



AN INTERACTIVE COMMUNITY PROFILE

Part B: Means and Resource Planning

**AmaKhonjwayo Community
Nyandeni Local Municipality
Eastern Cape Province**

**Mitigating and Restorative Proposals
for Youth Education and Employment**

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Views expressed in this profile do not necessarily reflect
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EXECUTIVE OVERVIEW

1. BACKGROUND

Part A of the Interactive Community Profile contains a high-level overview of the challenges faced by people living in the OR Tambo District. To create a richer understanding of these challenges, Part A mapped statistical and research data from a national, provincial and district level across a life course spanning conception to old age. One of the advantages of using a life course approach is that it describes and contextualises key life transitions, the prevalence of negative life events and clarifies the longitudinal integration and impact of such events. As the situation becomes more transparent, life events that influence a positive life trajectory can be unpacked for those affected.

Part B of this Interactive Community Profile looks at what influences a positive life trajectory by engaging with specific groups in a defined community to further explore the identified concerns. This work is grounded in an impact by design strategy developed in 2018 as part of the Alchemy Programme. This strategy helps Zenzele Itereleng define, create and measure the impact of its work in the context of difficult-to-solve social problems using an interactive design framework. As a grounded operational tool¹, the framework is configured to reflect the better practices of community-led development, human-centred design and systems thinking.

2. APPROACH AND SCOPE

Using interactive design to develop a community profile is a novel approach when compared with other planning frameworks based on reactive and pre-active methods². Zenzele Itereleng wanted to ensure that the approach was demonstrated clearly, since they intend apply it as part of their strategic and operational planning tools. To achieve this,

¹ Refers to operational tools and practices developed using evidence that was systematically obtained and analysed to develop better management practices.

² Reactive planning focuses on assessing the past and removing what is seen as problematic– reflecting remove mindset. Pre-active planning is focused on predicting, projecting and controlling the future– reflecting a control or mechanistic mindset.

close attention had to be paid to both the process and scope of the demonstration. Both aspects are briefly discussed in this section.

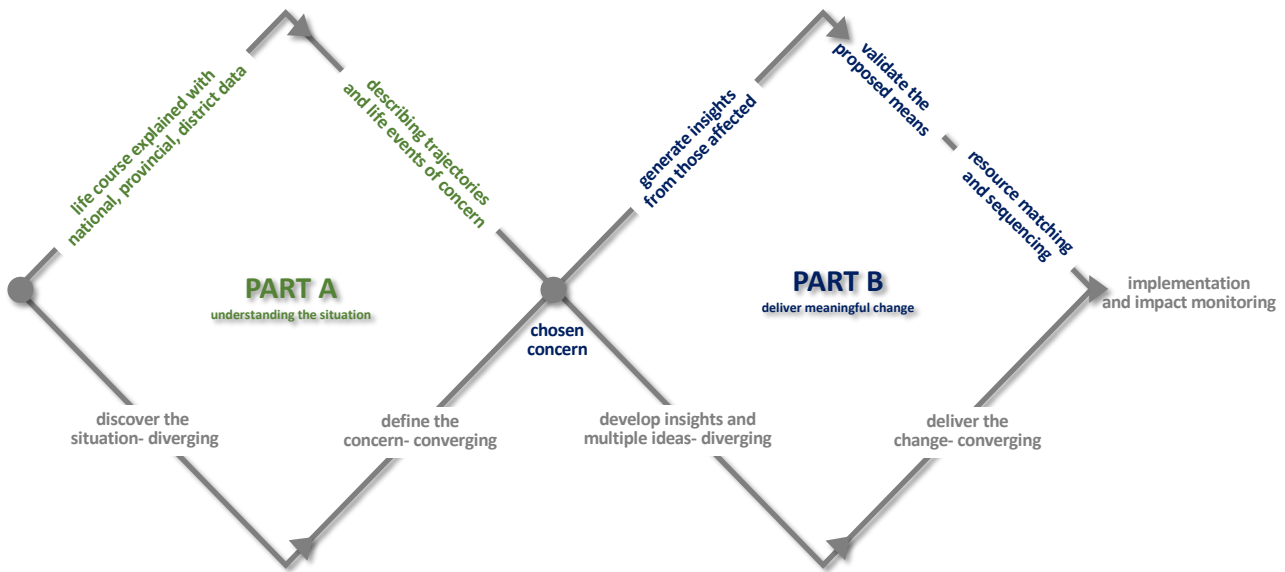
The process of developing the profile started with Part A, which was an extensively a discovery phase. This work was focused on gaining an initial understanding of where to create value for those affected by various situations across a community lifespan. This understanding had to be stratified to gain as much data resolution as possible— hence the stratification of the national, provincial, district and local municipality sources.

From an interactive design perspective, it can be said that Part A as a discovery phase explored various points of interest, which is as a process is diverging in nature. To bring the focus back to specific concerns, insights from Part A were used to synthesise specific life course trajectories. These trajectories help to connect the numerous and often siloed problems identified in Part A and help shape a more robust and integrated understanding of a specific concern.

With the help of those affected, Part B utilises the trajectories to unpack the concerns identified. Who is included in this group is purposefully managed to help reflect specific attributes as well as a clearly defined geographic area. When engaging the affected groups the emphasis is on defining what, from their point of view as the affected, should change to improve the lived experience. They also play a key role in validating how that change should be created. Applying this logic lies at the heart of the human-centred design process.

The process followed in the two parts of the Interactive Community Profile can be further equated to the well-known double diamond design framework of the United Kingdom Design Council. The similarity in the approach is illustrated in Figure 1 below.

Figure 1. The interactive design process followed

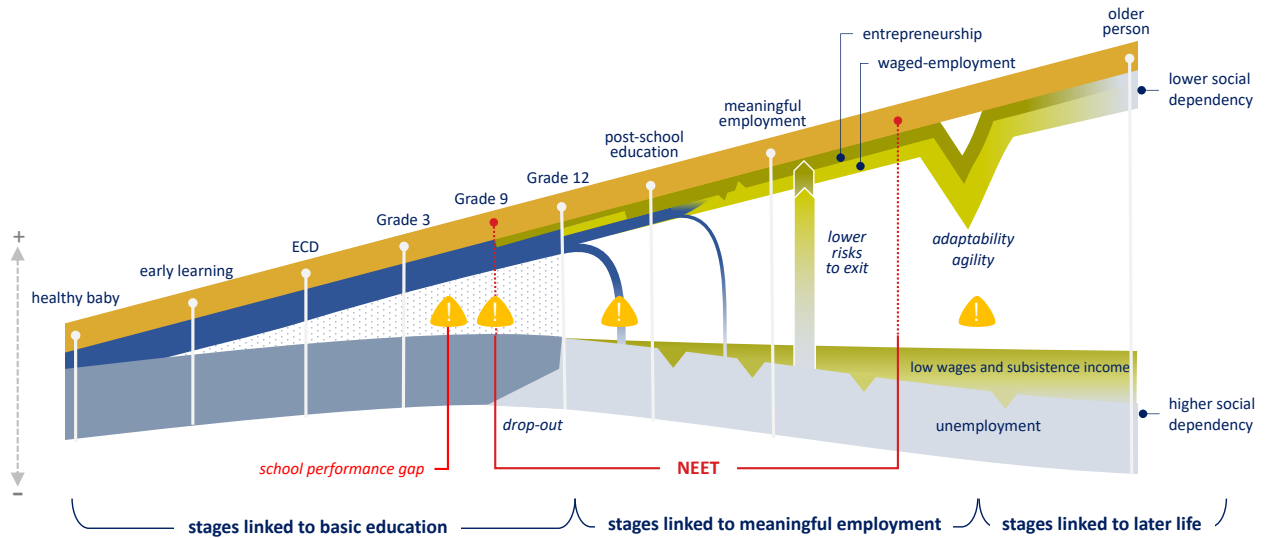


The design path illustrated in Figure 1 demonstrates the diverging and converging nature of the process followed. As the situation was explored there were many the points of interest identified as part of a diverging process. When these points are viewed through a life-course lens a set of life course trajectories emerge which helps the process converge on a prioritised concern. From the set of trajectories identified in Part A, the Education and Sustained Livelihood (ESL) Trajectory stood out as starting point for an initial intervention.

The ESL Trajectory was synthesised using the principles of Life Course Theory³. The elements of both the positive and actual trajectory are based on various studies and data sources. As illustrated in Figure 2, the trajectory highlights several interlocking life events associated with education and employment that span a person’s life from birth to their permanent exit from the workforce in late adulthood. Overlaying the OR Tambo District data on the ESL Trajectory highlighted two areas of concern (shown in red). These are the events leading up to and beyond the Grade 3 school performance gap, as well as the three key transitions associated with youth aged 15 to 24. The latter age group is also of interest due to concerns about youth identified as not being employed, in education and training—often referred to as the NEET group.

³ Please refer to Part A for a more detailed description of the ESL Trajectory.

Figure 2. The education and sustained livelihoods trajectory



With Zenzele Itereleng already actively supporting Early Childhood Development (ECD) and the foundation phase of schooling, it was decided to initially focus on the NEET concern for the purposes of this demonstration.

Given Zenzele Itereleng’s resources in relation to the size of the OR Tambo District youth population, as well as the initial intention of the work as a value demonstration, the reference group size had to be limited. This was largely achieved by narrowing the geographic area.

As Zenzele Itereleng had previously worked with the Khonjwayo Traditional Council on assessing a social return on investment tool, Zenzele Itereleng again approached the Council to be one of two demonstration partners. In doing so it is understood that the amaKhonjwayo are not located within a specific demarcated area. Furthermore, it is noted that the administrative functions of public entities, such as local and district municipalities, are bound to specific demarcated boundaries, which in turn could have a wide range of implications for possible proposals.

That said, it is also worth noting that this engagement is not intended to take on the form of a research study. It is rather aimed at developing design-type insights into the current experience and identifying how this could be addressed.

With this in mind, and understanding the nature of the aforementioned limitations, the demonstration team worked with the Council and local leaders to focus its community engagements on youth in Wards 20, 25 and 26 of the Nyandeni Local Municipality. In addition, according to the Department of Education's Electronic Management Information System (EMIS), these three wards have 13 junior and senior secondary schools. Given the practicality of the work involved, only one secondary school per ward was visited.

3. THE CONCERN

The means planning is defined by the following concern.

