there are also many abusers who do not drink at all.

Substance abuse puts young people's health at risk and may result in social ills such as violence, crime and family disintegration with young people as victims and perpetrators of violence. Young people need to be supported with information, skills and services that help them prevent non-communicable and communicable diseases including pandemics, as well as mental health disorders

Individual Factors That Increase Risk for Substance User Misuse		
Environment and Developmental factors	Social	Genetic & Co-curring mental disorders



In plenary invite the participants to list commonly used terms, and their definitions. Followed by the presentation of the appropriate use of concept, where applicable.

Instead of:	Try:
Addict	Person with a substance use disorder
	Person with a serious substance use disorder
Addicted to X	Has an X use disorder
	Has a serious X use disorder
	Has a substance use disorder involving X (if more than one substance is involved)
Addiction	Substance use disorder
	Serious substance use disorder
	Note:
	<ul style="list-style-type: none"> • “Addiction” is appropriate when quoting findings or research that used the term or if it appears in a proper name of an organization. • “Addiction” is appropriate when speaking of the disease process that leads to someone developing a substance use disorder that includes compulsive use (for example, “the field of addiction medicine,” and “the science of addiction”). • It is appropriate to refer to scheduled drugs as “addictive.”

Drug/Substance Abuser	Person with a substance use disorder
	Person who uses drugs (if not qualified as a disorder)
	Note: When feasible, “Drug/Substance Abuse” can be replaced with “Substance Use Disorder.”
Former/reformed Addict/Alcoholic	Person in recovery
	Person in long-term recovery
Opioid Replacement or Methadone Maintenance	Medication assisted treatment
	Medication-assisted recovery
Recreational, Casual, or Experimental Users (as opposed to those with a use disorder)	People who use drugs for non-medical reasons
	People starting to use drugs
	People who are new to drug use
	Initiates

Alcoholic	Person with an alcohol use disorder
	Person with a serious alcohol use disorder
Alcoholics Anonymous / Narcotics Anonymous / etc.	Note: When using these terms, take care to avoid divulging an individual's participation in a named 12-step program.
Clean	Abstinent
Clean Screen	Substance-free
	Testing negative for substance use
Dirty	Actively using
	Positive for substance use
Dirty Screen	Testing positive for substance use
Drug habit	Substance use disorder
	Compulsive or regular substance use



Process: Post clarifying the commonly used terms and the appropriate ones to use, briefly present to the participants the drug epidemic over the decades using the image below. In groups. *invite young people to identify the (a) commonly used (availability) and (b) accessible (probe- through friends, where do young people find these) drugs within their communities and schooling context.*



-End the dialogue by listing the named drugs in the list below i.e. *nyaupe/nyaope or space cookies*

(a) Identify the commonly used name and its scientific category

(b) List both the short- and long-term effects of the listed drugs

Common Drugs

1. Alcohol- A depressant, which means it slows the function of the central nervous system

Short Term Effects

Reduced inhibitions, slurred speech, motor impairment, confusion, memory problems, concentration problems

Long Term Effects

2. Marijuana(weed)- Made from the hemp plant, Cannabis sativa. The main psychoactive (mind-altering) chemical in marijuana is delta-9-tetrahydrocannabinol, or THC

Development of an alcohol use disorder, health problems, increased risk for certain cancers

Short Term Effects: Enhanced sensory perception and euphoria followed by drowsiness/relaxation; slowed reaction time; problems with balance and coordination

Long-term effects: Mental health problems, chronic cough, frequent respiratory infections

3. Methamphetamine (Crystal Meth)- A stimulant drug chemically related to amphetamine but with stronger effects on the central nervous system

Short-term effects: Enhanced sensory perception and euphoria followed by drowsiness/relaxation; slowed reaction time; problems with balance and coordination

Long-term effects: Mental health problems, chronic cough, frequent respiratory infections

4.Nyaope/Nyaupe -a mixture of low grade heroin, cannabis products, antiretroviral drugs and other materials

Short-term effects. effects of nyaope include euphoria, rush and a sense of warmth

Long-term effects: Consequences of long-term use include abscesses, venous sclerosis and bacterial/fungal endocarditis. Some of the common psychiatric side-effects include agitation, anxiety, [hallucinations](#), insomnia, lethargy, nervousness, mood disorders, depression, suicidality, antisocial, behaviour, [psychosis](#), [catatonia](#), delirium and vivid dreams. Overdose and Death

5.Heroin- An opioid drug made from morphine, a natural substance extracted from the seed pod of various opium poppy plants

Short-term effects: Euphoria, dry mouth, itching, nausea, vomiting, analgesia, slowed breathing and heart rate. Heroin is a *highly addictive drug* leading to serious, even fatal health conditions (overdoes and death). Tolerance to the drug develops with regular use, meaning that the user must use more heroin to produce the same effect. Physical dependence and addiction then develop, and withdrawal can occur as soon as a few hours after the last use.

Long-term effect: Collapsed veins, abscesses (swollen tissue with pus), infection of the lining and valves in the heart, constipation and stomach cramps, liver or kidney disease, pneumonia



Process: Ask participants if they know the difference between *peer pressure* and *peer influence*. Most young people are not pressured to use but feel excluded when their group of friends start to use substances. Young People keep turning it down or start to be excluded because of not using substances

Ask participants how they will know if they are starting to change their minds about trying substances. What might be some signs or thoughts they might have, when they are starting to consider trying it? The decision is usually made to try it long before they do it. Student responses may include:

“Well they don’t seem to be having any of the bad effects”, “Maybe it’s not so bad; no one will know if I tried it as long as I don’t go home right away”, “One time won’t hurt”, “Everyone’s doing it; maybe I’ll try it when I’m sleeping over”, “I’ll just try it once to say that I’ve done it and don’t like it”, “If it’s legal, it can’t be that bad; my parents have tried it or use it.”

Ask participants to consider different ways they could experience peer pressure and how to find healthy ways to be accepted/ included. Have them act out the scenario with their peers and then share how they refused the substance.

