



The Minister in the Presidency for Women, Youth and Persons with Disabilities, Ms. Maite Nkoana-Mashabane, invites public inputs on the National Youth Policy.

The extended due date for inputs is on or before **28 April 2020**.

Members of the public are invited to submit written comments to the following address:

By Post: to:

The Acting Director-General: Department of Women, Youth and Persons with Disabilities

Attention: Dr R. Bernice Hlagala

Private Bag X 931

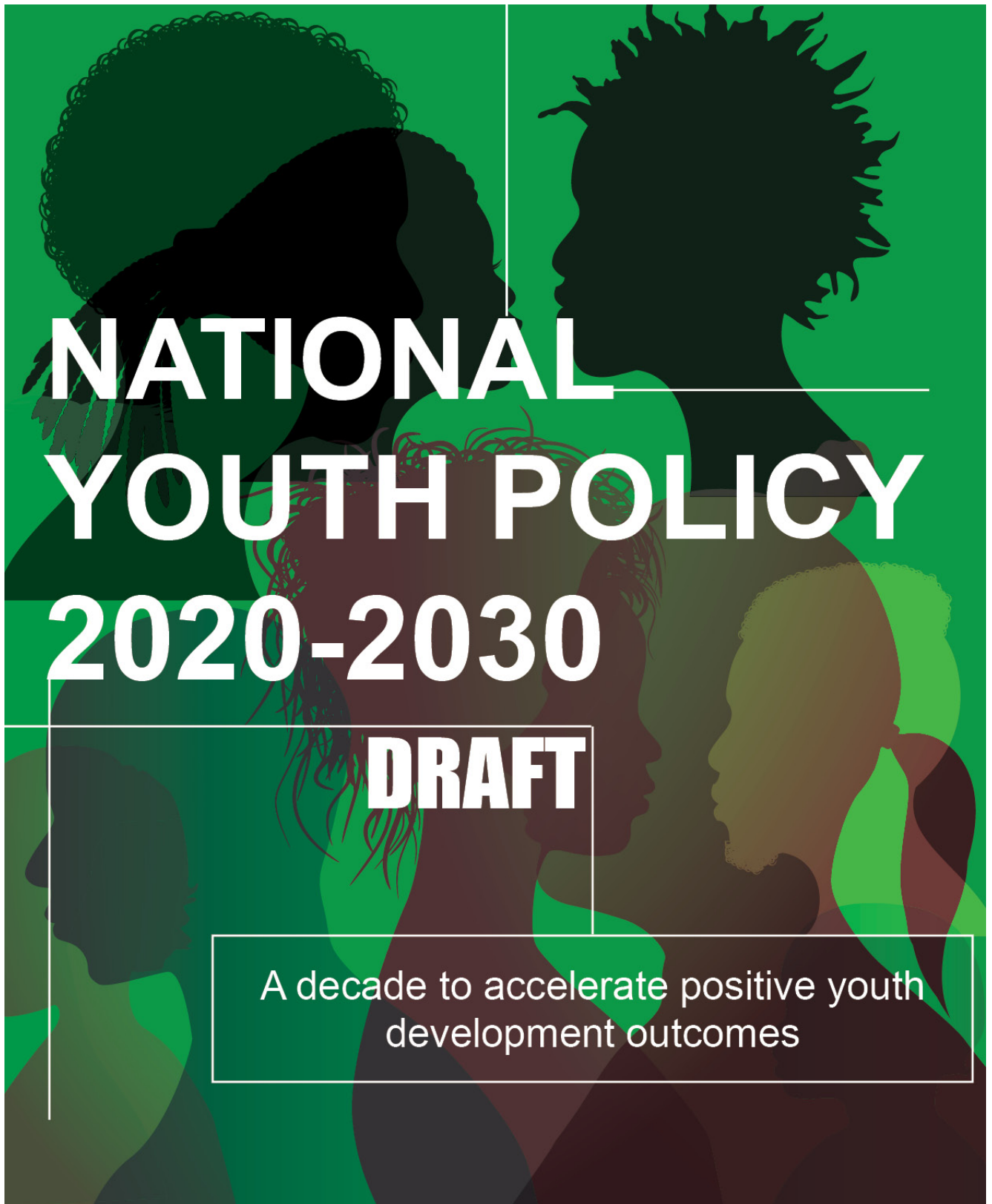
Pretoria

0001

Comments can also be sent via email to youthpolicy@dpme.gov.za

Hand Delivery to: 36 Hamilton St, Arcadia, Pretoria, 0007

Comments received after the closing date will not be considered.



CONTENTS	PAGE NUMBER
FOREWORD ON THE NATIONAL YOUTH POLICY	i.
1. WHY A NATIONAL YOUTH POLICY FOR SA	3
1.1 Definition and the profile of South African youth	5
1.2 Analysis of the Status of Youth in South Africa	
1.2.1 Endemic and Structural Unemployment	6
1.2.2 High drop-out rates and low entrepreneurial spirit	7
1.2.3 Gaps in the youth development machinery	8
1.2.4 Poor physical and mental health outcomes, including sexual and reproductive health and rights	10
1.2.5 Untapped cultural and creative industries	11
1.2.6 Eroding social fibre and active citizenry	12
1.2.7 Challenges facing youth with disabilities	12
2. POLICY FRAMEWORK AND STRATEGIC THRUST	13
2.1. Vision	13
2.2. Goal	13
2.3. Objectives	13
2.4. Desired Policy Outcome	14
2.5. Values and Principles	15
3. IMPACT OF THE PREVIOUS POLICY AND GENERAL GOVERNMENT POLICIES	15
4. POLICY PRIORITY AREAS	19
4.1. Quality Education, skills and second chances	19
4.2. Economic transformation, entrepreneurship and job creation	23
4.3. Physical and mental health promotion	30
4.4. Nation-Building and social cohesion	32
4.5. Effective and responsive youth development institutions	33
5. CONCLUSION	40
6. REFERENCES	42

FOREWORD (TO BE ADDED)

1. WHY A NATIONAL YOUTH POLICY FOR SA

The National Youth Policy (NYP) for 2020-2030 (NYP 2030) is a cross-sectoral policy aimed at effecting positive youth development efforts from local, provincial and national levels in South Africa. It is developed collaboratively by multiple stakeholders in consultation with young people, for all young people in South Africa, with the intent to redress the wrongs and injustices of the past and to deal decisively with persistent as well as the new and emerging challenges of the country's diverse youth. The participants included youth focal points; young women and young men from all geographical spheres of the country, youth with disabilities, civil society, private sector and young students across all provinces which culminated to national consultation as a way of consolidating inputs and youth voice in the policy.

This policy document for 2020-2030 builds on South Africa's first and second NYPs, which covered the period 2009–2014 and 2015-2020, respectively. It improves upon and updates the previous policies by speaking to the new challenges that South Africa's youth faces, while acknowledging that there is more to be done to address the challenges identified in the previous NYPs. It takes into cognisance the realities that the country's economy faces, mainly sluggish growth and indeed the challenges of Africa and the rest of the developing world. It also identifies the potential human capital inherent in young people as an untapped potential that should be harnessed for the benefit of the whole society.