How might we address the NEET phenomenon within the amaKhonjwayo community to create sustainable livelihoods within the rural context of the Nyandeni Local Municipality and the Khonjwayo Traditional Council's community plan?

4. INITIAL UNDERSTANDING OF THE SITUATION

Drawing on the insights gained in Part A of the profile, Table 1 summarises the initial understanding of those affected by the situation. The summary includes those believed to form part of the NEET group and summarises information taken from Part A that is considered relevant to the sub-groups within the ESL Trajectory.

Table 1. Initial understanding of the situation

		Grade 8 pretransition	Grade 9 transition	Out-of-school transition	Grade 12 transition	Post-school
Whose experiences need to be included	In-education	•	•	-	•	•
	NEET	-	○	•	•	•
	Self-employed	-	○	•	•	•
	Wage-employed	-	○	•	•	•
	Who are they	school youth	high school youth	out-of-school youth with Grade 11 or less	high-school youth	youth in community migrated youth youth at TVET ⁴ colleges youth at universities
Others involved	teachers parents/caregivers	teachers parents/caregivers	teachers parents/caregivers	teachers parents/caregivers	local employers parents/caregivers	
		x Falls in group	○ Unlikely but may fall in the group	– Technically cannot fall into the group (for example labour legislation)		
What happens at this transition?	starting to think about choices in Grade 9	career guidance and making subject choices relevant to envisaged work-life	push-pull factors resulting in a person leaving school	completing school and moving into post-school landscape	attempting to enter meaningful employment ⁵ <small>(with or without post-school education)</small>	

⁴ Technical and Vocational Education and Training Colleges

⁵ Employment is assumed to refer to either self- or wage-employment.

	Grade 8 pretransition	Grade 9 transition	Out-of-school transition	Grade 12 transition	Post-school
Ideal outcome/s associated with this transition	no performance gap entering Grade 9	school-performance and culture allow for agency in subject choices	return to school or access alternative education pathway towards higher in-demand skills	access to meaningful post-school employment or education pathway	access to meaningful employment complete post-school education translate education into employment
How these ideal outcomes can be achieved based on research data?	ensuring there is no performance gap in critical subjects	attainment up to Grade 9 is sufficient to support choices that are well-informed* and executable <small>*access to appropriate career guidance and a good understanding of occupations and world-of-work realities</small>	a programme incentivising schools to encourage youth to remain in or return to school access to parallel pathways to meaningful employment	entry into post-school education and training opportunity for a higher-skills base preparedness for meaningful self-employment* meaningful waged-employment that leads to a higher skill-base <small>*Three years of school-based entrepreneurship development with practical implementation</small>	programmes supporting entrepreneurial ventures with access to capital, critical networks and mentoring knowledge of the labour market with access to employers within the sector

	Grade 8 pretransition	Grade 9 transition	Out-of-school transition	Grade 12 transition	Post-school
Known risks	<p>the performance gap in key subjects linked to 80% of poor children</p> <p>reading and writing for comprehension as well as mathematics is critical</p>	<p>insufficient attainment to select required subjects or perform well in the required subject</p> <p>schools without a growth culture*</p> <p>disillusionment resulting in dropping out</p> <p><small>*These schools focus on students with individual characteristics, for example, perceived talent for a subject or gender-based bias towards a subject. The school culture does not see success for most students in "difficult" subjects through hard work and support.</small></p>	<p>low demand for unskilled labour and unlikely access to additional education will result in life-long economic exclusion</p> <p>increased likelihood of early pregnancy and associated negative consequences for mother and child</p> <p>increased likelihood of alcohol and drug abuse</p> <p>increased likelihood of conflict with the law</p>	<p>having children before age 24</p> <p>insufficient attainment in required school subject to continue with post-school education</p> <p>disillusionment resulting in dropping out</p> <p>insufficient entrepreneurial experience and networks to start successful ventures</p>	<p>having children before age 24</p> <p>the high failure rate of new entrepreneurial ventures</p> <p>failure to secure employment after completing post-school education due to inexperience and access to the labour market</p>

	Grade 8 pretransition	Grade 9 transition	Out-of-school transition	Grade 12 transition	Post-school
What do we need to consider according to research?	<p>family connectedness/ quality adult relationships</p> <p>mental health/bullying</p> <p>access and consistent use of additional learner resources</p> <p>thinking around future employment, knowledge of careers and subject choices</p>	<p>family connectedness/ quality adult relationships</p> <p>mental health/ bullying/ interpersonal violence (IPV)</p> <p>access and consistent use of additional learner resources</p> <p>employment expectations</p> <p>compromising/ adapting/ exiting school</p> <p>knowledge of possible careers, labour market and employment expectations</p> <p>required subject choices and grades</p>	<p>mental health/ bullying</p> <p>teacher attitudes and behaviours towards poor-performing learners</p> <p>thinking around future</p>	<p>family connectedness/ quality adult relationships</p> <p>mental health/ bullying/ IPV</p> <p>access and consistent use of additional learner resources</p> <p>planning for postschool employment/ education</p> <p>entrepreneurial experience and networks</p> <p>compromising/ adapting/ innovating</p> <p>knowledge of post-school education demands</p> <p>understanding of labour market</p>	<p>mental health/Gender-based Violence (GBV)/IPV</p> <p>employment readiness</p> <p>employment expectations</p> <p>unemployment exit risks</p>

5. INSIGHT ANALYSIS

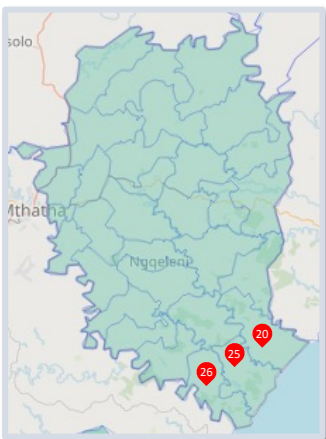
This section unpacks the insights gained from the group engagements. The initial understanding described in Table 1 identified five groups, however, the analysis revealed nine design profiles relevant to the situation being described.

5.1 LIMITATIONS OF THE ANALYSIS

A human centred design methodology was used to collect data for this analysis. Given this, there was a purposeful and narrow engagement with those affected. Statistical and other research data sources relevant to the concern were drawn from the life stages review in Part A. As part of a mixed-method approach, the review assisted in both grounding the scope of the interviews as well as the analysis. Given the practical constraints of time and resources, engagements were limited to three municipal wards and one school per ward.

Finally, notwithstanding seemingly apparent congruencies, none of the conclusions drawn in the following sections should be considered as applicable to other communities, unless they are validated through a local human-centred design engagement.

5.2 GENERAL OBSERVATIONS



The three wards (20, 25 and 26) included in the geographic area border the coastal area from Hluleka to Lwandile and inland towards Nkanunu and Gazini (see picture left). The area is sparsely populated with approximately 31 600 people living within a 287 square kilometre area. Despite this low population density, villages can be found at regular intervals spread out over a wide area, as shown in the pictures below. Accessing the community is mostly by poorly maintained gravel roads that wind their way through villages



across largely hilly terrain⁶. Some roads are only passable when using an off-road vehicle. Given these conditions, combined with the extreme levels of poverty in the area, access to basic daily essentials such as local shops, schools, clinics, and other government services are both costly and time-consuming. As one resident shared, it takes her over an hour to walk to the shop to buy a bag of beans. Another resident pointed out that people need to travel two hours by car to Mthatha, which is only 75km away, to obtain identity cards, birth certificates or

address social grant issues. Yet, too often, these government service points cannot help them due to systems being down or other problems, which forces people to either stay in Mthatha or return at a later date. Compounding this particular frustration is that many of the people living in the area are migrant miners or their families who may qualify for occupational compensation for illnesses related to silicosis and tuberculosis. These compensation claims require ex-mine workers and their families to produce official documents, which they often need to obtain from dysfunctional government service points.

Another observation was that secondary schools are divided into two phases, junior and senior secondary schools. Therefore, learners typically need to change schools when entering their senior phase. For many learners this means attending a school further away from home. While on paper distances appear minor, given the condition of roads and the nature of the terrain, even small distances translate into an hour or more of travel. As a

⁶ Some of the access roads are currently being upgraded, however, these improvements will only partially improve accessibility.

result, a child who lives off the school bus route and cannot walk to school they will have to use private transport at a cost of approximately R60 a day. Adding to this burden is that many secondary schools require Grade 12 learners to attend additional afternoon, evening⁷, weekend and holiday exam readiness programmes. Adding to the transport problem is the challenge of ensuring personal safety late at night given reports of learners being robbed as well as physically and sexually assaulted. Some parents and guardians manage this situation by having their child lodge at a home nearer to school for R200 per month. This is funded from the learner's monthly child support grant of R460. From several interviews, it appears that while this strategy reduces transportation costs, it also creates a new set of problems such as accommodation not being conducive to studying, or the head of the household being abusive towards the child if their parents or guardian do not pay on time.

A final observation was how the community viewed local employment opportunities. Through their experience, the community equates projects with employment, and therefore stress that more community projects are needed to create more employment opportunities. This view is understandable in a community with extreme poverty and high unemployment where projects often focus on creating some level of local employment for the duration of the project.

While well-intentioned, what appears to have been created is a cycle of short-term employment followed by long periods of unemployment. These cycles have severe drop-off characteristics as those involved become unemployed once the project is complete and are returned to their pre-employment situation. Smoothing these cycles to ensure more consistency in employment may be unrealistic given that projects are usually externally funded, follow a defined timeframe, and may need resources to be allocated to other communities. Therefore, without any real-world examples of initiatives that could result in

⁷ One school visited had evening sessions ending at 22:00.

more sustained employment, the community seem to frame their employment expectations as more projects.

These observations may be indicative, in tandem with other performance data, of severe structural problems, a range of system failures, poor service delivery, and inadequate planning to create and sustain material change. However, these observations also underscore the importance of focusing on describing a community's needs as part of the design process rather than simply naming and listing them. For example, the learner transport experience is not just about providing more free bus services, nor is improving roads going to fully address the issue of accessing basic government services.

5.3 VERTICAL ANALYSIS: GROUP DESIGN PROFILES

Nine design profiles were developed by engaging with the groups identified in Table 1. These design profiles encapsulate an identified group and their shared experiences of a given concern. Each group's experience was collated by mapping what they said, did, thought and felt (see Annexure A). Based on these maps, a set of "how might we" questions were developed to explore how the various concerns could be addressed.