Session 3: Understanding Substance Abuse/Addiction



Activity 1: Identifying Risks of Substance Abuse

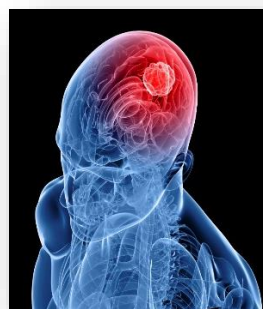


75 minutes



In plenary, facilitator asks the group about the difference between abuse and addiction before offering definitions:

The abuse of substance is a maladaptive pattern of substance use leading to clinically significant impairment or distress, as manifested by one (or more) of the following, occurring within a 12-months period. 1- Recurrent substance use resulting in a failure to fulfill major role obligations at work, school, or home (e.g. repeated absences or poor work performance related to substance use; substance related absences, suspensions or expulsions from school; neglect of children or household) 2- Recurrent substance use in situations in which it is physically hazardous (e.g. driving an automobile or operating a machine when impaired by substance use) 3- Recurrent substance-related legal problems (e.g. arrests for substance-related disorderly conduct)- The African School Mental Health Curriculum, 2013

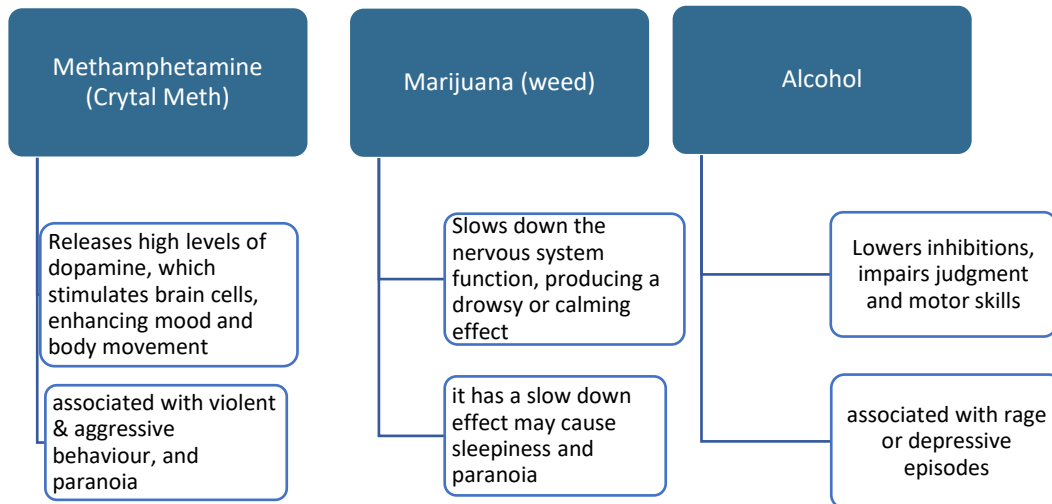


Addiction is a primary, chronic disease of brain reward, motivation, memory and related circuitry. Dysfunction in these circuits leads to characteristic biological, psychological, social, and spiritual manifestations. This is reflected in an individual pathologically pursuing reward and/or relief by substance use and other behaviours- American Society of Addiction Medicine, 2011.



Process in small groups. Building on the identified commonly used drugs, ask the participants in groups to identify how each of the drugs affects their health, and follow the definitions below

Risks of Substance Abuse



It is important for young people to understand the main drug classifications:

Stimulants

Medications that increase alertness, attention, energy, blood pressure, heart rate, and breathing rate

- Short-term effects: Increased alertness, attention, energy; increased blood pressure and heart rate
- Long-term effects: Heart problems, psychosis, anger, paranoia

Central Nervous System Depressants

Medications that slow brain activity, which makes them useful for treating anxiety and sleep problems

- Short-term effects: Drowsiness, slurred speech, poor concentration, confusion, dizziness, problems with movement and memory, lowered blood pressure, slowed breathing.
- Long-term effects: Unknown

Hallucinogens

Substances that distort the perception of reality

- Short-term effects: increased heart rate, nausea, intensified feelings and sensory experiences, changes in sense of time
- Long-term effects: speech problems, memory loss, weight loss, anxiety, depression and suicidal thoughts

Source: National Institute on Drug Abuse, 2018

Principles of Effective Drug Addiction Treatment:

- Addiction is a complex but treatable disease that affects brain function and behaviour
- No single treatment is appropriate for everyone
- Behavioural therapies are the most used forms of drug abuse treatment

Understanding Treatment Progress: Key factors in understanding treatment progress:

- Participation in treatment
- Knowledge gained about substance use
- Participation in support systems
- Abstinence from substances
- Relapse prevention planning
- Treatment completion



In plenary ask the participants if there are any policies or government interventions that they are aware of on dealing with substance. The provide an overview. The National Development Plan (2030:15) acknowledges:

The problem of insufficient treatment facilities, only ten (10) operational public treatment centres countrywide, suggests that adolescents involved in substance-abuse remain untreated and may transition to adulthood with long-term and irreversible effects of substance abuse. remain untreated and may transition to adulthood with long-term and irreversible effects of substance abuse. There is also poor implementation of the Prevention of and Treatment for Substance Abuse Act 70 of 2008, particularly with regards to the provision to curb unregistered substance abuse treatment facilities

And further advocates the following approach to combat substance abuse among youth:

To deal with the challenge of substance abuse, different role players should implement effective substance abuse prevention programmes.

- a) The National Drug Master Plan should be fully implemented.
- b) The South African Police Service should prioritise reducing the availability of illegal drugs including increasing the age limit to 25 years.
- c) Alcohol should not be sold in proximity to schools and other facilities frequented by young people.
- d) Young people should participate in local anti-crime structures (CPF) and be active against corruption that hampers drug-fighting efforts.