The National Youth Policy (2020-2030) is informed by various national and international legislative and policy frameworks. National frameworks include the South African Constitution, the National Development Plan (NDP 2030), National Youth Service Development Policy Framework (2002), National Youth Development Agency (NYDA) Act No. 54 of 2008, NYP 2009-2014, NYP 2015-2020, mid-term evaluation report on implementation of the NYP 2015-2020, the 25 Year Review (1994-2019) recommendations. International frameworks such as the African Youth Charter (2006), the United Nations World Programme of Action for Youth to the Year 2000 and Beyond (1995), Sustainable Development Goals (SDGs) and various other policies that are implemented by different sectors and aim to integrate youth into the economy and society.

The NDP, adopted by Cabinet in 2012, is anchored on the Constitution's vision of a prosperous, democratic, non-sexist, non-racist and equal society. By 2030, the plan seeks to create an inclusive society that builds on the capabilities of its active citizenry. The NYP 2030 shares this vision, as it is built on the belief that South Africa's youth have the potential and capacity to eliminate poverty and reduce inequality over the next decade. This requires a new approach – one that moves away from passive citizenry towards a socially and economically inclusive society in which people are active champions of their own development, supported by an effective enabling environment.

The policy proposes interventions that enable positive youth development, for young people as individuals and as members of families, communities and the South African society. It invests in the enhancement of their capabilities to transform the economy and the country. As part of the implementation mechanism, the Integrated Youth Development Strategy (IYDS), will be reviewed within six (6) months following the government's adoption of the policy and this strategic document will articulate in detail how the implementation of the outlined interventions should be carried out. Furthermore, this policy can only be successful through planned and resourced programmatic efforts and coordination among different youth representative bodies, government and public bodies, civil society actors and the private sector. The Monitoring and Evaluation (M&E) Framework, containing high level indicators will similarly be revised and adopted within four (4) months following government's adoption of the policy in order to improve reporting against the set indicators and accountability to young people. As the youth policy coordinating institution, the Department of Women, Youth and Persons with Disabilities (DWYPD) will ensure monitoring, evaluation and auditing of NYP 2020-2030 implementation by various entities with youth development mandate and responsibility.

This policy places the youth as key players in their own development and advancement of their communities, the nation, the continent and indeed the globe. They possess skills, energy, knowledge, attitudes and capacities that, if well harnessed, can lift South Africa out of the persisting challenges of high unemployment, poverty, inequalities, negative health outcomes and underdevelopment. South Africa needs to create opportunities and develop coherent, well planned and executed interventions that enable young people to develop and realise their potential. This policy avoids quick fixes that divert attention from the complex institutional and systemic issues that need to be addressed. It should thus not be seen as a panacea for all youth development challenges, but rather as an advocacy tool that aims to ensure that all levels of society view youth development as key to the long term sustainable development of the country. Tangible commitments, resourcing, action and accountability by all stakeholders working in partnership with young people continue to be vital. South Africa needs to develop young people's capabilities as part of a long-term solution to poverty, unemployment and inequalities. This will open opportunities for the youth to participate in and take advantage of what South Africa has to offer.

1.1 Definition and the Profile of Youth of South African Youth

Based on the mandate of the National Youth Commission Act (1996) and the National Youth Development Policy Framework (2002), the NYPs 2009, 2015 & 2030 define young people as those aged between 14 and 35 years. Although much has changed for young people since the advent of democracy in 1994, the motivation for the age limit of 35 years has not yet changed due to the need to fully address historical imbalances in the country. This is also consistent with the definition of youth in the African Youth Charter (African Union Commission, 2006), as those between 15-35 years. According to Statistics South Africa (2019), youth aged 15-34 years constitute 37 percent of the country's population (20 640 722).

The NYP 2030 recognises that young people are not a homogenous group, and thus adopted a differentiated approach, advocating for targeted interventions according to age cohorts (e.g. adolescent vs. older youth), gender, disability status, geographical location, educational status, vulnerability and risks. These specific youth groups within the broad age band of "youth" address their specific challenges and needs. This differentiated approach makes it possible for the NYP to take other definitions stipulated in relevant legislation and policies into account, such as the definition of a child as a person up to the age of 18 years in the Children's Act (2005), adolescent and youth health policy framework, and the criminal justice system's reference to young offenders as those between the ages of 14 and 25 years as well as its distinction between a child and an "adult youth". The latter is not considered a specialised group in need of special rehabilitative programmes.

1.2 Lessons from South Africa's previous National Youth Policies

Young people represent a powerful resource for the country, provided they are supported and enabled to become active members of society. The NDP states that: "...having a relatively young population can be advantageous, provided the majority of working-age individuals are gainfully employed...The challenge is to convert this into a demographic dividend. This will only be possible if the number of working-age individuals can be employed in productive activities" (2012: 98). Yet socio-cultural, political and economic norms continue to side-line young South Africans, treating political and economic participation as the prerogative of older people, hence a continued need for policies and implementation frameworks that pay deliberate attention to youth concerns.

Youth-targeted interventions are needed to enable young South Africans to actively participate and engage in the socio-cultural, economic and political life of the society. The marginalisation of youth is primarily manifested in high youth unemployment. In a job-scarce environment, joining the world of work is particularly difficult for young people, especially young people living in rural areas, those with low education attainment, young people with poor physical and mental health status, those with disabilities, and Orphans and Vulnerable Children (OVCs).

Young people are both the victims and perpetrators of crime. The scourge of gender-based violence is disproportionately affecting young women. According to results of Crime Statistics Series 2015 released by Statistics South Africa indicates

that personal crime is concentrated amongst young people, individuals (more particular females) between 20 and 24 years old are mostly affected by incidents of sexual offences and those aged 16-19 and 30-34 years old by assault. On the issue of HIV/Aids, a recent study¹ found that generally females had higher rates of HIV prevalence than males. HIV prevalence among adults aged 15 to 49 years in South Africa was at 20.6%, 26.3% among females and 14.8% among males in 2018. The disparity in HIV prevalence by sex was more pronounced among young adults aged 20 to 24 years, and was three times higher among females than males.

A comprehensive youth-specific policy is required, that recognises diversity of youth; focuses on improving the education system, increasing the skills and economic opportunities including employment and entrepreneurial chances for young people; protects youth who are vulnerable including those with disabilities, not in education, employment and training; promotes healthy lifestyles that prevent communicable and non-communicable diseases and mental health problems; ensures access to sexual and reproductive health information and services that are gender non-discriminatory. The NYP 2030 will also provide a blueprint for state entities, civil society, private sector and youth in their youth development efforts including the strengthening of social cohesion and integration into society.