It should be kept in mind that this section represents a vertical analysis, which requires further integration to develop deeper systemic insights and interventions. Section 5.3 addresses this requirement through a horizontal analysis of the life trajectory.

5.3.1 Design profile: Youth in Grade 9 transition

"If I believe in my dreams, I know I will make it"



Schooling in this group is closely bound to the child's family life in terms of the burden it places on limited household incomes (free schooling still costs families money), the sense of responsibility placed on the child to put family needs above their own and, based on the community's lived experience, the fact that completing school more often than not does not make a material change to household poverty and unemployment. Out-of-school youth use the latter to question and pressurise youth in this group to drop out – why go to school if it's not going to help you? Against this backdrop, the concern that parents or guardians are not supportive appears less a matter of disinterest

and more about acceptance of a well-known fate for young people and trying to survive in a difficult reality.

As children navigate this important life transition, they will follow the advice of external influencers and their views on the child's abilities, as well as a specific understanding of occupations believed to lead to employment. This external guidance and understanding appears to be a common phenomenon within the wider community, given how often it was mentioned by members of this group.

Subject choices are largely driven by what the learner, teachers and parents believe a child can pass – a practical approach that can be described as, "choose subjects you are more likely to pass so you can complete school". Choices seem to be based on a child's perceived ability or talent in a subject, rather than on their ability to master a subject through hard work, as part of studying towards a chosen career.

Children in this group have experienced the positive effect of quality adult relationships (particularly with teachers) in improving their school performance.

How might we...

Lessen the impact of home circumstances as a pull factor associated with dropping out of school?

Give learners better insights into their core interests and aptitude, further education choices as well as occupation demand in the labour market?

Expose children in the community to diverse careers and work opportunities?

Support choices that could involve "difficult" subjects to help learners achieved the required levels of performance for a given career choice?

Help learners establish a more concrete understanding between what they would like to do and what they need to do to make that possible?

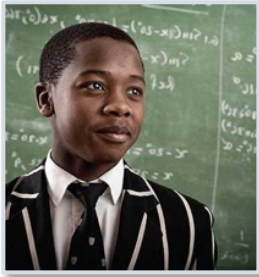
Assist families to be more supportive of their children at school in the context of household poverty and unemployment?

Help learners reduce the negative consequences of a sense of responsibility towards their family while keeping the positive aspects?

Create opportunities to develop quality adult relationships that support schooling and resilience?

5.3.2 Design profile: Youth in Grade 12 transition

"My family is my priority"



This group often cannot describe a link between their interests, their intention to study further and taking the necessary steps to bring their plans to fruition. This is reflected in their dependency on others to make key decisions and help them, with some even paying strangers to complete their applications to study further. Even if they have a specific qualification in mind, the endgame is to apply for any programme to which they might be accepted. This pressure to enter any programme is associated with one of two notions that either equate getting a qualification with a better chance of employment or with the ability to access a National Student Financial Aid Scheme (NSFAS) bursary as a source of income that can be shared with their family.

Several in the group feel strongly that school should provide them with better work-related skills – making school more relevant to finding work given the investment made to attend school. This thinking can be viewed in the light of prioritising family responsibilities by contributing to household income as soon as possible.

Finally, this group is the focus for exam readiness programmes which, in some cases, can be as intense as being at school until 22:00. The learners' experience of this support is mixed with some praising their teachers for playing an important role in them doing better, while others feel their teachers are only interested in teaching their subject and not the learner.

How might we...

Help learners expand their knowledge of the qualifications and application processes linked to the occupations they are interested in?

Help learners get more exposure to a spectrum of institutions and opportunities to study?

Help learners with the multiple requirements of applying successfully to study further within their core interests?

Provide more information about the application processes at various institutions and for NSFAS?

Help schools provide learning opportunities to develop skills that improve employment opportunities?

Support teachers to play a positive role in motivating learners and nurture their interests as a whole?

Help parents/caregivers to play a more supportive role?

Lessen the negative pressures around family responsibilities for learners while maintaining the positive aspects?

5.3.3 Design profile: Youth with no qualifications– seeking waged employment

This group includes people aged 16 to 35 who dropped out of school early or did not complete Grade 12. The decision to add this profile beyond the official NEET definition was based on two key considerations. Firstly, in this community unemployment does not decline significantly in the adult population, implying that only a few in this group will

transition out of the NEET criteria. Secondly, the main source of unskilled employment in the area is the Expanded Public Works Programme (EPWP) projects, which are open to people up to the age of 35. As will be seen later in Section 5.2.6, this eligibility cut-off for EPWP projects creates a divide between some employment opportunities and effectively no employment opportunities. Given this scenario, extending the age range would better reflect the situation on the ground.

“Completing school will not give you a job”



Adverse family situations⁸ are significant drop-out pull factors in this group. Some families view children who struggle at school as not being ‘gifted’ and assume that they will not do well or complete school and so are wasting time and resources. These family experiences again bring to the fore the notion of family responsibility, which includes not placing an additional burden on a household’s meagre resources. In contrast, a major push factor is that some schools require the mothers of learners who fall pregnant to sit at the school gate “to take care of their sick child”. Billed as a deterrent, this policy almost always ensures the learner will drop out.

The group also shared that they and their families believe that completing school is unlikely to result in meaningful employment. After engaging various groups in the community, the basis for this conclusion becomes more self-evident as part of the lived experience around unemployment. Ultimately, this points to the unavoidable and far-reaching decisions households must make to deal with the realities of extreme poverty in the context of inadequate public services.

Moving beyond the school years, family responsibility remains significant, although in a different form, with some in the group reporting having to leave a job to return home to take up family responsibilities.

The group’s understanding of how to change their situation is summed up in the response, “since I have nothing [a qualification] I must accept anything you can offer”. This group goes on to say they cannot describe what they would like to do (what interests them), nor do they feel they can ask for opportunities that align with their interests.

How might we...

Reduce negative pull factors in a family to decrease the likelihood of learners dropping out of school?

Facilitate more positive outcomes for sexual and reproductive rights and services in the community?

Address the view that completing school is for youth with certain individual attributes?

Build confidence that completing school and studying further can lead to employment?

Help youth be more successful in their job-seeking efforts including understanding the labour market?

Give youth the opportunity to better understand their interests and aptitudes in the context of limited choices?

Reduce the experience that the only real work opportunities are short-term government projects?

⁸ Examples include where a parent has died, instability due to moving from one place to another, lack of money for school expenses, and sacrificing their own education to keep a sibling in school.

5.3.4 Design profile: Parent or guardian of youth who dropped out of school

"All they need is work, any type of work"
"Our children need help, but we do not have the means to help them"



The parents and guardians in this group explained that their children drop out of school for reasons such as household income, performance at school as a measure of ability, the inability to force children to attend school and family care responsibilities. They feel that the only way forward for their children is employment, rather than schooling. As seen previously in other profiles, they equate employment opportunities with increasing the number of community projects. In line with other profiles, these parents and guardians confirm that they were not involved in their children's subject choices, nor can they recall which subjects their children took at school.

This group worry that their children will get into drug and alcohol abuse, or crime, given the high prevalence of these social problems within the community.

How might we...

Assist with reducing the cost of "free schooling" for families in extreme poverty?

Create a situation in which parents or guardians view school attendance in a positive light and take an active interest in their child's schooling?

Create a situation where parents and guardians view and encourage self-employment as a viable alternative to project-based employment?

5.3.5 Design profile: Youth who studied further– seeking waged-employment

"I'll try anything I think can help"
"Projects [like EPWP] just want hands to dig, not skills"



This group represents youth who have studied further but are unable to secure longer-term employment. Qualifications held by this group include four-year degrees, National Certificates (N1-3) and National Certificates Vocational. Their qualifications often do not align with their core interests, as many simply studied whatever course they could get into. Some of this group have also become proficient at registering for multiple programmes, hoping that a different qualification may help their prospects of employment. It is unclear how they repeatedly access NSFAS funding and learnerships, but a case of one person using multiple identities and subsequently losing his employment as a result, was mentioned.

Many in this group are faced with the challenge of having completed their theoretical modules at a Technical and Vocational Education and Training (TVET) College but are not able to get the six-month work experience to obtain their qualification. Some local employers offer volunteer opportunities to gain work experience, but fail to sign off on the work performed. The reasons for this are unclear.

One frustration raised by the group is that local opportunities tend to be for unskilled jobs in the EPWP projects. Despite this, they are hoping for more projects as they equate this with more work opportunities. Another frustration for the group is their inability to identify work opportunities outside the local community due to a lack of internet connectivity and their inability to submit applications [access and cost]. Some within the group tried to leave the community to find work in other provinces where they have relatives, but had to return when they were unsuccessful.

Many in this group feel that their studies and qualifications have had little currency in terms of finding work.

How might we...

Create better alignment between studies, qualifications and work opportunities?

Support experiential learning opportunities to complete qualifications to improve the likelihood of employment?

Grow longer-term work opportunities to reduce dependency on and variability of short-term projects?

5.3.6 Design profile: Youth who studied further– wants to become self-employed

“I would like to start a business that can help others”



This group mainly consists of graduates, many of whom are women, who want to mobilise their qualifications to start their own business. A recurring intention is to employ people, as by creating employment they realise how their endeavours can benefit others. They have several ideas, some believing that the more ideas they have the more likely they are to get start-up funding. There are positive but limited experiences that show how the right idea can result in success in the community.

A number within the group suggest solving local social and health service delivery problems, for example, by delivering chronic medications to older people. This again stresses the desire to help others. Agricultural projects also featured, but not on a commercial scale. Some of the group have attended workshops by the National Youth Development Agency but felt that the information they received was not helpful. They are particularly keen to acquire a better understanding of what is happening in their areas of interest, access meaningful support and make industry connections.

How might we...

Develop an entrepreneurial mindset in the community?

Promote entrepreneurs to think more broadly around possible ventures?

Connect aspiring entrepreneurs with the outside world regarding ideas, resources and critical networks?

Remove barriers to starting and sustaining ventures in the community?

Support sufficient ventures to create a significant number of employment opportunities, while keeping in mind the profile of young people in the community?

5.3.7 Design profile: Older adults not eligible for youth development opportunities

As alluded to in Section 5.2.3 the range of ages in the design profiles had to be expanded to account for the ongoing unemployment and the effect of EPWP projects on employment. This profile addresses the group who due to their age are no longer eligible for the limited employment opportunities created by EPWP projects– they transition from the expanded definition of youth applied within the EPWP.