- e) Information on the adverse effects of substance use and risks of addiction should accompany alcohol adverts on television. Total banning of alcohol adverts should be considered by the State.
- f) The Department of Health should develop and implement protocols and practices for integrated diagnosis and treatment of substance dependence and co-occurring disorders.
- g) To address limited access to rehabilitation centres, the Department of Social Development must roll-out and expand harm-reduction and rehabilitation programmes for young people who are struggling with substance abuse across the country.
- h) Laws and policies that facilitate effective governance of alcohol and drug supply chain need to be harmonised and enforced.
- i) Municipality by-laws dealing with restricting access to alcohol should be strictly enforced
- j) Jobs relating to combating substance abuse should be created.



Process: Ask participants to research what community resources they could contact for support for mental health/illness, substance abuse/ addictions. Have them present on the **Module VI** (consider social mapping and referral mechanisms).



Early Identification (signs and symptoms of mental illness/substance abuse)

and **Brief Intervention** (Ideally done as soon as possible): Who are the service providers in the community * Consider organisations such as the South African Depression and Anxiety Group (SADAG) that have a directory of referrals that are community specific or the South African National Council on Alcoholism (SANCA)



Stabilization (for both mental illnesses and substance abuse)

Via medically incl. psychosocial support supervised detoxification, when necessary. This is most likely to be in-patient treatment but it is best to be guided by a practitioner



Timely and Appropriate Substance Use Disorder Treatment

Address substance use disorder and co-occurring issues



Continuing Care and Recovery Support

Help young sustain recovery, maintain safety and stability. Consider what family and community support may look like if it



Take-home messages



Young people should not feel ashamed and self-isolate when struggling with mental illness and substance abuse. We live in an influx of information, high-pressure to showcase success, intelligence, money and the 'soft life' in a context of poor living conditions, crime, violence and poverty. Seeking out help is an act of courage, not weakness, and a sign of agency- taking control of ones behaviour in spite of the environment

Section III: Theme B- Economic Participation

NDP 2030: To ensure Economic Participation and Transformation, the government implemented several public employment programmes, which primarily targeted youth, including: Community Works Programme (CWP); Expanded Public Works Programme (EPWP); National Rural Youth Service Corps (NARYSEC); youth cooperatives and youth entrepreneurs (e.g. NYDA funded); National Youth Service Programme, skills training (e.g. learnerships funded by SETAs); Jobs Fund; Employment Tax Incentive (ETI); and Youth Employment Service (YES)

Module IV: Unpaid care work³⁰



Learning Objectives

- To provide information on paid and unpaid care-work
- To reflect on how care-work can prevent women from enjoying their human rights.
- To address the care work overload, 'the 4Rs' – recognition, reduction, redistribution and representation – are introduced. A human rights approach reminds us that care work redistribution, or the collective sharing of care, needs to happen not only within households but also across institutions such as communities, the private sector and states. Sharing care work will bring about a more just economy and the realisation of women's rights



Setting the Scene:

Description: Unequal distribution of power determines who does care work and how much of it. Often this follows the sexual division of labour which is underpinned by the false assumption that there is a divide between the 'public' and the 'private'- the latter refers to the household responsibilities such as caregiving, cleaning and cooking chores while the former is anything outside the home such as the ability to participate in sports, political rallies and paid work. Historically, the public life has been organized to be anti-women and inherently **sexist**- 'women cannot do certain kinds of work i.e., president engineer etc.', **exploitative**- 'women are paid less even when they enter the workforce' 'young women are better of as clerks, nurses and teacher because of their nurturing abilities' and **oppressive**- 'invest more on the boy child, and make sure they go to school as the rightful heirs of the family, we allknow the girl child marries off and takes another family's surname without building her family home.

Session 1: Care-work and Human Rights Based Approach



Activity 1: Unpacking Daily Activities as Work



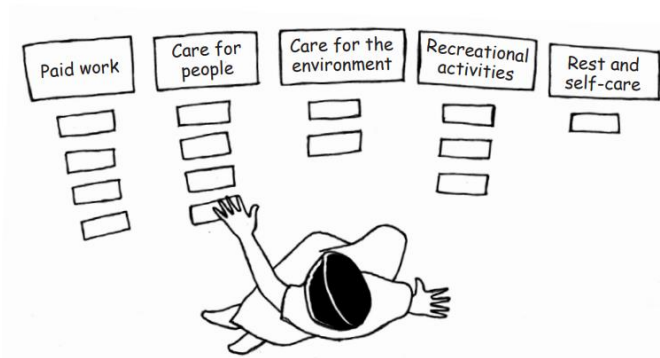
75 minutes

³⁰ This module is adapted from the ActionAid, Oxfam and Institutional Development Studies 2015 Training Curriculum- Redistributing care work for gender equality and justice



Process: Distribute sheets to participants and invite young people to describe in small groups the social and economic activities that people do in a day and understanding how they contribute to the economy through their paid work, their unpaid work and their (paid and unpaid) care work:

- Consider the three levels; to include activities **within the household** such as cooking breakfast, collecting water, resting, working in the fields; within **the community** such as selling goods at the market, or participating in community meetings and projects, **and within a specific institution** or intervention such as school or NGO/church and recreational activities



Once each group has provided feedback in plenary, the facilitator then asks ‘Which of these activities helped you to take care of your family and friends?’- the process is intended to highlight care-work activities in colour or with a card titled ‘Care for People’.

Facilitator to note that ‘indirect care’ includes housework and collection of water and firewood. In many households indirect care takes up more of women’s time than ‘direct care’ (or care of children and adults). Indirect care work is also less visible than direct care



Process: Ask participants to return to their groups and map out the gendered aspects of care-work building on the previous sessions in three categories describe:

- Consider everyone in the family, parents, siblings and family members:
- What activities do men and women do that are the same?
- What activities do men and women do that are different, and why?
- What activities do girls and boys participate in?
- How much time do women and men spend on different activities?
- Can both men and women do the care activities listed here? – Are there activities that are done more by younger women?
- Are there activities that are done more by older women?

Consider the broader community- who participates in the ‘public’ spaces, is it older women, young men and adolescent boys or young women who e.g., attend sport events, protests, community meetings etc.