1.2.1 Endemic and Structural youth unemployment

Unemployment, specifically amongst the youth, has been declared a national crisis by the 6th Administration. In addition, the current wave of the fourth industrial revolution (4IR) has implications on the future of work for the youth, educational systems and industrial policies. While there are predictions of major disruptions to the traditional work structure and the obsolescence of educational systems, there is scope for employment creation. High levels of unemployment among youths can lead to increased sense of exclusion and frustration with negative impacts on physical and mental health, which creates a vicious cycle (De Lannoy, Graham, Patel & Leibbrandt, 2018). For the country to bring about substantial and sustainable change, it needs to look at levers to break the Intergenerational Transmission of Poverty. Youth is one of the crucial stages of life in which support can make these crucial differences. Consistent political will is required to reduce youth unemployment through economic and other reforms, to ensure positive results in the short, medium and long term.

According to the results of the Quarterly Labour Force Survey (QLFS) for the fourth quarter of 2019 released by Statistics South Africa, the official unemployment rate stood at 29.1%, which is the highest joblessness rate since 2008. In general, youth unemployment has remained stubbornly high. More worryingly, the unemployment rate of youth aged 25-34 was more than double than that of the age group 45-54 (35.6% vs 17.2%). According to StatsSA, in the fourth quarter of 2019, the unemployment rate among the youth aged between 15 and 24 was 58.1%. Youth unemployment has reached crisis proportions in South Africa and remains one of the major challenges facing the country. South Africa's unemployment rate is high for both youth and adults; though, the unemployment rate among the youth currently stands at an alarming 56.4% and is considered to be one of the highest globally.² Youth unemployment is not unique to South Africa; it is a global phenomenon (ILO, 2018). However, South African youth are more vulnerable compared the rest of the world with the highest rate of unemployment.³ A report by the Spectator Index ranks SA's youth unemployment rate as the highest in the world. Many have already experienced years of rejection in looking for jobs, and this leads to intense emotional and mental trauma to many.

Most of these young people are discouraged with the labour market and are also not building on their skills base through education and training – they are not in employment, education or training (NEET). The percentage of young persons aged 15–24 years who were NEET stood at to 32% in Q4 of 2019. This represents approximately 10,3 million young people. There is a worrying gender dynamic in the NEET rate, which is higher for females than that of young males. Compared to Q4 of 2017, the percentage of young persons aged 15–34 years who were NEET slightly increased by 0.5 of a percentage point

¹ South African National HIV Prevalence, Incidence, Behaviour and Communication Survey, 2018

² <https://www.timeslive.co.za/news/south-africa/2019-01-08-sas-youth-jobless-rate-worlds-worst-not-all-students-equipped-with-basics-in-primary-school-says-analyst/>.

³ International Labour Organisation. (2019). Labour Market Access-a persistent challenge around the work. A study based on ILO's global estimates for youth labour market indicators.

from 38.4% to 38.9% in Q4 of 2019.⁴ Overall, highest unemployment rates are seen among the 20-24 year olds who are making the initial transition from education to the labour market who entrants, young women more than young men, as well as African and Coloured youth more than White and Indian young people.⁵

High youth unemployment is not a uniquely South African problem. In 2019 the International Labour Organisation (ILO) indicated that, at a global level, youth labour force participation rates are falling as educational enrolment rises. The global labour force participation rate for young people aged 15 to 24 declined significantly between 1993 and 2018, falling by 15 percentage points to reach 42 percent at the end of that period. This trend can be ascribed mainly to the increased rates of educational enrolment among young people. Globally, the gross enrolment ratio in secondary education rose from 55 percent in 1993 to 77 percent in 2017; in tertiary education, gross enrolment ratio increased from 14 percent to 38 percent over the same period (UNESCO Institute for Statistics, 2018). In 2018, the youth labour force participation rate was highest, at 57 percent in low-income countries; the lowest value (36 percent) was observed in lower-middle-income countries. In upper-middle-income countries, the youth labour force participation rate has declined by more than 20 percent since 1993, reaching 44 percent in 2018, a level similar to that recorded in high-income countries (45 percent). However, the gross enrolment ratio in tertiary education in upper-middle-income countries (52 percent in 2017) is still significantly lower than in high-income countries (77 percent).

Various factors have contributed to young people's low participation in the mainstream economy in South Africa:

- The SA economy has been experiencing an economic slowdown since 2014, with year-on-year economic growth rate remaining below 2%. This slowdown can be largely attributed to the end of the commodity boom in 2011; slowdown in public spending and investment as well as allegations of corruption in key government institutions which continue to impact negatively on investor confidence.
- Progress in economic development is hampered by poor implementation of economic policy, lack of coherence and coordination of the existing policy framework. For example, the macroeconomic framework has not been supportive of sustained growth and employment creation. Interest rates remain relatively high, government expenditure is not efficient, savings by both the private and public sectors remain devastatingly low, thus inhibiting growth.
- The rapid pace of technological advancement has had a negative impact on employment, particularly in the productive sectors of the South African economy owing to mechanisation and automation. The current wave of the fourth industrial revolution present an opportunity and a challenge as it has the potential to disrupt almost every industry through large-scale automation, requiring adjustments to labour market structures. Many young people do not have skills that match the structure of labour market that has become more technology driven and high skills dependent. Youth unemployment further jeopardises skills development required to sustain economic growth.

Additionally, the percentage of young persons aged 15–24 years who were not in employment, education or training (NEET) decreased slightly by 0,4 of a percent to 32,0% (or 3,3 million) in quarter 4 of 2019, compared to quarter 3 of 2019. Of the 20,4 million young people aged 15-34 years, 40,1% were not in employment, education or training, which was a decrease of 0,3 percent compared to quarter 3 of 2019. According to Statistics SA, the majority of South Africa's youth often fall within one of three categories: uneducated, unemployed, and unemployable.⁶

⁴ Statistics South Africa. (2019). Quarterly Labour Force Survey Quarter 4: 2019. Available at: <http://www.statssa.gov.za/?p=12948>

⁵ Graham, L. & Mlatsheni, C. (2015) Youth unemployment in South Africa: Understanding the challenge and working on solutions. In De Lannoy, A., Swartz, S. Lake, L. & Smith C. (eds) *South African Child Gauge 2015*. Cape Town: Children's Institute.

⁶ <http://www.statssa.gov.za/?p=12362>

Even young people with more years of schooling are less likely to be employed than adults due to lack of relevant work experience. Notable is that young people with a tertiary qualification have a significantly better chance of finding employment provided their education and skills match labour market demand.

1.2.2 High drop-out rates and low entrepreneurial spirit

In South Africa, completion of any post-schooling qualification significantly improves prospects in labour market participation, economic inclusion and poverty reduction while intermediary skills reduce income inequalities. The major contributor to poverty, inequality and unemployment amongst the youth in South Africa is the low levels of educational attainment and skills. Official government statistics show that dropout rates of learners increased from Grade 9 upwards, reaching almost 12% in both grades 10 and 11⁷.

The percentage of individuals aged 20 years and older who did not have any education decreased from 11,4% in 2002 to 4,5% in 2018, while those with at least a grade 12 qualification increased from 30,5% to 45,2% over the same period. Almost two-thirds (66.4 percent) of these students were African, 22.3 percent were White; 6.7 percent were Coloured and 4.7 percent were Indian or Asian. African youth in particular are disadvantaged in the low skills sectors, not only because of a lack of the requisite skills and poor education, but also because they lack household social networks such as an employed adult that can connect them to vacancies. Young women in particular are at a disadvantage, as there appears to be correlation between educational level and the level of total early-stage entrepreneurial activity (TEA) – with 67.4% TEA rate for those who have completed secondary education and beyond; while the level of TEA for those without education is at 4.4% (NYDA, 2018). This contributes significantly to young males being more likely to be entrepreneurs than their female counterparts.