"We are the forgotten youth"



This group represents young people who are no longer eligible for employment in EPWP projects, due to their age. They either never secured employment because of a high supply low demand or could not sustain employment, given the short-term nature of EPWP work opportunities.

People in this group are disillusioned and frustrated as they are technically excluded from what is seen as the only work available in the community. A double blow, as they have never been able to secure long-term work and are now even more unlikely to do so. Some describe their experience as being the lost middle [refencing the missing middle in the Fees Must Fall Campaign] – too old to participate in the EPWP, but too

young to qualify for an old age grant – a 25-year gap.

How might we...

Increase opportunities for people older than 35 who do not qualify for inclusion in other youth development focused projects?

5.3.8 Design profile: Younger teachers responsible for Grades 10-12

"When it's just them and the book they are not enthusiastic"
"They don't know how to find themselves [to make career choices]"
"We need to make them interested [in their schoolwork]"
"We need to go the extra mile... if they work hard, they will do well"
"Our performance [as teachers] is measured by the work of others"



This group represents predominantly younger more recently qualified teachers. The group has a strong interest in improving the learning experience, having noted that the language of instruction and textbook teaching reduces learners' levels of engagement. They often identify what is needed or should be facilitated before Grade 10 in junior secondary schools and before Grade 12 in senior secondary schools, to improve the situation [interviewees are responsible for Grades 10 to 12].

These teachers are keen to apply technology and improve connectivity not only to promote learning, but also to help learners develop the basic skills they need to transition to their post-school endeavours. They associate connectivity with enabling learners to expand their worldview and a better understanding of life outside the community. That said, these teachers also point out the challenges they experienced using devices outside of school during the COVID lockdowns, including limited data, devices not being returned, and learners with devices being targeted by criminals.

This group stressed the importance of quality pass rates over quantity and believe that, with the right resources, strategy and learner commitment, this can be achieved. They feel that teachers should be recognised for helping learners achieve better passes over the number of passes per se [emphasis on non-financial rewards].

How might we...

Help learners engage better with English as the language of instruction?

Give learners the opportunity to experience what is being taught?

Improve the depth and breadth of resources teachers and learners can access?

Expose learners to experiences outside their community?

Help learners to remain positive about their schoolwork when things do not go well?

Ensure that access to learning opportunities dependent on connectivity are not subject to data caps?

Help learners develop basic digital skills?

Support teachers to access and incorporate technology into the learning experience?
Acknowledge teachers who are going the extra mile to improve the quality of the pass rate?

5.3.9 Older teachers responsible for Grades 10-12 design profile

**“We can achieve a high pass rate, but the quality is low, they cannot do much with it”
“This is a very poor and rural community; you must be realistic about what can be done”**



This group represents teachers who have been teaching for many years. These teachers emphasise the limits of what can be achieved with rural learners due to many local difficulties, including parents not being supportive and the general impact of poverty on households. In referencing their local experience, the group notes that we need to be realistic about what is possible.

While these teachers stress that learners should be encouraged, they also feel too many learners are not serious about their schoolwork. They further hold the view that a policy requiring mothers of pregnant learners to sit outside the school gates to “take care of their sick child” [equating pregnancy with an illness] is a good deterrent, given that girls are not using the contraceptives available at the clinic.

How might we...

Support teachers to view higher quality passes as a realistic possibility?

Through community and school involvement, promote the sexual and reproductive rights of young women?

5.4 HORIZONTAL ANALYSIS OF THE LIFE COURSE TRAJECTORY

The vertical analysis in Section 5.3 unpacked the experiences of the nine design profiles that were identified. The next step aims to develop the systemic insights needed to design interventions capable of preventing negative life events, known as early actions (EAs). These insights are also further used to help create more positive trajectories by mitigating existing negative life events– restorative actions (RAs). As this analysis interfaces with Zenzele Itereleng’s Impact by Design Strategy, the proposed interventions are screened to estimate their material impact. The resulting horizontal analysis, intervention requirements and variability assumptions are shown in Tables 2, 3 and 4.

The starting point was to group the “how might we” questions from the design profiles into common themes which were then used to determine the proposed interventions. The degree to which these interventions could influence the life course trajectory was analysed and ranked, as reflected in Table 2.

Table 2. Horizontal analysis of design profiles and impact assessment

	impact elements			school				out-of-school		post-school		Forgotten middle age group- not eligible for projects
	likelihood of inherent change ⁹	likelihood of displacement ¹⁰	input dependency (drop-off) ¹¹	Grade 9 Transition	Grade 12 Transition	Younger teachers	Older teachers	No qualification out-of-school youth	Parent/ guardian out-of-school youth	Studied further-seeking waged employment	Studied further-self-employment	
Intervention areas ranked by profile influence												
A1. Digital access and skills (connectivity and use of technology)	L	L	H	EA	EA	E/RA	E/RA	E/RA		E/RA	E/RA	E/RA
A2. Access to quality adult relationships to promote resilience	L	L	L	EA	EA	EA	EA	E/RA	E/RA	EA	EA	
B1. Occupation & career planning for material post-school gains	L	M	M	EA	EA			E/RA	E/RA	E/RA	E/RA	EA
B2. Nurture entrepreneurship within the community	L	M	M	EA	EA			E/RA	E/RA	E/RA	E/RA	E/RA
C1. Improve the learning experience in schools	L	M	M	EA	EA	E/RA	E/RA	EA	EA			
C2. Improve the quality of passes Grades 9 through 12	M	L	M	EA	EA	EA	RA			EA	EA	
C3. Enabled further studies to increase employment opportunities	VL	L	M	EA	EA			RA		E/RA	E/RA	E/RA
C4. Expand work opportunities beyond short-term projects	VL	M	H	EA	EA			E/RA		E/RA	E/RA	E/RA
C5. Reduce impact of negative household factors on schooling	L	L	M	EA	EA	EA	EA	EA	E/RA			
D. Promote access to sexual and reproductive rights	M	L	L	EA	EA			E/RA				

Estimation: L (Low) M (Medium) H (High) Trajectory association: EA (Early Action) RA (Restorative Action) E/RA (Both early and restorative action)

While Table 2 ranks the interventions by their degree of influence on the trajectory, this should not be read to imply that one intervention is more desirable than another. From a systems perspective, changing only one aspect of the problem is not likely to address complex and wicked social problems. To be effective all the interventions need to be engaged at some level to meet the requirements of the multiple group profiles over time. This may seem to like a daunting task, however, mobilising existing resources to create initial change together with other partner inputs can make this systemic approach more manageable. One such approach could be to improve the learning experience by promoting awareness, access to and use of the Vodacom eSchool platform. In due course,

⁹ An estimate of the change that would likely occur due to the actions of other agents or partners.

¹⁰ An unintentional negative impact on other people, communities or organisations due to the initiative. For example, criminals moving to other area due to improved community policing or funding earmarked for a community being redirected.

¹¹ An estimate of the impact on outcomes if external funding is ended.

access to teaching and learning resources could be further expanded through software that delivers a virtual learning experience by simulating chemistry and physics experiments. A similar approach could initially be taken with other resources such as the Department of Higher Education and Training’s Khetha career portal or the Youth Employment Service (YES) portal. Such an approach would follow a deliberate sequencing of resources to fully realise the scope of an intervention.

It should be kept in mind that the needs of the group will evolve as these changes are being introduced and therefore the interventions will therefore need to be modified over time. So, while it may be tempting to plan in detail interventions that run for five or more years, current better management practices recommend treating each intervention as a series of mini experiments in change, learning from each iteration and refining the approach over time. This will also allow those involved to avoid the pitfalls of an all-in youth initiative as discussed in Part A, Section 5.6.1.6 and Box 27.

The intervention areas outlined in Table 2 where synthesised by collating the “how might we questions” identified in the design profiles. Table 3 below, summarises this collation process and serves as a starting point for understanding how to create value for the affected groups. In other words, these requirements are the prototype specifications for designing an effective intervention in this community.

Table 3. Intervention area requirements as identified from the design profiles

Intervention area	Requirements identified in the design profiles
A1. Digital access and skills	Connect aspiring entrepreneurs with the outside world regarding ideas, resources and critical networks. Ensure that access to learning opportunities dependent on connectivity is not subject to data caps. Help learners develop basic digital skills. Support teachers to access and incorporate technology into the learning experience.
A2. Access to quality adult relationships to promote resilience	Create opportunities to develop quality adult relationships that support schooling and resilience. Help learners remain positive about their schoolwork when things do not go well.

Intervention area	Requirements identified in the design profiles
B1. Planning for occupations and careers that support post-school livelihoods	<p>Give learners better insight into their core interests and aptitude, further education choices and occupation demand in the labour market.</p> <p>Expose children in the community to diverse careers and work opportunities.</p> <p>Help learners establish a more concrete understanding between what they would like to do and what they need to do to make that possible.</p> <p>Help learners to understand the multiple requirements needed to apply successfully to study further within their core interests.</p> <p>Provide more information about the application processes at various institutions and NSFAS.</p> <p>Expose learners to experiences outside their community.</p>
B2. Nurture entrepreneurship within the community	<p>Develop an entrepreneurial mindset in the community.</p> <p>Encourage entrepreneurs to think more broadly around possible ventures.</p> <p>Remove barriers to starting and sustaining ventures in the community.</p> <p>Support sufficient ventures to create a significant number of employment opportunities, taking into account the profile of young people in the community.</p>
C1. Improve the learning experience in schools	<p>Support choices that could involve taking “difficult” subjects to help learners achieved the required levels of performance for a given career choice.</p> <p>Help learners better engage with English as the language of instruction.</p> <p>Give learners the opportunity to experience what is being taught.</p> <p>Improve the depth and breadth of resources teachers and learners can access.</p> <p><i>Also see C5, regarding helping parents or guardians to be more positive towards schooling.</i></p>
C2. Improve the quality of passes Grades 9 through 12	<p>Address the view that certain subjects or completing school is for a select group of youth with certain individual attributes.</p> <p>Support teachers to view higher quality passes as a realistic possibility.</p> <p>Acknowledge teachers who are going the extra mile to improve the quality of the pass rate.</p>
C3. Help translate further studies to employment opportunities	<p>Help learners expand their knowledge of the qualifications and application processes linked to the occupations they are interested in.</p> <p>Create better alignment between studies, qualifications and work opportunities.</p> <p>Help learners get more exposure to a spectrum of institutions and opportunities to study.</p> <p>Help youth to be more successful in their job-seeking efforts including understanding the labour market</p> <p>Support experiential learning opportunities to complete qualifications to improve the likelihood of employment.</p>
C4. Expand work opportunities beyond short-term projects	<p>Help schools provide learning opportunities that develop skills to improve employment opportunities.</p> <p>Build confidence that completing school and studying further can lead to employment.</p> <p>Grow longer-term work opportunities to reduce dependency on and variability of short-term projects.</p> <p>Increase opportunities for people over 35 who do not qualifying for inclusion in other youth development focused projects.</p>