- Is there anything missing from this activities mapping?
- Does this activity mapping capture the main activities that you see in your community?
- Identify those activities that take up the most time for you, include young people generally

Paid Work
<ul style="list-style-type: none"> • Doing wage or salary work • Working in own/family small business • Small-scale trading • Producing products for sale/market • Domestic worker

Recreational activities
<p>Learning</p> <ul style="list-style-type: none"> • Attending adult education class • Doing homework
<p>Social and cultural</p> <ul style="list-style-type: none"> • Socialising with friends and family • Praying • Attending a ceremony (e.g. funeral) • Attending a sports event
<p>Mass media use</p> <ul style="list-style-type: none"> • Watching television • Listening to radio • Using the internet • Reading newspapers • Using mobile phones

Care for people (unpaid care work)
<p>Collection of fuel or water</p> <ul style="list-style-type: none"> • Collecting firewood • Collecting water
<p>Housework</p> <ul style="list-style-type: none"> • Preparing food/cooking • Cleaning the house • Washing clothes • Shopping for food and household products
<p>Care of children</p> <ul style="list-style-type: none"> • Feeding a child • Bathing and dressing a child • Playing with a child • Helping a child with school work • Accompanying a child to school or clinic • Being in charge of a child
<p>Care of adults</p> <ul style="list-style-type: none"> • Feeding a disabled, old or sick adult • Bathing a disabled, old or sick adult • Accompanying an adult to health clinic or any other public service • Moral support • Community work



Facilitator to end the discussion by noting that: Children and youth may have different activities than women and men as they may be in school rather than working. However, for some girls and young women their age may mean that they have to carry a heavier workload because of their low status in the household. For instance, first daughters or younger aunts often become ‘house executives’ and support with caregiving duties for their younger siblings or children. young women are also more likely to have younger children that require more care. Older women i.e., pensioners may also have to take on more care work (primary caregiver of grandchildren), particularly with the economic migration to urban centres by the middle-aged workers- ‘Amagoduka’

Some people in the community will also be able to pay for care services and goods while others will not. For instance, richer community members might be able to pay for electricity or hire domestic workers in their households to help with the cooking and taking care of children. This will mean they spend less time on care work than poorer households

Session 2: What about Human Rights Based Approach and Care-work?



Activity 1: Introducing the Human Rights Based Approach



75 minutes



In plenary, ask participants the question **What is a right for you?** and see what they respond. If a group is sufficiently familiar with the idea of human rights, then start compiling a list of the rights they mention. If the group is not aware of what rights are, then the facilitator will have to provide an explanation before starting this discussion



Process: The facilitator to introduce the concept of **right holder** and **duty bearer** scenarios by first inviting young people to think through the statements below with this question in mind- who are the rights holders/duty bearers in each of the scenarios:

- *An unemployed youth trying to find a job*
- *A woman farmer losing her crop due to drought*
- *A girl taking care of her younger siblings instead of going to school*
- *An elderly malaria patient with no access to medicines in the village*
- *A woman thrown out of her house by her abusive husband.*

The facilitator can further ask if participants are aware of their national constitution, which grants them rights from birth and protects the natural resources that are everyone's. She can add the rights that have not been said by participants. The facilitator will need to prepare herself for this and study the constitution, then provide a define HRBA.

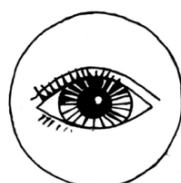
HRBA refers to the development of programmes which places human rights at the core. It is a strategy (or a set of tools) for achieving human rights in public policy interventions, particularly development programmes, at the household, community, or national level.



How is the HRBA applied? - Like gender, the rights-based approach is a technical tool to ensure human rights are reached. However, it is not of itself an agenda for political or legal changes. It simply seeks to ensure that we apply (or mainstream) the existing rights that are currently within the legal frameworks. HRBA is an approach to development programming/design. It is like gender mainstreaming but encompasses a broader range of human rights. It is embraced by the development sector (NGOs and aid agencies). But without a shift in other community practices and attitudes, like gender mainstreaming, it can simply result in ticking boxes. It is also important to note that different organisations have formulated their own HRBA, and that the ActionAid approach is one amongst many.



Process: Ask participants to return to their groups to work on care-work within the household and the community and suggest what could be transformative approaches to such considering the **4Rs – recognition, reduction, redistribution and representation.**



Recognition



Reduction



Redistribution



Representation

Facilitator to illustrate the task with **recognition** by illustration the rights to be recognised when thinking about care-work- United N: Another reason for using a human rights approach to care is that it helps us see that care-related problems and solutions are not individual, but structural.

States have ratified and signed up to numerous human rights treaties such as the *Universal Declaration of Human Rights*, *International Covenant on Civil and Political Rights*, *International Covenant on Economic, Social and Cultural Rights* and the *Convention to End all Forms of Discrimination Against Women* (CEDAW). Therefore, the state as the primary duty bearer is accountable and must respect, protect and fulfil human rights for all. If care work is today being taken up primarily by women and girls from the poorest families, this is because the private sector and the state are not taking up their responsibility for care work. They are transferring their care responsibilities to households through processes such as the lack of workplace care services and the lack of public services.