The Department of Basic Education will soon introduce entrepreneurship and employability education as part of South Africa's school curriculum. More South Africans should learn in their first languages as research has shown that learners are more comfortable and perform better when being taught in a language they are more familiar with.

The debate around the General Education Certificate (GEC) which would act as formal recognition of the completion of Grade 9 is crucial. Youth must be engaged as stakeholders to assess the possible impact of the certificate and how it might encourage learners to leave school earlier than usual.

1.2.2.1 Low transition from school to work

Improved rates of participation in schooling are often offset by the poor quality of education and a mismatch between labour market demand and supply. The skills pipeline is riddled with obstacles that undermine equitable access to opportunities in the labour market.

Literacy and numeracy skills at primary school level are well below the international average. Low uptake and pass rates for mathematics and science at Grade 12 level inhibit growth in higher education, particularly in engineering, Science and Innovation.

About 52 percent of 24-year-olds in the country have completed Grade 12, however, poor-quality results in primary school lead to weak participation in other school levels. Large numbers of learners are dropping out of secondary school education without obtaining the National Senior Certificate (NSC) or Grade 12, an FET, adult basic education or training qualification. About 60% of South Africa's youth have either left school before grade 12 or have failed their matric exam, and are left without any kind of recognised educational qualification⁸. Diverse skills training opportunities and financial support for

⁷<https://www.dpme.gov.za/news/SiteAssets/Pages/25-Year-Review-Launch/Towards%20A%2025%20Year%20Review.pdf>

⁸ Branson, N., De Lannoy, A., & Kahn, A. (2019). *Exploring the transitions and well-being of young people who leave school before completing secondary education in South Africa*. NIDS Discussion Paper 2019/11. Cape Town: National Income Dynamics Study, University of Cape Town.

young people with low scholarly abilities and from low and middle income households are needed. Support to schools to deliver high quality education in a context that is conducive to teaching and learning is necessary.

Only a small number of those who leave the schooling system enrol in technical vocational education and training (TVET) colleges or have access to any post-school training. And while participation rates in further education and training (FET) institutions have grown significantly, they are still insufficient in number and quality to meet the intermediate skills needs of the economy. In 2018, only 780 000 people enrolled in general vocational programmes at FET colleges. Government has set a target for expanded access of 2.5 million young South Africans to be enrolled at TVET colleges by 2030, but less than 800 000 students are currently registered. Compare that with the country's nearly 1 million university students and the big percentage of youth not attending any tertiary institutions. Policy interventions should increase enrolment in FET institutions.

Poor throughput in higher education affects the supply of high-level, skilled graduates. Access to post-school education and training is limited for school-leavers, and those who access these opportunities are often not sufficiently prepared for the workplace due to the poor quality of education and training provided. The challenge facing post-school education is to find ways to assist the vast majority of school-leavers who do not qualify for direct entry into higher education or employment to gain skills.

1.2.2.2 Low skills, skills mismatch and high dropout rates

South Africa's high rate of youth unemployment can be explained by looking at both demand and supply side issues. Large numbers of young people exited the education system prematurely and possess no professional or technical skills, making them effectively unemployable. About 60 percent of unemployed youth aged below 35 years have never worked. Without a targeted intervention, they will remain excluded from the economy. Over time only a small proportion of young people complete Grade 12 and pursue post-secondary education and training to acquire intermediary and professional skills. In 2011, only 31 percent of young people completed their Matric (Grade 12) education.

A multi-faceted approach is needed to strengthen basic education, reduce drop-out rates and increase skills provision for current students. It has to create viable pathways for school-leavers to access post-school learning opportunities and ensure improved completion rates in skills training, while directly addressing the lack of skills and work experience among out-of-school youth and other vulnerable and at-risk youth. There is also the need to build 4IR capabilities within youths in line with the 'Industrial Internet of Things' to harness the benefits of the fourth industrial revolution.

1.3. Gaps in the youth development machinery

Youth consultations have identified numerous challenges in the youth development space. These include the disconnect between youth development structure, lack of clear mandates, and a lack of distinction between the political and administrative parts of youth development work. There is also inadequate resourcing for youth development, from a financial and human resource perspective.

Youth work is primarily focused on challenging the view that young people are an impediment to national progress. Youth work is a field of practice that focuses on the holistic development of a young person by supporting young people to meet their needs and reach their potential irrespective of challenges they face across their age span such as school drop-out, substance use, crime perpetration and homelessness. Young people are required to develop skills that enable them to make successful and fulfilling transitions through adolescence into adulthood within their social and economic contexts and as provided for by existing policy and institutional arrangements. The 1997 White Paper for Social Welfare envisages the developmental state social welfare system in which various social development workers including youth workers would implement a variety of services at different levels of intervention to address social problems that could offset economic development efforts⁹. In South Africa, the process of professionalising youth work started in the late 1980s, and youth work was included in the NYP 2015-2020 as an integral element of approaches to positive youth development.

⁹ Dutschke, M. (2008) Developmental social welfare policies and children's right to social services. *South African Child Gauge – 2007/2008*. Children's Institute. University of Cape Town.

For youth work to thrive, the following need to be in place:

- Legislative framework on youth work;
- Unit standards;
- Database of youth workers;
- Database of programmes and their intended impact;
- Reporting systems that are fit for purpose, and that enable efficient accountability; and
- Qualifications offered in institutions of higher learning.

The absence of a legislative framework for youth work is a critical gap given the myriad challenges faced by young people across the lifespan at individual, family, community and societal levels. There is a need to ensure professional recognition of youth work, through amongst others: establishing a Professional Association to promote professional identity; establishing a statutory Professional Council to regulate education and training of youth work; developing a body of knowledge etc. To accelerate professionalization of youth work that is consistent with the principles and values underlying the NYP 2030.

1.4. Poor physical and mental health outcomes, including sexual and reproductive health and rights

Healthy young people are likely to be productive and contribute to economic growth of the country. In South Africa, it is crucial to address the persistent youth health and wellbeing challenges including communicable diseases; sexually transmitted diseases and negative sexual and reproductive health (SRH) outcomes; mental health problems and functional impairment due to substance and drug use, poverty, deprivation and abuse); and also violence and injuries. What is often true is that substance in itself can be the consequence of mental ill health or trauma. One of the key health concerns that is not given much attention is pulmonary tuberculosis (TB). This is despite TB being the leading cause of death among the youth. Even though there are decreasing levels of teenage pregnancies alongside high HIV prevalence among teenagers in South Africa, they remain undesirably high. According to the United Nations Aids Agency, in 2018, new HIV infections among young women aged 15–24 years were more than double those among young men (69 000 new infections among young women, compared to 25 000 among young men).