Intervention area	Requirements identified in the design profiles
C5. Reduce impact of negative household factors on schooling	<p>Reduce the impact of home circumstances as a pull factor associated with dropping out of school.</p> <p>Create a situation in which parents or guardians view school attendance in a positive light and take an active interest in their child's schooling in the context of household poverty and unemployment.</p> <p>Help learners reduce the negative manifestation of a sense of responsibility towards their family while keeping the positive aspects.</p> <p>Assist with reducing the cost of "free schooling" on families in extreme poverty.</p>
D. Promote access to sexual and reproductive rights	<p>Facilitate more positive outcomes for sexual and reproductive rights and services in the community.</p> <p>Through community and school involvement, promote sexual and reproductive rights of young women.</p>

In keeping with a high-level impact analysis, there is an additional requirement to test the stability of the assumptions made about the impact elements shown in Table 2. The stability of these assumptions is tested in Table 4, using a variability analysis. This essentially answers the question of how stable the assumptions are and if they were to change, would there be a material shift in the claimed impact. Given the nature of this analysis, the interventions are grouped into three assumptions related to school performance, employment as well as household and family factors.

Table 4. Variability analysis of assumptions

Assumption/ Variability	Comments
<p>Changes in school performance linked to areas of concern</p> <p>Expected variability: Low</p>	<p>While career guidance and planning are part of the life orientation curriculum, this part of the curriculum is reportedly not well implemented by schools in the area. This is unlikely to change due to school resources such as internet connectivity and the scarcity of teachers capable of delivering the curriculum. The situation may deteriorate if the teachers who currently support learners ad hoc should leave their school. This would potentially increase the impact of an intervention.</p> <p>Teachers stress the importance of improving the teaching and learning experience to address the quality of learning and passes. The Department of Basic Education (DBE) appears not to target and resource school performance beyond the Grade 12 readiness programme which delivers improved pass rates, but not quality. Historically, DBE has underperformed in delivering on new initiatives in the area (as seen during the local COVID lockdown online learning initiative) and this is unlikely to change in the medium to short term.</p>

Assumption/ Variability	Comments
<p>Conditions affecting employment and labour market demand</p> <p>Employment in the community Expected variability: Low</p> <p>Employment outside the community Expected variability: Significant</p>	<p>Community projects, mostly as part of the EPWP, are the main source of employment in the area. According to the Department of Public Works, over 98% of opportunities created by the EPWP in the area are for unskilled work– in other words, no training is offered.</p> <p>Without new initiatives, it is unlikely that additional local employment opportunities will be created, more so for youth who have studied further.</p> <p>Current district economic plans focus on infrastructure to boost coastal tourism and agriculture. It can be assumed that the infrastructure work will be short-term and that tourism will only create a limited number of jobs relative to the scale of unemployment in the area.</p> <p>The impact of the COVID pandemic on the South African economy and business practices as well as the rapid changes seen as part of the Fourth Industrial Revolution, make assessing the variability of employment outside the community difficult. It can, however, be assumed that demand will remain narrow and specific as seen in the last occupations in-demand report from the Department of Higher Education and Training.</p> <p>Several sources note that notwithstanding the current uncertainty about the future labour market, worker attributes that include tracking trends and pivoting existing or new skills to keep up with changes in demand are key. With the latter in mind, the impact can be affected by ongoing changes in demand, skills alignment and worker agility. Therefore, initiatives that take into account such variability and are suitably agile are therefore likely to create impact. Arguably, by deploying such an initiative one could even increase the impact by successfully navigating the high degree of uncertainty in the system.</p>
<p>Household and family factors that promote negative life events</p> <p>Expected variability: Low</p>	<p>The design profiles clearly revealed the significant challenges associated with household and family factors. The interviewers noted that the values, beliefs and actions that form part of these factors are an intergenerational and community-wide phenomenon. It is unclear what could change the impact of these factors on school drop-out, post-school endeavours and employment.</p> <p>However, given that these factors stem from severe challenges associated with rural development, multidimensional and intergenerational poverty, they are not likely to change without major interventions. One such intervention is the South African Government’s focus on Nodal Development. A 2016 Statistic South Africa report stresses that in rural nodes, of which OR Tambo District is one, service delivery is a greater constraint than unemployment. It also concludes that the target nodes have not seen significant improvements despite more than a decade’s worth of investment. Keeping this in mind, it is assumed that household and family factors will not vary significantly in the short term.</p>

Table 2 demonstrates that while all the interventions have the potential to create value across multiple profiles, some interventions will have a wider effect than others. That said, Table 3 illustrates the importance of nuancing the interventions based on the “how might we” questions derived from the design profiles. In other words, it should be kept in mind that an intervention only creates value if it changes the experience of a defined group of affected people– such as those captured in the design profiles.

6. MEANS AND RESOURCE PLANNING

Based on the analysis in the previous section, Table 5 proposes the means to enable and resource the interventions identified. The table is divided into four parts to help differentiate key components. The first (shaded grey) lists the intervention area and expected ideal future state. Keeping the Impact by Design Strategy in mind, it is assumed that activities will be consistently and continuously aligned to this ideal state to facilitate material progress towards that desired future. The second (shaded blue) describes the means and its resourcing based on the current understanding of bringing about the desired change. Taking into account Zenzele Itereleng's existing initiatives and potential to rapidly partner with others with relevant resources, the third part identifies quick gain initiatives (shaded green). Note these initiatives have been intentionally screened to avoid cherry picking problems or pursuing quick but ultimately low value wins. The final part lists indicators associated with both the initial outputs and outcomes of the work to be undertaken as well as longer-term impact indicators.

As Table 5 brings the work closer to implementation of specific initiatives, the requirements noted in Table 3 should not be forgotten as they speak directly to what value should be created. In addition, the design of specific initiatives should be further explored together with, and validated by, those affected to optimise their value.

[Table 5 must still be validated with the community]

Table 5. Proposed means and resource planning

intervention area community ideal	means	resourcing the means	resource sequence			initiatives that can offer quick gains ¹²	output/ outcome indicators linked to early gains	impact indicator/s
			Yrs 0-2	Yrs 3-5	Yrs >6			
<p>A1. Digital access and skills</p> <p><i>A thriving rural community benefiting from digitally enabled livelihoods.</i></p>	<p>Community and household access to connectivity with a strategy to address device access and maintenance.</p> <p>Broad multi-generational utilisation of digital access to benefit households.</p> <p>Opportunities to learn, from basic to advanced digital skills, for personal use and possible employment.</p> <p>Connectivity becomes a positive enabler of a thriving community by supporting interventions areas A2-D.</p>	<p>Establish a free-to-access community WiFi.</p> <p>Establish a community-based digital enabler¹³ for connectivity and device access.</p> <p>Access to open learning for targeted skills development.</p> <p>Access to eCommerce platform/s to support venture creation.</p> <p>Access to a government eService platform.</p> <p>Access to digital platforms that facilitates community health, social care, and safety.</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p>eMbizo to create community access</p> <p>ZI's curated community portal</p> <p>Review the Mankosi-Zenzeleni Co-operative model</p> <p>See interventions areas below for additional applications.</p>	<p>Number of individual users accessing the community WiFi network in one year.</p> <p>Conversion rate from ZI portal and awareness outreach¹⁴ to open learning resources over the first year of implementation.</p> <p>Conversion rate from ZI portal to career planning and support resources.</p> <p>Conversion rate from ZI portal to health, social care and safety resources over the first year of implementation.</p> <p>Completion rates of specific open learning resources that promote school and employment outcomes.</p>	<p>Number of community households with access to basic digital resources over two years.</p> <p>Number of community members using community digital access to improve their livelihoods (differentiated into non-income related and income related) over five years.</p> <p>Number of community members seeking employment leveraging open learning resources to secure self- or waged-employment over three years.</p>

¹² Early gains refer specifically to interventions that can be leveraged in the near-term as first steps towards the ideal.

¹³ A community-based organisation whose primary mission is to facilitate access to digital resources including connectivity, affordable new and refurbished devices, maintenance of devices and skills development ranging from basic use to enabling venture creation.

¹⁴ For example, portal access to IBM's Africa Nation or from an awareness, access and use campaign for Vodacom's eSchool using either community WiFi or Vodacom's own 3G network.

intervention area community ideal	means	resourcing the means	resource sequence			initiatives that can offer quick gains ¹²	output/ outcome indicators linked to early gains	impact indicator/s
			Yrs 0-2	Yrs 3-5	Yrs >6			
<p>A2. Access to quality adult relationships to promote resilience</p> <p><i>A community building resilience amongst its young people to facilitate their success.</i></p>	<p>School children, young adults studying further and those involved in entrepreneurial ventures have access to programmes that pair them with skilled mentors who can support and help build their resilience to adverse situations and difficult transitions.</p>	<p>Organising model for structured, self-organising and unstructured opportunities.</p> <p>Identify successful community members not living locally who can offer support and mentorship.</p> <p>Leverage local graduates to offer support and mentorship.</p> <p>Digital platforms that enable the organising model.</p>	<ul style="list-style-type: none"> ● ● 			<p>Leverage community WiFi for parent-teacher-learner communication and support using existing platforms such as WhatsApp, Telegraph or Discord.</p> <p>Identified structured mentor programmes and partners, for example, umthombo youth development foundation mentoring programme.</p> <p>Reach out to peers, mentors, Eastern Cape diaspora, industry, schools (SGBs), parents and learners to design an organising model.</p>	<p>A community model providing access to mentoring across for school and out-of-school youth is developed.</p> <p>Initial group of mentors identified, orientated and available.</p>	<p>Number of Grade 9 to 12 children with access to quality adult relationship programmes (structured and unstructured) over two years.</p> <p>Number of youth receiving support (coaching, mentoring or guidance) for their post-school studies over two years.</p>

intervention area community ideal	means	resourcing the means	resource sequence			initiatives that can offer quick gains ¹²	output/ outcome indicators linked to early gains	impact indicator/s
			Yrs 0-2	Yrs 3-5	Yrs >6			
<p>B1. Occupation and career planning for material post-school gains</p> <p><i>Young people and the community experience positive lifetime gains from the investment made in education.</i></p>	<p>Create access to diverse, relevant and engaging career guidance based on core interests and knowledge of the various requirements for a chosen occupation.</p>	<p>Access to general career guidance and counselling.</p> <p>Access to individual guidance on aptitude and core interests.</p> <p>Virtual opportunities to explore diverse occupations, education pathways, career choices and work life experiences.</p> <p>Access to information regarding individual institutions.</p>	<p>●</p>	<p>●</p> <p>●</p>	<p>●</p>	<p>Use ZI community portal to access DHET's Kheta career help portal.</p> <p>Identify and link potential applicants to school bursaries offered by large corporates, for example, Alen Grey.</p> <p>Use ZI community portal to access universities online open-day resources.</p> <p>Use ZI community portal to access university and TVET college applicant resources.</p>	<p>Conversion rate from ZI portal to career planning and support resources.</p> <p>Number of learners who utilised Kheta resources to direct their occupation planning.</p> <p>Number of learners attending virtual open days at institutions and related career opportunities.</p> <p>Number of learners applying to institutions and funders (NSFAS) themselves.</p>	<p>Number of schools facilitating comprehensive access¹⁵ to career guidance and planning over three years.</p> <p>Number of secondary schools¹⁶ facilitating in-person and virtual experiences of diverse occupations and institutions over three years.</p>