Facilitator to refer to the national constitution and international standards; For example, 187 out of 194 countries have ratified CEDAW. CEDAW explicitly recognises women's disproportionate responsibility for some aspects of care and the impact this has on their human rights. Governments are therefore responsible for ensuring that the responsibility for care does not encroach on fulfilling women's rights, while also guaranteeing those in need of care can access good quality care provision. Many other internationally agreed human rights obligations are also relevant. For instance, governments have an obligation to respect, protect and fulfil all the human rights contained in the International Covenant on Civil and Political Rights and International Covenant on Economic Social and Cultural Rights 'without discrimination of any kind'. This means that governments must ensure that women are able to fully enjoy rights such as the right to work, the right to political participation, the right to social security, the right to freedom of expression, the right to an adequate standard of living on an equal basis with men

The enjoyment of rights for all can be reached by: a) **recognising** that care work exists and is important; b) **reducing** care work through policies (i.e. free water) and environmental and technical advances (i.e. water purification systems, water harvesting technologies); c) **redistributing** or sharing care work; and d) **representing** demands for care work to be valued, reduced and redistributed. In the division of labour in one household does not mean that there are changes in other household



Take-home messages



End the session by emphasizing the main ideas:

- Everyone is born with human rights. They cannot be taken away from you and it is the state's responsibility to respect, protect and fulfil everyone's human rights.
- All women are born with equal rights to men. This is stated explicitly in international human rights treaties ratified by governments around the world.
- An overload of care work amongst the poorest women and girls leads to the violation of their human rights. They do not have time, energy or money to engage in other activities that can fulfil their right to an education, decent work, political participation and rest.
- The state is responsible for ensuring that care work can be shared more equally between households, communities/NGOs, the private sector and the state. Sharing care work is the only way that more people can enjoy their human rights

States are the main duty bearers to ensure that human rights are respected, protected, and fulfilled. They should do this by providing quality public services that help diminish inequalities

and ensure greater provision of equal rights to all. They are also in charge of preventing rights violations from third parties (i.e. rights violations by a company) and from violating human rights themselves. All these can be summarised in two state functions; **provision, and respect** of rights.

Module V: Skills development & Entrepreneurship



Learning Objectives

- To explore young people's perceptions of skills development and entrepreneurship.
- To assess the willingness for and knowledge about entrepreneurship amongst youth.



Setting the Scene:

Description: Youth unemployment is at an all-time high in South Africa. Poverty and unemployment have been an issue that South Africa has been grappling with prior to the pandemic. As the world begins to go back normal, the compounding socio-economic effects due to the impact of Covid-19 on the majority are undeniable. As a result, there is a need, there is a need to begin to seriously consider alternatives means of income, beyond formal employment. The Industrial Development Corporation's (IDC) approach to this challenge is anchored by three major pillars: education, work experience and entrepreneurial development³¹. Empowering youth to become skilled entrepreneurs will have a multi-layered effect on addressing different social ills that simultaneously, at different levels. Comprehensive skills development for young would-be entrepreneurs must be an essential part of the country's efforts to create jobs for the youth³². As such, the government has various projects aimed at supporting entrepreneurship. An example of which is the Small Enterprise Development Agency's (Seda) support through the growth of small business. People can go to Seda for help to start a business or, if they already have a business, to make it stronger and more profitable. There is a Seda branch in each district municipality. These branches offer:

- information, advice and referrals
- tender information and advice
- import and export training
- trade information
- business assessments and business mentoring
- technical support
- market access
- business linkages³³

³¹ <https://www.idc.co.za/youth-development/>

³² <https://www.iol.co.za/news/politics/opinion/entrepreneurial-skills-development-must-drive-job-creation-for-youth-ddba2a5f-6e58-4ee7-898b-b8b8185a5448>

³³ <https://www.gov.za/about-government/small-business-development>

Session 1: Show Me What you Go



Activity 1: Evidence of My Abilities



60 minutes



Separate the group into half, and participants to answer the following questions:

- *What do you understand of the term “skills development”?*
- *have you been a beneficiary of any skills development programme and whether they think it assisted?*
- *What skills would they like to acquire, and why?*
- *What skills do you think SA is short of, and Why?*

The facilitator to provide an overview prior the discussion, emphasising that Skills Development will only be impactful when it focuses on addressing the shortage of skills, and also by developing interventions that go beyond simply providing a wide array of skills that are not responsive to the local context.

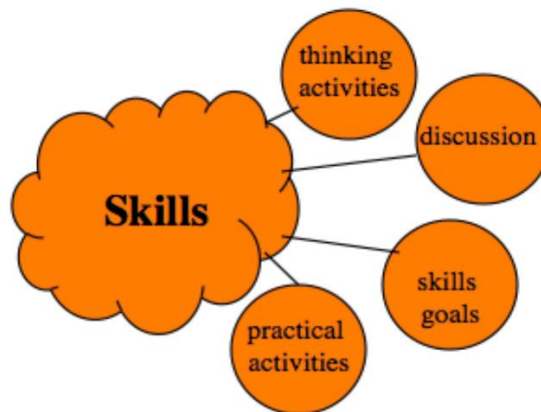


Process: Back to the Basics- facilitator asks each participant to reflect

(10minutes) in writing on their life areas wherein they have acquired skills. As they write remind participants skills are acquired in many different aspects of our

lives. For each domain, describe the type of skill gained. The main areas where we acquire skills are:

- Working
- studying
- volunteering
- caring responsibilities
- having a hobby



Activity 2: Now, Show Me The Money!!!



Now that our skills are in the process of being developed, ***we need to apply them*** so that we are able to observe the impact on our individual lives as well as on society. Entrepreneurship is considered the best avenue to accelerate and facilitate young people’s transitions into economic activity, particularly for those young people who are vulnerable to poverty and long-term unemployment. The Entrepreneurship Development Programme is aimed at creating a conducive environment for young entrepreneurs to access relevant entrepreneurship skills, knowledge, values and attitudes for their businesses³⁴. Entrepreneurs develop new markets by introducing new and improved products, services, and technology. Thus, they help generate new wealth and add more to the national income.



Process: Divide 4-6 groups , allow them to get creative(30 minutes). Their limit for the charades is 3 minutes. In grout, choose one skill for which you will start a business (budget: R50 000), and provide a basic concept of the business and the tools you

³⁴ <https://www.careersportal.co.za/careers/what-is-the-entrepreneurship-development-programme>

would employ to market it. Go back to the larger group and act out your business without words (Charades!!!).