Evidence from assessments of the current state of the physical, psychological and mental well-being of youth shows that there is excessive abuse of dependency-creating substances: drugs, alcohol and tobacco, with alcohol being the most abused substance in South Africa. It is worth noting that although the Department of Social Development introduced a National Drug Master Plan (2013-2017), as well as national campaigns such as 'Ke Moja' to prevent and reduce abuse of dependency-creating substances, these interventions have had limited impact. The draft 2018-2022 Drug Master Plan has promised radical change and improved coordination to stem the tide of drug and substance abuse by youth. The problem of insufficient treatment facilities- only ten (10) operational public treatment centres countrywide, suggests that adolescents involved in substance-use remain untreated and transition to adulthood with some long-term and irreversible effects of substance use. There is also poor implementation of the Prevention of and Treatment for Substance Abuse Act 70 of 2008, particularly with regard to the provision to curb unregistered substance abuse treatment facilities. It is further difficult to quantify the impact of the interventions, as a result of a lack of monitoring and evaluation. The Prevention of and Treatment for Substance Abuse Act 70 of 2008 is being amended, and will promote prevention and early intervention.

Substance abuse puts young people's health at risk and may result in social ills such as violence, crime and family disintegration with young people as victims and perpetrators of violence. Young people experience violence across childhood into adolescence in the form of adverse childhood experiences affecting them in various settings. As a result, youth violence (physical fighting, gangsters, sexually coercive behaviour, violence against women and femicide) has increased and is a growing challenge. Furthermore, there are reportedly new and emerging challenges that are increasing, such as obesity, increased crime levels, increase in cyber bullying and sexual exploitation by online perpetrators due to an increase in online activity by the youth and new illicit drugs. There could be high rates of mental health illnesses such as

depression, anxiety and low levels of self-esteem but they tend to be poorly understood and help is not readily available. High suicide rates (including suicidal thoughts and attempted suicide) are reported at 12.8% per 100 000 in 2016¹⁰.

1.5. Untapped cultural and creative industries

Sport and cultural activities can create healthy, active citizens, instil a sense of national pride and contribute to social cohesion and socio-economic change. These sectors have the potential to contribute to economic growth in South Africa and they are particularly appealing to the South African youth. A shift in focus is needed to derive the maximum benefit from existing and planned sport, recreation, arts and culture programmes and initiatives. Consequently, these sectors have the potential to develop and grow skills, provide employment and entrepreneurship opportunities and contribute to nation-building among young people. The sport and creative sectors should focus on mass participation and target the needs of the youth, particularly in education and skills development, creating employment opportunities and promoting health throughout the country.

1.6. Eroding social fibre and active citizenry

Young people in South Africa develop identity within a complex milieu comprising of the remnants of institutionalised discrimination and inequality on the one hand, and the post-democracy society in which they are expected to exercise citizenship rights on the other. According to the Governance, Public Safety and Justice Survey 2018/19 just more than eight out of every ten people are either proud or very proud to be South African, with almost half of the population being very proud to be South African (Statistics South Africa, 2019). The public clearly recognises the importance of a range of core democratic principles, including free and fair elections, the right of assembly and demonstration, deliberative democracy, electoral accountability, freedom of expression, and political tolerance. Free and fair elections remain the highest rated democratic ideal. But young people feel excluded, largely due to high unemployment rates and their inability to participate economically. In South Africa there is a perception that discrimination is widespread ranging from 18% of citizens who believe there is discrimination based on age to 59.4% with the perception that discrimination is based on race. In general, young people express very low levels of trust in government and in government provided services.

Citizens' trust in various institutions that contribute to accountability, transparency, participation in a democracy and access to justice remain an important element of a democratic society in which members support government policies and contribute to building their country, including through volunteering. While public loss of trust in national governments is a growing phenomenon globally, it is concerning that in South Africa trust in the political system continues to decline too.

1.7 Other growing challenges

Homeless youth, resulting in the phenomenon often referred to as street kids is a rising concern, that is closely linked to the rise in crime and substance abuse. It is notable that this phenomenon is more prevalent in the cities, compared to rural areas, where social norms of community and Ubuntu remain largely entrenched. Homeless youth ratios will also be higher in urban areas as young people migrate to cities in search of opportunities.

1.7. Challenges facing youth with disabilities

Although the notion and practice of youth development is entrenched in South African human development discourse, little is known about youth with disabilities and how they make transitions from childhood into adulthood. From childhood, individuals with disabilities do not have equal access to education and therefore lag behind with skills development. The 2016 Community Survey found that 7.7% of South Africa's population have a disability of some kind with disability prevalence lowest amongst young people (between 2.6% and 3.4% in the various youth age cohorts). The national disability prevalence thus increased slightly from 7.5% in 2011 to 7.7% in 2016. Policy for children with disabilities is the mandate of the Department of Basic Education and Department of Social Development. However, when they reach the youth stage they seem to fall through cracks. South Africa does not have a law on disability and youth with disabilities face discrimination and may not access basic education. Some of the disabilities including learning disorders are culturally misunderstood resulting in some youth being restricted to their homes and not fully participating in social life: attending educational facilities, playing, being independent and active job seekers. The youth with disabilities compete for the same jobs with youth without disabilities and there is no enforceable mechanism to support implementation of the quota system in relation to designated groups as

¹⁰ <https://www.businesslive.co.za/bd/national/health/2019-09-09-sa-men-four-times-more-likely-to-commit-suicide-than-women-who-report-finds/>



envisaged by the Employment Equity Act No 55 of 1998. Employment opportunities are usually advertised in the mainstream media and do not take into consideration those having hearing or visual impairments. Since disability is not mainstreamed in workplaces including in the public sector, some young people with visual, hearing and physical impairments cannot compete for available employment opportunity. The majority of job opportunities require a typed CV without considering those who cannot use their hands to type. Implementation of measures that enable youth with disabilities to live independently and participate fully in all aspects of life should be prioritised.

Policy for children with disabilities is the mandate of the Department of Basic Education and Department of Social Development. However, when these children reach the youth stage they seem to fall through cracks of the existing systems. South Africa does not have a law on disability and youth with disabilities face discrimination and may not be able to access basic education. Some of the disabilities including learning disorders are misunderstood culturally resulting in some youth being hidden in their homes and not attending special educational facilities that could empower them to be independent and active job seekers. The youth with disabilities compete for the same jobs with youth without disabilities and there is no enforceable mechanism such as quota system for equity purposes, employment opportunities are usually advertised in the mainstream media and do not take into consideration those having hearing or visual impairments. Since disability is not mainstreamed in workplaces including in the public sector, some young people with visual, hearing and physical impairments cannot compete for available employment opportunity. The majority of job opportunities require a typed CV without considering those who cannot use their hands to type. Measures should be taken to enable youth with disabilities to live independently and participate fully in all aspects of life.

Lastly, some have argued that the age group of 14-35 in terms of the definition the youth age group, should be reviewed when it comes to persons with disabilities. This is because most of them face many obstacles and debilitating factors that further impede their transition, and are often in need of additional support for a much longer time. As part of mainstreaming, it is important to engage this issue further, and acknowledge that for many youth, especially those with disabilities, exiting the age group does not mean attaining self-reliance.