¹⁵ Inclusive of general and individual guidance and planning.

¹⁶ Secondary schools include both junior and senior secondary schools.

intervention area community ideal	means	resourcing the means	resource sequence			initiatives that can offer quick gains ¹²	output/ outcome indicators linked to early gains	impact indicator/s
			Yrs 0-2	Yrs 3-5	Yrs >6			
<p>B2. Nurture entrepreneurship within the community</p> <p><i>Wealth created by an entrepreneurially minded community generating sustainable high-value opportunities for self- and waged-employment.</i></p>	<p>Promote a culture of entrepreneurship in the community and schools coupled with access to suitable skills development (beginning at school) together with start-up support and mentoring.</p>	<p>Assist the community to expand their understanding of, and access to, opportunities currently not viewed as part of rural economies.</p> <p>Implement a school-based programme to introduce an entrepreneurial mindset as well as develop hands-on experience in venture creation.</p> <p>Support aspiring entrepreneurs with a comprehensive end-to-end programme that covers developing a new venture and growing it to be sustainable.</p>	●	●	●	<p>Conduct a scan of out-of-school youth interested in self-employment to identify opportunities and connect people to those opportunities.</p> <p>Use the ZI community portal to facilitate access to open entrepreneurship and SMME resources, for example, Kheta portal, IBM Africa Nation and Facebook amongst others.</p> <p>Facilitate long-term mentorship and support of entrepreneurs as they move through their venture creation—including leveraging digital platforms for support.</p> <p>Curate additional resources and partners to expand open learning resources.</p>	<p>Community database of youth wanting to start a venture.</p> <p>Conversion rate from ZI portal to skills development for entrepreneurs and support resources.</p> <p>Number of entrepreneurs using available digital platforms to received mentoring or support for their new ventures.</p> <p>Number of attributable new ventures created.</p>	<p>Number of secondary schools partnering for entrepreneurship development from Grade 9 to 12 with venture implementation support over three years.</p> <p>Number of out-of-school youth who have established a business venture 24 months after having used available digital resources (for skills development, support and/ or mentoring).</p> <p>Number of youth receiving support (coaching, mentoring or guidance) for their ventures over two years.</p> <p>Number of community members with a business venture that is regionally and nationally competitive using local digital access and skills over three years.</p> <p>Number of local people employed for 12 months in positions created by a local business.</p>

intervention area community ideal	means	resourcing the means	resource sequence			initiatives that can offer quick gains ¹²	output/ outcome indicators linked to early gains	impact indicator/s
			Yrs 0-2	Yrs 3-5	Yrs >6			
<p>C1. Improve the learning experience in schools</p> <p><i>Learners in the community are engaged in quality learning that enables their career agency.</i></p> <p>Note: C1 and C2 are closely linked but have distinct value roots. C1 is the longer-term response to C2, which is promoting a growth culture in schools.</p>	<p>Digital access to open, high quality teaching and learning resources, and sustainable technology-facilitated learning.</p> <p>A multimodal strategy to ensure English is not a barrier as a language for teaching, learning and assessment.</p>	<p>Access to open learning and teacher resources aligned to the national school curriculum.</p> <p>Develop skills among teachers to support their access and use of digital resources for personal development and teaching.</p> <p>Access to technology-facilitated learning to augment scarce or high-cost teaching resources, particularly in life and natural sciences.</p> <p>Integrated digital teaching and learning resources.</p>	<p>●</p> <p>●</p>	<p>●</p> <p>○</p>	<p>●</p>	<p>Making schools (all Grades) aware of Vodacom eSchool and its resources.</p> <p>Introduce initiatives that provide opportunities to help youth engage with English such as drama, storytelling, creative writing, and poetry.</p> <p>Identify opportunities to expose learners to industries related to their subjects to encourage them.</p> <p>Partner with programmes such as those offered by Intel education.</p>	<p>An awareness, access and use campaign for eSchool and other open learning resources launched in all schools.</p> <p>Creative use of English initiative (clubs or groups) established in secondary schools.</p> <p>Also see B1 indicators.</p>	<p>Number of schools applying digital teaching resources to deliver the national curriculum over two years.</p> <p>Number of learners using digital learning resources as part of the schooling over two years.</p> <p>Number of schools using technology-facilitated learning to expand the learning experience they can offer over three years.</p> <p>Number of school-going children engaged in initiatives that aid their use of English as a medium for instruction.</p>

intervention area community ideal	means	resourcing the means	resource sequence			initiatives that can offer quick gains ¹²	output/ outcome indicators linked to early gains	impact indicator/s
			Yrs 0-2	Yrs 3-5	Yrs >6			
<p>C2-1. Improve the quality of passes Grades 9 through 12</p> <p>Senior phase</p> <p><i>The community grows the abilities of all children realise their chosen career path.</i></p>	<p>Schools and families have a growth mindset that encourages learners to take subjects relevant to their career planning– coupled with improving the teaching and learning experience (from C1).</p> <p>Capacitate teachers and schools to realise the outcomes of a growth mindset.</p> <p>Routinely acknowledge achievements in quality passes.</p>	<p>Support schools and teachers to adopt a growth orientated approach.</p> <p>Support learners to better engage in learning of “difficult” subjects.</p> <p>Acknowledging teachers, schools and learners who exemplify a growth mindset.</p>	<p>●</p> <p>●</p>	<p>●</p>	<p>Use ZI community portal to access Vodacom e-School (Grades R-12).</p> <p>Use ZI community portal to access virtual libraries, science laboratories and related curated online resources.</p> <p>Engage with teachers to design a growth mindset development strategy for junior and senior secondary learners, which can include engaging unemployed graduates.</p> <p>A Teacher and Learner Showcase Recognition Programme managed by the Khonjwayo Traditional Council and SGBs, supported by Department of Basic Education.</p>	<p>Number of learners using eSchool to augment their schoolwork.</p> <p>Conversion rate from the ZI portal to open learning resources (duplicate indicator A1).</p> <p>Number of schools adopting a growth strategy that was co-created with them.</p> <p>Number of unemployed graduates employed to support quality pass initiatives.</p> <p>Criteria and approach to recognising growth orientated teachers and learners agreed to by programme owners.</p>	<p>Number of secondary schools following growth programmes in subjects previously considered to be “difficult subjects” over three years.</p> <p>Number of bachelors passes with National Senior Certificate level five or higher attained over three years.</p> <p>Number of Grade 12 learners entering post-school education in their chosen occupation.</p> <p>Number of teachers in secondary schools acknowledged for promoting a growth mindset within their specialist subject over three years.</p>	

intervention area community ideal	means	resourcing the means	resource sequence			initiatives that can offer quick gains ¹²	output/ outcome indicators linked to early gains	impact indicator/s
			Yrs 0-2	Yrs 3-5	Yrs >6			
<p>C2-2. Improve the quality of passes Grades 9 through 12</p> <p>Foundation and intermediate phase</p> <p><i>The community grows the abilities of all children realise their chosen career path.</i></p>	<p>Schools and families have a growth mindset that encourages learners to improve their achievements in all subjects.</p> <p>Capacitate teachers and schools to realise the outcomes of a growth mindset.</p> <p>Routinely acknowledge achievements in promoting a growth mindset.</p>	<p>Supporting schools and teachers to adopt a growth orientated approach.</p> <p>Support learners to better engage in the learning of “difficult” subjects.</p> <p>Acknowledge teachers, schools and learners who exemplify a growth mindset.</p>	<ul style="list-style-type: none"> ● ● 	<ul style="list-style-type: none"> ● 		<p>Use ZI community portal to access Vodacom e-School (Grades R-12).</p> <p>Design a growth mindset development strategy for foundation and intermediate learners.</p> <p>A Teacher and Learner Showcase Recognition Programme managed by the Khonjwayo Traditional Council and SGBs, supported by Department of Basic Education.</p>	<p>Number of learners using eSchool to augment their schoolwork.</p> <p>Conversion rate from the ZI portal to open learning resources (duplicate indicator A1).</p> <p>Number of schools adopting a growth strategy that was co-created with them.</p> <p>Criteria and approach to recognising growth orientated teachers and learners agreed to by programme owners.</p>	<p>Number of primary schools adopting growth strategies over three years.</p> <p>Rate of Grade 3 attainment measured against a quality target.</p> <p>Number of teachers in primary schools acknowledged for promoting a growth mindset over three years.</p>
<p>C2-3. Improve the quality of passes Grades 9 through 12</p> <p>Early Childhood Development (ECD)</p> <p><i>The community grows the abilities of all children realise their chosen career path.</i></p>	<p>Improve the quality and access to early childhood development.</p>	<p>Provide access for untrained ECD workers to open learning resources to register as an ECD practitioner.</p> <p>Provide access for unemployed youth interested in ECD to open learning resources to register as an ECD practitioner.</p> <p>Provide access to open learning resources and support that can assist with developing or improving ECD centres.</p>	<ul style="list-style-type: none"> ● ● ● 			<p>Use ZI community portal to access ECD learning resources and support.</p> <p>Use community WiFi access for ECD practitioner training and certification.</p> <p>Identify and support households with children younger than 2 years with early learning and stimulation at home using UNICEF and Department of Social Development resources.</p>	<p>Number of ECD workers accessing training for registration.</p> <p>Number of unemployed people registered for ECD practitioner training.</p> <p>Number of households with children under two reached to promote early learning and stimulation.</p>	<p>Number of fully registered ECD centres in the community.</p> <p>Number of children aged 2-5 accessing ECD programmes in the community.</p> <p>Number of households providing adequate early learning and stimulation to children under 2.</p>