Ask the group or observers to ask to probe on the sustainability of the business, and the continuation of the skills development for all workers- facilitator to support in framing questions specific to each presentation



Take-home messages



To summarise this session, the facilitator is expected to engage material prior this session to give two concrete examples as outlines below:

- Skills development covers both informal-experiential and formal-institutionalised learning which may be paid or unpaid work.
- Skills development is not always tied to an income-generation, and where it is the interventions are often temporary- not more than 12-18 months. Facilitator to provide an overview of the government Community Worker Programme as an example.
- Facilitator to explain the complexity of entrepreneurship interventions for marginalised groups. Provide an example of microloans, bakery and livestock (gender and development) interventions that were globally used for the economic empowerment of women- insights and contradictions.

Section IV: Theme C-Practices of Collective to Power

Module VI: Bridging the Digital Divide



Learning Objectives

- To map out (ICT) experiences of young people
- To identify policy gaps for potential advocacy youth interventions lead by young people



Setting the Scene:

Description: South Africa is considered one of the most unequal countries in the world, with abject poverty living right next to extreme wealth but different opportunities of access to quality education, opportunities and/or avenues of wealth. It is no surprise that this gap would also be apparent within the digital sphere. ICT has been identified as a key factor that would assist in annihilating inequality as well as improving quality of education. The digital divide simply refers to the gap between the people who have access to affordable and reliable internet services, along with the skills and gadgets to use that access, and those who do not. This is an even greater gap in South Africa which will require impactful interventions that facilitate improved access to the internet, provide extensive training on basic digital skills, and specifically target marginalised groups.



In plenary, the facilitator will read the quote below to make the connection between policy and skills gap, and end the session by making a distinction between technology, digital tools and digital media

South Africa's youth will require high levels of digital skills and 21st century life skills, including scientific, digital, financial and cultural fluency; critical thinking and problem-solving skills; as well as agility and leadership. These skills will enable them to function within a twenty-first century world increasingly pervaded by and dependent upon digital technologies. The strategy therefore seeks to foster the evolution of advanced levels of digital skills necessary to strengthen the research and innovation capacities at institutions of higher learning, in digital incubators, within research entities, and across the private and governmental sectors. Digital skills are no longer just for ICT practitioners, they are for everyone. - National Digital and Future Skills Strategy South Africa 2020



The digital skills gap highlights the need for structured interventions aimed at young people, newly qualified young emerging from tertiary institutions as well as an assessment of the level of their digital skills. As such, the Department of Communications and Digital Technologies (DCDT) *will establish its digital skills research unit, to create the research partnerships necessary to address the specific digital skills problematic of South Africa.* Let us establish our own journeys with technology.



Session 1: Touched by Tech?



Activity 1: What is your digital foundation?



75 minutes



The Task- participants to map out their ICT journey, to reflect on levels of digital skills as well as their understanding of the different functions. In essence, the session aims to establish the digital foundation of the participants.



Facilitator to ask participants to individually respond in writing to these questions : when and what was the first digit that you used? What did you use it for? Have you used it since? What other devices perform the same functions?



Process: Divide the participants into diverse groups of 4-6, hand out sheets and markers. Groups should be given 15 minutes to write their stories, and 5 minutes to present.

The ask- Expand from the individual responses to create one coherent life story about personal journeys with technology. The story should also illustrate the first gadgets used, as well as how technology has made difficult/easier for you over the years. Consider the use of USBs, Teams and WhatsApp for school submissions and learning experiences (school closures) during the hard-lock down of the Covid-19 health pandemic. Choose a scribe and a presenter for your group. Use an emoji to rate ICT as a group.



Ask the group to collectively reflect on the common pathways foundations and pathways to technology. Facilitator to add an analysis of the unequal access to technology, and provide examples of the impact of Covid-19 on access to ICT services necessary for everyday life.

Session 2: Troubleshoot?



Facilitator to contextualise the digital divide-the 2030 Agenda for Sustainable Development is a global initiative aimed at scaling up action and impact on youth employment. Bridging the digital divide is noted as one of the key goals that will assist in solving the problem of youth unemployment. Current literature demonstrates that the ages 14-30 (youth) are much more exposed to technology and willing to use it, compared to their older counter parts. The digital divide in South Africa is extremely pronounced in that only 4.5% of the total population are information haves and 95.5% are information have-nots (South African Web usage behaviour 2000). This is largely attributed to the apartheid legacies



This session aims to get the participants to analyse factors may impede on the move towards an ICT enabled neighbourhood. This process will help participants think through context specific problems to come up with context specific solutions. In addition, through the exercise, the session aims demonstrate how important connectivity is in this day and age.



Facilitator to ask **participants to return to their groups** and reflect on-what hinders ICT in their communities, what new issues ICT may bring about? What solutions it can provide?. Participants to then proceed in their groups with Activity



Activity 1: Unpacking Online Harmful Practices

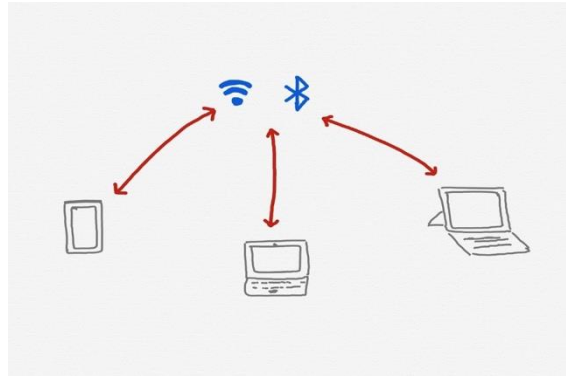


60 minutes

One of the key themes in research on youth digital participation is striking a balance between the opportunities offered by digital media participation and the risks inherent in participation—ranging from privacy risks to psychological risks that may compromise wellbeing³⁵



Process: While in groups, facilitator to re-introduce the concept of cyberbullying and begin the discussion on online harmful practices that affect young people. Ask the groups to list the harmful practices and the related consequences. This could include early exposure to pornographic material and the associated psychological distress/trauma, hacking and phishing, catfishing etc.