3. STRATEGIC THRUST AND POLICY FRAMEWORKS

3.1. Vision

The vision of the NYP 2030 is:

“an integrated, holistic and sustainable youth development, conscious of the diversities and developmental capacities, historical imbalances and current realities, in building capacities of young people and their organisations, so that they can in turn contribute their full potential in building a better life for all.”

3.2. Goal

The goal of the NYP 2030 is to enhance the capabilities of young people so that they are responsible and contributing members of their communities and society. This will be achieved by addressing their needs; promoting positive youth development outcomes, opportunities, choices and relationships; and providing the support necessary to develop all young people, particularly those outside the social, political and economic mainstream. This policy emphasises the need for collaboration and integration of various youth development efforts and interventions to ensure the holistic development of young people.

3.3. Objectives

The objectives of the NYP 2030 are to:

- Integrate youth development into the mainstream of policies, programmes and the national budget.
- Build the capacity of young people to enable them to take charge of their own well-being, enabling them to realise their potential by building their assets.
- Contribute to quality education through economy-matching skills development to ensure employability of more young people and faster economic development.
- Promote and advocate for young people’s physical, mental, sexual reproductive health and rights; and spiritual wellbeing.
- Strengthen a culture of patriotic citizenship among young people to help them become responsible adults who care for their families and communities.
- Foster a sense of national cohesion in building a better South Africa, Africa and a better world.
- Strengthen the capacity of key youth development institutions for delivery of an improved coordinated package of services for the youth.

3.4. Desired policy outcome

The desired outcome is empowered young people who possess information, knowledge and skills that enable them to realise their full potential and seize opportunities, play their roles and take responsibility in making a meaningful contribution to the development of a non-racial, non-sexist, equal, democratic and prosperous South Africa.

3.5 Values and principles

Youth development in South Africa has been shaped by the long history of struggle against apartheid. Throughout our history, young people have acted as a collective conscience and drivers of transformation, actively participating in the development of a socially inclusive and economically empowered society. Youth development is guided by the vision of a

non-racial and non-sexist society that is being built through transformation, reconstruction and development. This has shaped the following values and principles that underpin the NYP 2030.

Values

The policy promotes the following values:

- *The inherent worth and dignity of youth.* The provision of services should reflect respect for the worth and dignity of young people. Young people should be supported to develop their inherent strengths and potential.
- *Youth empowerment.* Interventions should empower young people as assets for national development, raising their confidence so that they can contribute meaningfully to their own development and that of broader society.
- *Change agents.* Young people are instruments and agents of their own development. Young people should be considered as agents of change, not passive recipients of government services. The shaping of young people as active and productive citizens is critical for reaping the benefits of the demographic dividend – an increase in economic growth due to a rising share of working-age group in a population.
- *Social beings.* Young people are social beings who belong to range of significant networks, mainly, family and community support systems that are essential to their development. It is critical that these support systems are strengthened and interventions are intentionally youth-focused to address their needs effectively.
- *Moral Regeneration.* The promotion of moral and spiritual regeneration in line with the values of *Ubuntu* and the ethic of care.

Principles

The policy is underpinned by the following principles:

- **Youth Empowerment.** Young people need to be exposed to information opportunities that are empowering, and be taught how to empower themselves so that they can fulfil their aspirations and make a positive impact in society and the world at large.
- **Gender-responsiveness.** Implement specific actions to promote gender equality and ensure young women are equal partners to young men, and to address gender-based disparities in all settings, from political to socio-economic and cultural.
- **Responsiveness.** All youth development service providers should respond to the needs and concerns of young people and act in their best interests.
- **Accessibility.** Young women and men of diverse backgrounds should have access to resources and services crucial to their total development.
- **Assets-based sustainable development.** Young people's assets, potential, capacity and capability must be maximised so that they can respond effectively and efficiently to challenges, without compromising the ability of future generations to meet their own needs.
- **Holistic.** the cohesion within the youth development sector needs to ensure that the various needs of a young person are met and that the experience of accessing the services they need, when they need them, is as seamless and comprehensive as possible, ensuring that they gain the necessary knowledge, skills and experience required to ensure a smooth transition into adult life.
- **Non-discriminatory.** Youth development initiatives should not discriminate against young people on the basis of age, gender, race, sexual orientation, disability or any other form of discrimination as enshrined in the Constitution.
- **Integration.** Various role players, such as government, civil society and the private sector, need to coordinate their efforts to ensure greater impact in supporting the development of young people.
- **Diversity.** Interventions must recognise and acknowledge the diverse backgrounds from which young people come and celebrate the roles played by different agents of socialisation, tradition, culture and spirituality in the development of young women and men.
- **Transparency.** Institutions and organisations involved in youth development should operate in a transparent and accountable manner.

- **Participation and inclusion.** Service Departments/ institutions must design policies, strategies and programmes with young people by sharing information, creating opportunities and involving them in decision-making as active participants in their own development. Young people should own the outcomes of the development process and view human rights as fundamental to development.
- **Social cohesion.** Youth development interventions should promote the inclusion of young people as a significant part of societal structures by involving them in democratic and nation-building activities.
- **Youth service.** Young people should be involved in meaningful activities which benefit communities, while developing their sense of patriotism and their abilities through learning and service.
- **Redress.** It is important to recognise the different ways in which young people have been affected and continue to be affected by injustices and to address these injustices through equitable policies, programmes and resource allocation.

4. Impact of the previous policy and general government policies

This section is informed mainly by the 25-Year review report, NYP 2020 midterm review and the quarterly reports on the implementation of the NYP 2020.

Youth development and empowerment forms a key focus of government's interventions. The 25-Year review report highlights the major achievements in relation to the five (5) prioritised strategic focus areas of the 2009-2014 and 2015-2020 youth policies, namely: (i) Education, skills and second chances; (ii) Economic participation and transformation; (iii) Health and well-being; (iv) Social cohesion and nation building; and (v) Effective and responsive youth development machinery.

When assessing progress in relation to prioritised areas of the NYP 2020, in the area of Education, Skills and Second chances, the intention is to improve access to quality education, to unlock the potential of young people by building their capabilities. South Africa made gains in promoting access to education and training. This is evidenced by educational attainment outcomes, which continue to improve, resulting from improved access to educational facilities and services, including education opportunities for offenders, which should enable ex-offenders' re-integration into society. Educational attainment continues to improve. About 52 percent of 24-year-olds in the country have completed Grade 12, though still low compared to 70 percent in most developing countries. The national pass rate for the National Senior Certificate (NSC) examination increased from 75.1 percent in 2017 to 78.2 percent in 2018, and a further 81,3% pass rate was attained in 2019, the highest pass percentage recorded in the last 25 years¹¹. From 1994 to 2016, there was an increase in the number of learners with post-school qualifications from 1.7 million to 3.6 million. Furthermore, between 1994 and 2016, enrolments in universities almost doubled, with an increase from 495 356 to 975 837. The 2013 General Household Survey estimated that 983 698 students were enrolled at higher education institutions (universities and universities of technology) in 2013. By end of 2018, the number of students enrolled in public Higher Education Institutions was 1 036 984 (Statistics on Post-School Education and Training in South Africa, 2017). There was also increased participation by historically disadvantaged youth groups in education at all levels over the past two decades, particularly in primary and lower secondary education. Increased participation in the basic education system can be attributed to various supporting policies that have been implemented over time to ensure the implementation of the South African Schools Act of 1996 which made school compulsory from grade 1 to grade 9.