intervention area community ideal	means	resourcing the means	resource sequence			initiatives that can offer quick gains ¹²	output/ outcome indicators linked to early gains	impact indicator/s
			Yrs 0-2	Yrs 3-5	Yrs >6			
<p>C3. Enabling further studies to increase employment opportunities</p> <p><i>Young adults in the community are enabled to translate their further studies into meaningful employment.</i></p>	<p>High school children have knowledge of and exposure to a range of occupations, related qualifications and institutions.</p> <p>Post-school planning and support to learners is well aligned with the labour market and work opportunities.</p> <p>Community members have access to quality experiential learning opportunities that actively facilitate post-qualification employment.</p> <p>Post-school access to in-demand traditional qualifications as well as open-learning industry certification and recognition programmes.</p> <p>Practical, market-related, short training courses that including in-demand 'soft skills' for emerging work-opportunities.</p>	<p>Access to open learning resources that can assist in employment- entering the world of work.</p> <p>Assisting young adults completing their studies to gain work experience in field of study.</p> <p>Assisting students to gain skills and experience in venture creation.</p> <p>Awareness within the school and post-school community of labour market trends, in-demand occupations and emerging employment opportunities (4IR).</p>	●	●	●	<p>Use ZI community portal to access YES portal (Youth Employment Service).</p> <p>Helping community members studying to access institution employment skills programmes.</p> <p>Helping community members gain work experience by mobilising actors within ZI's influence.</p> <p>Also see initiatives described in B2.</p> <p>Could we mobilise SETA work-experience grants in AAP/ APP supplies/ Grant Thornton?</p>	<p>Conversation rate from the ZI portal to YES and related sites.</p> <p>Number of youth accessing open learning resources outside public education institutions to secure employment.</p> <p>Number of community members requiring experiential learning placed within relevant workplaces.</p>	<p>Number of community members employed after one year of completing school or their post-school studies, over two years.</p> <p>Number of senior secondary schools facilitating in-person and virtual experiences of diverse occupations and institutions over two years.</p> <p>Percentage point reduction in NEET over three years.</p> <p>Might require a special request for help from StatsSA as NEET between censuses is measured at a province and national level.</p>

intervention area community ideal	means	resourcing the means	resource sequence			initiatives that can offer quick gains ¹²	output/ outcome indicators linked to early gains	impact indicator/s
			Yrs 0-2	Yrs 3-5	Yrs >6			
<p>C4. Expanding work opportunities beyond short-term projects</p> <p><i>Compounding the gains of stable and meaningful employment in the community</i></p>	<p>Schools offer practical programmes that can support post-school employment.</p> <p>The labour market in the community increases demand for longer-term work opportunities coupled with a supply of high-demand skills¹⁷.</p> <p>Employment initiatives include adults older than 35.</p>	<p>Assist schools to facilitate access to programmes that can offer work opportunities directly after school.</p> <p>Access for out-of-school youth to open learning resources that can assist in employment opportunities (also see C3).</p> <p>Support aspiring entrepreneurs with a comprehensive end-to-end programme that covers developing a new venture and growing it to be sustainable (also part of B2).</p> <p>Awareness of labour market trends, in-demand occupations, and emerging opportunities (4IR), and the ability to access skilling/ reskilling resources (agility).</p>	<p>●</p> <p>●</p>	<p>●</p> <p>●</p>	<p>Using ZI portal for access industry resources such as IBM Digital National, Microsoft, Google, Intel, Facebook and other similar open learning resources.</p> <p>Also refer to B2.</p>	<p>Number of youth accessing open learning resources that are associated with long-term employment or venture creation.</p> <p>Also refer to B2</p>	<p>Number of secondary schools facilitating programmes aimed at improving post-school employment after two years.</p> <p>Number of local people employed for 12 months in positions created by a local business.</p> <p>Number of adults older than 35 years employed for 12 months or longer in local initiatives.</p> <p>Percentage point reduction in NEET after three years.</p>	

¹⁷ High demand skills for this means statement should not imply only qualifications. The assumption being made is based on some commentators' views around the impact of 4IR. In their view, some high-demand work opportunities require a unique set of skills and not necessarily advanced qualifications. This assumption also reflects the understanding that there is a need to create multiple pathways to employment and not just those traditionally associated with university and college programmes, which in themselves have limited capacity.

intervention area community ideal	means	resourcing the means	resource sequence			initiatives that can offer quick gains ¹²	output/ outcome indicators linked to early gains	impact indicator/s
			Yrs 0-2	Yrs 3-5	Yrs >6			
<p>C5. Reduce impact of negative household factors on schooling</p> <p><i>Families have agency to prioritise schooling</i></p>	<p>Families assisted to have greater resilience to the impact of extreme poverty on household income and relationships.</p> <p>Traditional and other community leaders assist in helping families to positively engage with a child's schooling.</p> <p><i>Above statement needs further exploration, very complex, a true wicked problem.</i></p>	<p>Assist households to practically augment household incomes.</p> <p>Improve access to and responsiveness of basic service delivery for health and social services.</p> <p>Support older adults who are caring for school-going youth.</p> <p>Design social interventions that can reduce the impact of poverty through the use of technology and social enterprises.</p>	<p>●</p> <p>●</p> <p>○</p>	<p>●</p> <p>○</p>	<p>●</p>	<p>Strengthen existing interventions using design principles to create value around food gardens, school requirements and access to basic services including health and psycho-social support.</p> <p>Support improving the nutrition of meals in the School Nutrition Programme as well as expand the number of meals provided with partners such as Tiger Brands Foundation.</p> <p>Describe needs and map households with older adults caring for school-going children using what3words.</p> <p>Explore the use of social impact bonds to enable social interventions– for example Bonds4Jobs and the Impact Bond Innovation Fund (IBIF).</p>	<p>Number of existing ventures strengthened.</p> <p>Number of schools offering two meal per day.</p> <p>Number of School Nutrition Programme providers assisted to increase the nutritional value of the meals they prepare relevant to the age of the learners.</p> <p>Number of households with older adults supported to care for school-going children.</p> <p>A social impact bond assessment completed.</p>	<p>Number of children dropping out of school before completing Grade 12 over three years.</p>

intervention area community ideal	means	resourcing the means	resource sequence			initiatives that can offer quick gains ¹²	output/ outcome indicators linked to early gains	impact indicator/s
			Yrs 0-2	Yrs 3-5	Yrs >6			
<p>D. Promote access to sexual and reproductive rights</p> <p><i>Women in the community have equitable access to their rights</i></p>	<p>Barriers to sexual and reproductive health knowledge and behaviours are removed through an initiative that works collaboratively with young people, parents and teachers.</p> <p>Lower unemployment exit risk barriers for women with children in the community to improve livelihoods.</p>	<p>Support community bottom-up advocacy for sexual reproductive health rights.</p> <p>Assist women with children to access education and employment opportunities.</p>	<p>○</p> <p>●</p>	<p>●</p>		<p>Promote access to sexual and reproductive health programmes for youth using UNFPA and other online resources.</p> <p>Facilitate access to social and health services.</p> <p>Assist with access to “Second Chance” matric programme and industry open learning resources.</p>	<p>Number of youth (in and out-of-school) aged 15 to 19 reached with targeted sexual and reproductive health interventions.</p> <p>Number of women who wished to re-write Grade 12 could access a second opportunity.</p>	<p>Number of women who have given birth by age 19 reduced.</p> <p>Number of women younger than 25 years old who have given birth in education or employed over three years.</p>

ANNEXURE A: INSIGHT MAPS

A1. GRADE 9 TRANSITION

<p>What I say</p> <p>Things are hard at home. Money is a problem and I often have an absent parent/s. I must act responsibly and not add to my family's burdens. I'm unsure if I can study further. Deciding what I can do after school relates to my experience with working adults as well as the opinions of my friends, teachers and family. It can be difficult to remain in school because many people outside question why I go to school if it does not change my future prospects.</p>	<p>What I think</p> <p>The best plan for me on what to do after school is to work hard and listen to my teachers. I attend a good school, my teachers are good and I get a decent meal at school. When my teacher shows an interest in me doing well it helps me do better at school. My best career choices are medicine, pharmacist, teachers, nurse, lawyer or social worker. If I do study further, the best place to study at is the University of Cape Town¹⁸.</p>
<p>What I do</p> <p>I take subjects that fit that others (my family, friends and teachers) told me to choose. These are subjects I can pass so I can complete school. Sometimes the subjects chosen for me, is not what I want to do.</p>	<p>What I feel</p> <p>My parents (guardian) are not really interested or involved in my schooling. I'm fearful that things could change at home and I will not be able to continue with school. My family comes first, my family is my priority, even if that means I must drop out of school. As long as I can get work anything will do.</p>

¹⁸ This specific university is referenced repeatedly in multiple interviews. Asked why other large universities were not considered, the response typically reflected either they wanted to study at the best university or that Cape Town was a nice place to stay and study.