Research shows that youth digital participation facilitates opportunities in areas such as learning and professional development³⁶, self-expression and identity exploration³⁷, social connection³⁸ as well as for civic and political participation and Researchers should be cognisant of the nuances of youth participation and a focus on when, how, why and for what youth digital participation matters. Following politicians online is linked to increased campaign engagements. Political online networks made possible through nodes of friendships and followers.

Session 3: Ticket Closed -Gaps and Solutions

In previous sessions, we have looked at one's journey with ICT and how it relates to our everyday lives, as well as the benefits and/or disadvantages of ICT in the participant's

³⁵ Kligler-Vilenchik, N., & Literat, I. (2020). Youth Digital Participation: Now More than Ever. *Media and Communication*, 8(2),171–174
<https://core.ac.uk/download/pdf/327691833.pdf>

³⁶ Ito, M., Martin, C., Pfister, R. C., Rafalow, M. H., Salen, K., & Wortman, A. (2019). *Affinity online: How connection and shared interest fuel learning*. New York, NY: NYU Press.

³⁷ Renninger, B. (2015). "Where I can be myself...where I can speak my mind": Networked counterpublics in a polymedia environment. *New Media & Society*, 17(9), 1513–1529

Literat, I., Kligler-Vilenchik, N., Brough, M., & Blum-Ross, A. (2018). Analyzing youth digital participation: Aims, actors, contexts and intensities. *The Information Society*, 34(4), 261–273.

³⁸ Weinstein, E. (2018). The social media see-saw: Positive and negative influences on adolescents' affective well-being. *New Media & Society*, 20(10), 3597–3623

communities, moving towards context specific problems and solutions. This session is about participants identifying the gaps in current policy around the topic of the digital divide or ICT.



Activity 1: Pitch a Tech Project

In the Activity 1 groups of 4-6, taking into consideration what you have learnt about the value of ICT, develop a 10-minute presentation in which you will be proposing an ICT intervention in your community for funding. The intervention should have a name, time frame, objectives as well as practical ways in which it will be implemented and why.



Process: Provide A4 sheets for the groups to make notes on. In addition, provide an A1 sheet that will be used for the presentation. You may provide markers, the groups are allowed to be as creative as they want to.



Take-home messages



In summary the facilitator to highlight the inequality from the foundational access and skills development in relation to technology. Facilitator to read in advance to further indicate the false divide between online and offline forms of GBV while offering a power analysis of other related harmful practices

Section IV: Theme C- Practices of Collective Power Module VII: Social Audits as Transformative Approach

Learning Objectives

- Provide information on how social audits can inform, engage and empower young people about their rights and available resources
- To promote young people's participation at all stages of youth interventions at the local

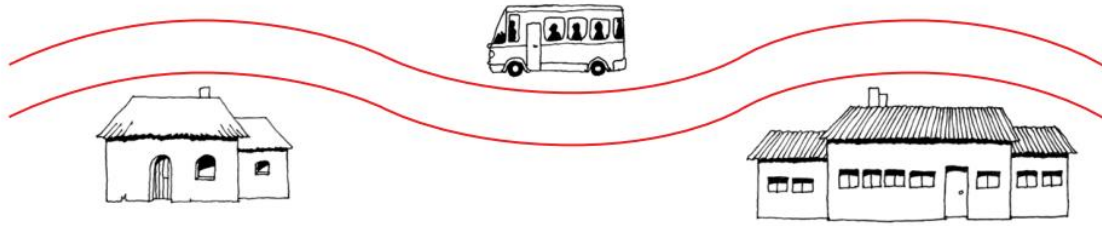


75 minutes

Session 1: Social Mapping & Audits



Activity1: Social Mapping



Process: In plenary, invite young people to identify the top three challenges faced by young people in their respective communities. In small groups ask participants to draw a community map in which they highlight their journey from the household to school or a community institution they frequent (think sports, church, or civil society projects). ONE public service is selected for analysis, based on the i.e., employment, crime, or skills development (analysing many services at the same time may complicate the tool). The prioritisation can be based on the public service that would most help for young people (facilitate consensus for each group).

Each group to focus on one issue, using the image of journeying through community, young people map the contributing factors to the identified issue- considering what sustains these (1) inequalities, (2) how gender plays out, and what is the (3) role of government and other social actors in supporting the youth.



In plenary, the facilitator to summarise inequalities, the limitations of current interventions and the opportunities to strengthening responsive processes.



Activity 2: What are Social Audits?



Social Audits refer to structured dialogues that map out communities, services, stakeholders to outline the distribution of resources. This is a community-led process that facilitates public participation in the monitoring of government service delivery and expenditure. During the social audit process, communities study government documents and compare them to their experiences as recipients of a public service. Evidence and experiences are collected, presented, and then discussed with government officials at a public hearing. They are useful for a shared understanding of existing services and what could be strengthened through collective power such as campaigns



Process: In smaller groups, facilitate discussions based on these questions:

- What is the situation regarding young people in your neighbourhood, municipality, region?

Be aware that everyone will have their own view be it personal, organisational, or ideological. Even if they are all right there will be differences; map what their realities look like

- What are the opportunities, challenges and obstacles that young people face? What should be the priorities.

This stage will not be easy; immediate, short- and long-term priorities can be difficult to disentangle. For example, whilst lack of adequate public transport might be an immediate problem, its solution will probably be a stubborn, long-term issue. It will require creative approaches to prevent this stage of the process degenerating into feeling of inertia



Social audits facilitate access to information which may facilitate opportunities on youth development, and in themselves enable a practical understanding the Right to Information Act. Social audits also build on collective power, deepening the culture of participatory democracy and public deliberations. Additionally, they provide an opportunity for young people to be heard, and space for people who have been excluded and marginalised.



Activity 3: Processes and Steps of Social Audits



Process: Define What to Audit-One of the first steps to designing and implementing social audit activities is to determine what will be the subject of the social audit exercise, and/or determine the entry point. The subject and/or entry point may be of a specific or general nature and may be identified at a local, provincial or national level.

1. Facilitator to share the *Integrated Development Plan* (IDP) of a local municipality- consider the location of the majority of participants, and specific youth commitments and budgets.