Government's increased financial support for poor learners, mainly through no-fee schools and the National Student Financial Aid Scheme (NSFAS), addresses socio-economic inequalities often manifesting in racial terms, with Black youth being the most disadvantaged. The #FeesMustFall movement, which demanded that decolonised education be made freely available to all students in public universities, also resulted in the government's announcement of an allocation of R57-

¹¹ Department of Basic Education (2020). Report on the 2019 National Senior Certificate Examination. Available at: <https://www.education.gov.za/Portals/0/Documents/Reports/2019%20NSC%20Examination%20Report.pdf?ver=2020-01-07-155811-230>

billion over three years (2018/19-2020/21), to fund free education for students who come from poor or working-class families, with a combined annual income of up to R350 000.

The Fourth Industrial Revolution (4IR) demands that the youth be equipped with technological and digital skills. According to Butler-Adam (2018), artificial intelligence will replace more jobs than it will create – with more than half of today’s jobs becoming automated within the next 35 years. In this instance, digital inclusion of South Africa’s youth is also one of the major success stories, showing effective implementation of the recommendations of the Industrial Policy Action Plan (IPAP) (2018/19/2020-21). The IPAP recommendations, which promoted digital growth and creating ‘digital’ society, were effective in ensuring that there was (i) an enabling framework to ensure digital growth; (ii) that the necessary infrastructure was created to host a ‘digital’ society; (iii) that universal access to digital hardware and software becomes possible; and (iv) that digital innovation is encouraged. The National E-Strategy published in 2017 was expected to build further on the successes of IPAP. The Plan further cautions that while the digital industrial revolution is a critical element of the South African industrial development policy, the former’s skill requirements supersede the productivity of the education sector. Therefore, it “poses substantial challenges and offers perhaps rather fewer immediately cut-out opportunities for the domestic economy” (Department of Trade and Industry IPAP, 2018 p.101).

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

Some examples of socio-economic progress include opportunities created for youth through EPWP, YES and ETI, entrepreneurship and improvements in the health and wellbeing of young people. As of December 2018, of the 4.3 million EPWP work opportunities created, 2 million targeted the youth.

The Youth Employment Service (YES) is an initiative formed through partnership by public, private and civil society aimed at increasing youth employability. It focuses on previously disadvantaged youth between the ages 18 and 35 by providing work experience for one year, giving young people a chance to demonstrate their abilities. Its recorded achievement is 3398¹²6 work opportunities which were created from 662 businesses, which signed up with the programme by March 2020. There has also been progress which is attributed to the ETI, which came into effect in 2014.

The ETI has had a positive impact on youth employment numbers, supporting 645 973 youth jobs by March 2017. It is a promising policy initiative that can be used to advance youth employment. The ETI should enjoy greater profiling amongst employers to encourage uptake by young people. However, monitoring and evaluation of these programmes to then make informed decisions on scaling up and continuation.

The NYDA has also supported a range of youth-owned enterprises and cooperatives. Many youth-owned enterprises have benefited from procurement and enterprise development programmes of the state and the private sector. The Industrial Development Corporation and the Small Enterprise Finance Agency have committed a combined R2.7 billion to finance youth-owned enterprises. The signing of the Youth Employment Accord in 2013 was an important milestone. The accord sets a framework for cooperation between social partners to address the problem of youth unemployment and to support youth-owned enterprises. However there is a growing consensus that the Accord hasn’t been fully implemented, and thus its impact has been undermined.

Measures undertaken by the public sector, such as investment in infrastructure, have boosted youth employment in construction. The Budget Review (2015) reported that the Jobs Fund had created 30 701 permanent jobs as of the beginning of 2014. At least 30 000 young people benefited from internships and learnerships in the public service since the decision to systematically implement this programme in 2009. Spending from the skills development levy is projected to increase

¹² <https://www.yes4youth.co.za/> (accessed on 18.03.2020)

by 3.6 per cent annually over the medium term. Sector education and training authorities will fund skills programmes, learnerships, internships and apprenticeships, and workplace experience. These funds will help an estimated 30 000 new artisans to register for training by 2019/20 (Budget Review 2019). Admittedly, the numbers lag behind the Youth Accord target of 5 percent of the total establishment, and absorption into permanent employment is still patchy. Young ex-offenders face the double challenge of general unemployment and criminal records as a consequence of their conviction. Inadequate support is given to them to enable their absorption into the labour market and this often leads to re-offending behaviour, thus undermining the rehabilitation efforts of the Department of Justice and Correctional Services

In terms of entrepreneurship, there has been an increase in youth owned businesses, from 595 000 in 2015 to 641 000 in 2016. Overall, youth owned businesses, have increased by 7.7%, with Gauteng accounting for approximately a quarter (26%) of all youth businesses in South Africa. Pertinent growth on age distribution of small businesses is also notable in the 20-24 (15.9%) and 30-34 (7.6%) age groups.

Lastly, with regard to access to land, statistics show that between April 1994 to March 2018, 4 903 030 hectares were redistributed, through the Land Redistribution Programme and that benefitted 306 610 beneficiaries benefitted, of which 35 615 (just over 10%) were youth and 775 were people with disabilities.

There were several interventions aimed at improving the health and well-being of youth, inclusive of the following legislation, policies, initiatives and media campaigns: (i) Prevention of and Treatment for Substance Abuse Act 70 of 2008; (ii) Products Control Act 83 of 1993 (with amendments and accompanying regulations); (iii) introduction of facility services through National Adolescent Friendly Clinic Initiative (NAFCI) in 1999 and adolescent and youth friendly health services approach; (iv) the Choice of Termination Pregnancy Act 92 of 1996 ; (v); introduction of school health services through Integrated School Health Policy (ISHP); (vi) Child Support Grants; (vii) the 'She Conquers Campaign'; (viii) national mass media campaigns such as 'Soul City', 'Love Life' and 'Khomanani'; (ix) the National Drug Master Plan 2013 – 2017; (x) the 'Ke Moja' (I'm fine without drugs) campaign; a (xi) National Adolescent and Youth Health Policy 2016-2020 and (xii) Thuthuzela Care Centres.

Adolescent and youth focused policies were developed focusing on innovative, youth-oriented programmes and technologies to promote the mental health and wellbeing of adolescents and youth; preventing violence and substance abuse; providing comprehensive, integrated sexual and reproductive health services; testing and treating young people for HIV and TB, and retaining patients in healthcare services through supporting better adherence to treatment; promoting healthy nutrition and reducing obesity and empowering adolescents and youth to engage with policy and programming on youth health. The health sector's B'WISE Mobisite, launched in 2017, is a social media platform that provides young people with information on a variety of health issues. This site is interactive, allowing young people to enquire about health issues and receive responses instantly.