A2. GRADE 12 TRANSITION

<p>What I say</p> <p>I'm not sure what I want to do, other than I should study further. One of the reasons I'm sure what to do is because I was not chosen to attend career days or did not get the information I needed when I attended since I was interested in something else.</p> <p>As such I'm not sure what I'm doing at school is right for what I want to do after school. Also, I do not have information on the application processes at various institutions and for support from NSFAS.</p>	<p>What I think</p> <p>It might be best to follow in the footsteps of someone I know like my teachers, a peer in the community or a family member.</p> <p>I only need to reach the minimum grades to apply to study further and I'll get accepted. It does not matter what I study, a qualification will likely lead to a job even if it is not necessarily what I studied.</p> <p>I should apply to the University of Cape Town and if I'm not successful then try to get a place at Walter Sisulu University or Fort Hare University.</p> <p>I think we need schools that give us more job-related skills so we can find work easier if we do not study further.</p>
<p>What I do</p> <p>Besides normal school, I attend the school's exam readiness programme in the afternoon, at night until 22:00 as well as on Saturdays and during school holidays. This helps because I only work on my schoolwork at school.</p> <p>When applying to study further I will ask someone in my family or school to help. I will ask them to apply for anything I might get into so long as I can study further. Sometimes, I might use someone who asks R 200 for two applications to do it for me.</p>	<p>What I feel</p> <p>My parent/s or the people I stay with ignore or do not care about my post school plans. Family responsibilities override my interests, getting a job is a priority over education.</p> <p>Studying further will help me get a NSFAS bursary, which I can use to financially help my family.</p> <p>My experience with my teacher is mixed, some are playing an important role in helping me do better, others just focus on teaching their subject and are not interested in my interested or development.</p>

A3. NO QUALIFICATIONS AND SEEKING WAGED EMPLOYMENT

<p>What I say</p> <p>The situation at home was bad, I had no choice but to drop out of school¹⁹.</p> <p>If I did not do well at school my family would encourage me to drop-out because I was not “gifted”.</p> <p>If you look around, what is the point of completing school if it will not lead to me getting a job– look at the people with a matric or qualification still being unemployed.</p> <p>I fell pregnant and the school required my mother to come to school every day and sit at the gate “to take care of her sick child”.</p> <p>I did not re-write matric because the centres are not in the community or I could not afford the costs to re-write.</p> <p>I don’t know what I’m interested in, I’ll do anything</p> <p>I want help with subsistence farm to look after my family</p>	<p>What I think</p> <p>I think the community needs more projects because projects equate to work opportunities. Such work opportunities should not require Grade 12- something with skills that can be taught to people like me.</p>
<p>What I do</p> <p>I apply to projects targeting 18-35 year olds.</p> <p>I will try to get work in another province, failed and came back.</p> <p>I had work outside the community but had to give it up to return to take up family responsibilities</p>	<p>What I feel</p> <p>I needed to help my family to reduce our expenses or help ern money.</p> <p>Since I have nothing [a qualification] I must accept anything you can offer, I cannot ask for something that I’m interested in.</p>

¹⁹ Examples of the situation include a parent died, instability due to moving from one place to another, lack of money for school expenses, sacrificing to keep sibling in school.

A4. STUDIED FURTHER AND SEEKING WAGED EMPLOYMENT

<p>What I say</p> <p>I had to study what I could get into not necessarily what I applied for or aligned to my interests.</p> <p>I could not finalise my TVET qualification because I could not get the required in-service work experience [all theoretical requirements are met but the experiential learning requirement still to be completed].</p> <p>I cannot access information about jobs or submit applications because of connectivity.</p> <p>I've tried finding work outside but had to come back because it did not work out.</p> <p>I'm worried about reaching the cut-off age for EPWP projects.</p>	<p>What I think</p> <p>My subjects should have better prepared me to get a job.</p> <p>I should study in the same field as people I know who are employed.</p> <p>Projects should bring opportunities into the community that I can work in [not necessarily linked to my qualifications].</p>
<p>What I do</p> <p>I get odd jobs, not related to what I studied or qualified in.</p> <p>I volunteer to get experience, but employers in the area don't match my experiential learning requirement or refuse to sign off on my work so I cannot finish my qualification.</p> <p>I will repeatedly study and complete multiple qualifications to get access to learnership or other benefits with the hope that another field will offer better access to work</p>	<p>What I feel</p> <p>There is no link between what I did and where I landed up- my studies had little work currency.</p> <p>Projects in the community focus on unskilled employment.</p> <p>Anything work will do, even if its short-term opportunities.</p>

A5. STUDIED FURTHER AND WANTS TO BECOME SELF-EMPLOYED

<p>What I say</p> <p>I would like to apply my studies towards starting a venture, which I hope can employ others as well. I have multiple ideas for a venture. Some of these ideas are to address problems with social and health service delivery. Another venture that I think could work is small scale communal farming.</p>	<p>What I think</p> <p>We should have more or better commercial subjects to develop our entrepreneurial.</p> <p>I see a local venture in traditional terms [not necessarily online ventures].</p> <p>If I have many ideas, I will have a better chance of connecting with a funding opportunity</p> <p>I can be successful in this community with the right idea and support [based on experience].</p>
<p>What I do</p> <p>I have put my ideas into a business plan [some].</p> <p>I started a business which is generating an income [the right idea interviewee].</p>	<p>What I feel</p> <p>Working with National Youth Development Agency wasn't helpful as I could use the information they provided. I need a better understanding of what happening in the wider world, support, and industry connections, but I do not know who to approach.</p>

A6. NOT ELIGIBLE FOR YOUTH DEVELOPMENT OPPORTUNITIES

<p>What I say</p> <p>I could never find meaningful work when I was younger and I still qualified to apply to work in government projects [eligibility for EPWP projects 18-35 year olds]. Now we are ignored for the little work opportunities there are in the community.</p>	<p>What I think</p> <p>There should be specific projects to help us.</p>
<p>What I do</p> <p>I have given up looking for work because I cannot apply due to my age.</p>	<p>What I feel</p> <p>I feel disillusioned and hopeless as I fall outside the target group. I'm angry because I have been double impacted [could not find work and now not eligible].</p> <p>There should be opportunities for adults older than 35 years, we cannot wait until we qualify for old age grants.</p>

A7. YOUNGER TEACHER RESPONSIBLE FOR GRADES 10-12

What I say	What I think
<p>The language of instruction [English] is a barrier because learners must interpret and understand the content. We are forced to teach with a textbook since we do not have other resources, we are not using technology. As a result, students are disengaged.</p>	<p>Learners need to see things, become inspired– they need early exposure– they must visit post-school institutions</p>
<p>Learners close their books at school and will only open them again when they come the following day [no at home studying]</p>	<p>We need to deepen our learning resource materials– add resources, different types and mixes.</p>
<p>We have no internet access, the school has WiFi installed but it is not working [a Telkom satellite-based system that offers intermittent and slow connections]</p>	<p>We cannot just have quantity, we must have quality, I'd rather have a lower pass rate with quality than higher rate with no quality [like some local schools].</p>
<p>We struggle with learners who are not attending school regularly [multiple reasons]</p>	<p>Things don't reach us here [technology, new ways of teaching, support].</p>
<p>We often loose school assets because of a lack of security.</p>	<p>Too much focus on Grade 12- we must start at Grade 11</p>
<p>Learners are copying each other when choosing subjects and deciding on their post school studies. They do not know themselves to make better choices.</p>	<p>Lack of science lab problematic– cannot do experiments– learners have no experience– if they see [not just told or in textbook] they get enthusiastic</p>
	<p>Learners do not seem to be aware that there are certificate and diploma qualifications, not just degrees– they do not take into account with the full range of qualifications available to them when they apply.</p>
	<p>Besides the career guidance and counselling being poor, it must start earlier at Junior Secondary School Level</p>

What I do	What I feel
<p>I'm part of the exam readiness programme funded by the Department of Basic Education.</p> <p>Since I'm already here [Saturday school] I decided to include the Grade 11's to get a head start for Grade 12.</p> <p>I help learners with their applications for studying further.</p> <p>I create opportunities for them to experience what we are teaching [within the limits of what is available].</p> <p>I and many of my colleagues travel 120 kilometres daily using government transport to teach at this school.</p>	<p>When things do not go well for my learners, they become negative and don't believe they can make it</p> <p>Learners are taking on the financial burden of their families which has extreme outcomes.</p> <p>We need to relate school more to the world– learners do not know what is happening in the outside world.</p> <p>Teachers should be helped to use more technology in teaching– some do not even know how to use a projector.</p> <p>Learners are at a big disadvantage because they cannot use computers. They are not researching information online and cannot apply to study further. When they get to university, they will not be able to do the simplest of things.</p> <p>COVID online teaching failed because of no data, some devices not being returned as required and learners were robbed of their devices.</p> <p>Teachers need reinforcement around their work, they need to be acknowledged [simple things like awards or certificates not just financial].</p>

A8. OLDER TEACHER RESPONSIBLE FOR GRADES 10-12

<p>What I say</p> <p>To be a top-performing school in the area you must have high pass rates.</p> <p>To provide the best learning experience we need more teaching and learning.</p> <p>Learners need encouragement, but you get learners who are serious and others who are not.</p> <p>Parents or people at home are not supportive.</p> <p>Young girls refuse to use contraceptives even if they are freely available at the clinic [suggesting the clinic is accessible].</p>	<p>What I think</p> <p>I don't think we can achieve higher quality passes in this context [a very poor rural community with difficult family situations]</p> <p>The best way to prevent early pregnancies is by making a learner's mother sit at the school gate to take care of her sick child [pregnancy is equated to being sick, official school policy reportedly endorsed by district office]</p>
<p>What I do</p> <p>I'm part of the exam readiness programme.</p> <p>I support the school's policy on managing learners who become pregnant.</p>	<p>What I feel</p> <p>We need to be realistic about the situation, some learners will just do better than others.</p> <p>We needed to reduce school pregnancies because it keeps increasing.</p>

A9. PARENT OR GUARDIAN OF OUT-OF-SCHOOL YOUTH

<p>What I say</p> <p>My child could no longer bear with the fact that I do not have money to buy them their school needs.</p> <p>My child dropped out of school because they said they are not gifted academically like their siblings.</p> <p>She dropped out of school because I was out of the village looking for work and could not attend school with her, as required by the school.</p> <p>My child fell pregnant, taking care of both her and the baby would be too great a burden.</p> <p>I let them stay at home because I cannot force them to go to school if they do not want to go.</p> <p>He does not have parents, he had to find a way to survive, and school was not the way because he was lacking in his studies.</p> <p>I am not sure about what they wanted to become or study, we never had that discussion. I do not remember helping them chose subjects nor can I remember what subjects they were doing in school.</p> <p>I am getting old and would like for my child to help me in the household.</p>	<p>What I think</p> <p>The only thing that can help my child is if they bring more projects in our community.</p> <p>School will never work for my child should they consider going back.</p>
<p>What I do</p> <p>I let them stay at home and not ask for assistance from the school for school needs.</p> <p>I ask around for any work opportunity in the area.</p>	<p>What I feel</p> <p>I fear for my child's life, if they do not find work they will become part of young people who abusing drugs and alcohol or get involved in crime</p>