INSTITUTIONAL DEVELOPMENT AND ORGANISATIONAL TRANSFORMATION Continued

Project	Budget for 2020-2021
SODA	R350 000
Aged care	R44 860
Children's Care	R31 628
Woman Development Initiative	R51 080
People with disability	R51 080
Cultural Heritage Celebrations and Language Promotions	R261 188
Coordination of health calendar days activities	R41 080
Coordination of District Health Council Programmes	R20 000
Coordination of District AIDS Council Programmes	R61 080
Youth Opportunities Expo	R105 400
Facilitation of Mayoral Sports activities	R189 720



2.The example in the diagram above from the Sekhukhune district, youth opportunities were allocated R105 400. The social audit process would then be a process for youth as drivers of accountability by enquiring how the money was allocated, and who amongst the youth benefitted. By identifying these initiatives through the careful reading of the IDPs young people will also be informed about the opportunities that exist in their districts.



In groups, using the provided IDP worksheets, identify the project for youth development, the type of skills to be developed, budget and the thematic area of development



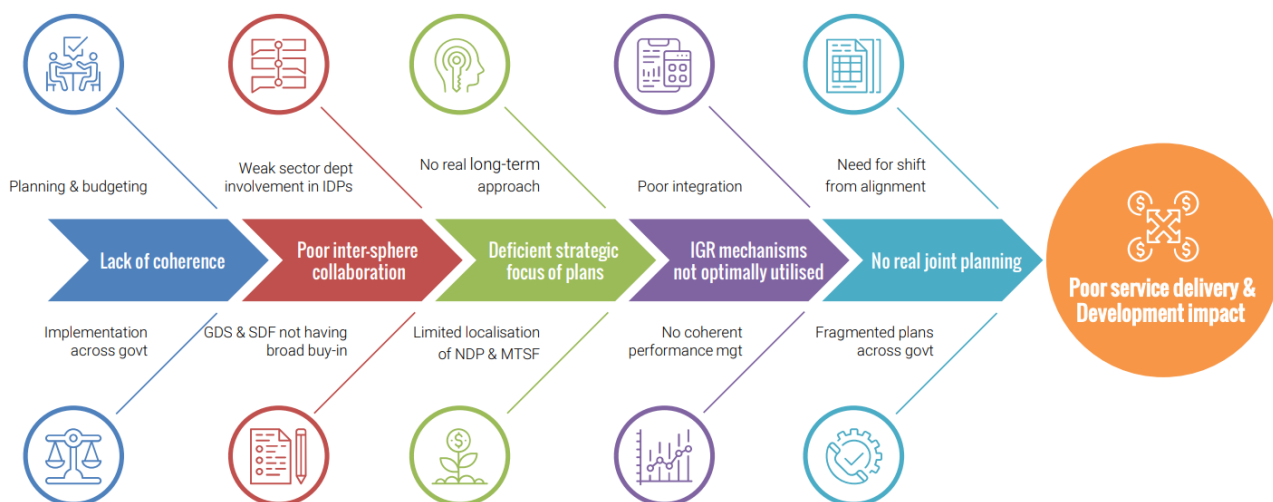
In plenary the facilitator to summarise three trends of youth interventions and IDP, and ask the group to reflect on the responsiveness of these against the needs of young people



Activity 4: Conducting Social Audits of DDMs



Process: The diagram below indicates how the District Development Model (DDM) strives to solve poor service delivery. Facilitator to make examples of youth initiatives for each of the five steps drawing from the identified issues in the chosen IDP.



Process- In groups, follow the BDA sequence outlined below

BEFORE SOCIAL AUDIT	This phase includes all the preparatory activities that need to be undertaken before conducting the social audit.
DURING SOCIAL AUDIT	The actual social audit activities are conducted in this phase
AFTER SOCIAL AUDIT	The findings of the social audit are consolidated for sharing in this phase.

Before- The first step will be to consolidate the youth category with a specific community in mind. For example list to includes young people by identifying the various groups that constitute youth i.e., marginalised, hard-to-reach youth, different age groups.

Then list community organisations and individuals perceived to be youth-allies (building solidarity). This group could include private business and government stakeholders. Identifying stakeholders, recognising viable entry points, and drafting of an action plan: Once a common objective has been identified and understood, an action plan needs to be drafted explaining how the monitoring of government performance will take place. This includes, how will the different activities be coordinated, who will be responsible for what; what kind of

information needs to be collected; what government agency needs to be approached; and the timeframe for completing the activity.

During- In this part of the process, answering how would the exercise be conducted and implemented is a key element. This plan/strategy should guide the entire process and at minimum should delineate objectives, activities, time framework, responsible entities and/or people, and funding requirements.



Facilitator to emphasise the role of a resource person to support the youth in implementing the social audit. This could be through an individual or organisational ally. The sequence of steps to implement the social audit process needs to be well articulated and linked to availability of resources. Key to this is the Understanding government decision making process within the IDP implementation cycle. As well as the substantive issues involved in the public policies that are being audited.

After-Disseminating Findings and Information: Bringing information and findings into the public sphere and generating public debate around them are a key element of most social audit initiatives. Irrespective of the topic, the information, analysis and findings produced in a social audit exercise can be key evidence to raise awareness, improve public sector initiatives and/or build support for youth reforms. Reporting and dissemination of results and findings, must be done in the most constructive way through a *communication plan* to disseminate the results of the activity, generate broader social support, increase awareness about a particular issue that triggered the social audit and advocate for reform.

The communication plan needs to consider who the appropriate audience is, what is the most appropriate medium of communication, how will the messages be delivered, and who will take responsibility for responding to government and/or citizens' concerns. Effective communication strategies and mechanisms are, therefore, essential aspects at this stage. These may include youth participation in government and community public meetings and events.



Take-home messages



Facilitator to close the session by emphasising that collective power in action is possible when shared frustrations among young people are addressed through community engagements. Further explain that social audits are a specific process that also shows advocacy- the ability for young people to be active citizens for their own development.