However, other campaigns addressing health related problems such as HIV infections, teenage pregnancy, sexual and gender based violence and drug use have evidently had limited impact, given that many social challenges are still prevalent and continue to intensify.

The focus of Social Cohesion and Nation Building is on creating unity of purpose to overcome the obstacles preventing prosperity and equity. Government conceptualised and implemented the National Youth Service (NYS) Programme in partnership with civil society organisations. The aim of the programme is to instil a culture of service and inculcate patriotic citizenship by engaging youth in community service activities to enhance service delivery, foster social cohesion and assist unemployed youth to acquire work-related skills while also developing character and leadership skills. For unemployed and unskilled youth, the programme provides participants with an opportunity to learn technical skills necessary to transition into the world of work, education or business. Between 2016/17 and 2018/19, the programme reached more than 127 000 young people. To improve coordination, resourcing and increase reach of the NYS, a National Youth Service Framework was developed and approved by Cabinet.

In accordance with the African Youth Charter and prescripts of the previous NYP, youth participation and citizenship is predominantly conceptualised using the neo-liberal notion of the ‘dutiful’ and ‘responsible’ citizen who is involved in traditional politics such as political parties, voting and other government activities (Makoae et al., 2018). In South Africa with regards to young people’s participation in the elections, there has been an increase in voter registration across all youth age groups in the local government elections held between 2006 and 2016, and the general elections held between 2009 and 2014. Interestingly, the latest Independent Electoral Commission (IEC) figures recorded over 500 000 new registered voters, of which over 81% were under the age of 30 years. To make sure the youth takes leadership in the realisation of the Constitutional vision, the workbooks and booklets on the Bill of Responsibility; African Union (AU) flag; South African flag; and national symbols were produced and distributed to schools. The Department of Sports, Arts and Culture remains at the forefront of efforts to building a national identity and to foster unity. However, these remain limited notions of youth participation as they do not encompass other formal and informal spaces including the digital platforms through which young people claim their citizenship rights and responsibilities.

Youth development was institutionalized in line with the NDP’s provision of well-run and effectively coordinated state institutions to ensure **effective and responsive youth development machinery**. In the youth sector, the dedicated institutions which primarily delivered services to young people in support of holistic, integrated and sustainable development, were established since 1994, namely: National Youth Commission (NYC) and Provincial Youth Commissions; the South African Youth Council (SAYC), which is an umbrella body of civil society organisations; Umsobomvu Youth Fund (UYF); Youth Unit in the DWYPD; National Youth Development Agency (NYDA); Youth units/desks across the three spheres of government; and the Presidential Youth Working Group (PYWG). The DWYPD will be responsible for coordinating and monitoring the implementation of the NYP 2030.

The progress made by the established youth development institutions entails development of national and provincial youth policies and strategies, advocacy, lobbying, providing a platform for youth participation in development processes, job creation, skills development, monitor and evaluate (M & E) implementation of youth programmes, and joint planning. The key milestone was development of the National Youth Policies 2009-2014 and 2015-2020, which guided youth development stakeholders on policy priorities within the sector. Lastly, the M & E framework developed for tracking progress on the implementation of provides for a set of measures used to assess if youth development activities are achieving the desired results.

5. POLICY PRIORITY AREAS

5.1. Quality Education, skills and second chances

According to the NDP, investing in human resources is the single most important investment any country can make. No country has successfully made the transition from developing to develop without an educated population” (NDP, 2012). Education should allow young people to build capabilities and reach their potential. The NDP outlines South Africa’s education vision that by 2030 South Africans should have access to education and training of the highest quality possible, producing significantly improved learning outcomes. The performance of South African learners in international standardised tests should be comparable to the performance of learners from countries of a similar level of development. The education system should cater for different groups and produce highly skilled individuals relevant to the labour market demands. The graduates of South Africa’s universities and colleges should have the skills and knowledge to meet the present and future needs of the country as well as global economic trends, including labour market shifts resulting from the Fourth Industrial Revolution (4IR). Such skills should encompass workforce readiness, soft, technical and entrepreneurial skills. The education system will play a greater role in building an inclusive society, providing equal opportunities and nurturing all South Africans to realise their full potential, in particular those previously disadvantaged by apartheid policies, namely Black people, women and people with disabilities. Targets set for this vision include a TVET sector covering about 25 percent of the age-relevant youth, implying an increase from the current approximately 300 000 to 2.5 million young South Africans by 2030. Higher education and further education intake has improved in particular. There is visible progress in enrolment in technical and mid-level skills programmes such as artisanship.

South Africa needs a skilled labour force to increase economic growth. These skills include engineers, health professionals in different occupational classes to deliver quality health care, researchers and innovators to play a critical role in creating new products, new jobs and new ways of producing existing products cheaply and more efficiently, including the delivery of public services. Research institutions and the national science and innovation system must be coordinated and collaborative. To realise these objectives, the early childhood development and education, basic education, post-school education and training sector should improve equity in access and quality of education and training outcomes as well as collaborate with social development and justice sectors in providing effective second chance programmes for at risk youth.

Proposed interventions

Ensure that learning and teaching, and the school environment in totality, support holistic youth positive development

Education institutions should meet minimum norms and standards and should improve retention rates and learner achievement by utilising inclusive, engaging, technology-based teaching methods and curricula that foster the development of values, skills, capabilities and self-esteem across the life span. The school system should produce young people who are able to solve challenges in the rapidly changing world.

8.1.1 Secure, inclusive, caring schools; early childhood development and early learning for learner retention

- a) Department of Social Development should scale-up positive parenting programmes to support parents and caregivers in taking responsibility in ECD and developing healthy parent-child relationships and interest in education, all necessary for learners developing ability and willingness to learn with the support of families, communities and a society.
- b) Schools should provide the resources and support necessary for learners with disabilities to participate in all elements of school life and learning.
- c) The Department of Basic Education should audit teaching materials to ensure that they do not contain latent sexism or racism; and empower school governing bodies in all public schools to ensure that schools develop anti-racism policies that support equality and protect learners' freedom of self-expression and identity.
- d) By 2030 learner retention rates should have increased to 90 percent and most learners should achieve above 50 percent in all learning areas, especially literacy and mathematics. This will require improving access to quality early childhood development and education in the foundation phase to ensure that every child learns to read with comprehension by the age of 10; improving the quality of teaching and ensuring that facilities and schools are inclusive of vulnerable learners; e.g. learners with disabilities, learning difficulties and belonging to gender minorities; adequately resourced, school infrastructure meets minimum standards and school premises are secure with zero tolerance for violence including emotional, sexual and physical abuse and bullying of learners.
- e) The Department of Basic Education should scale-up interventions in place and provide learners with peer education and age-appropriate sex education for optimal healthy development during adolescence.

8.1.2 Teacher development and curriculum review to promote problem solving, employability, entrepreneurship and adaptation to the 4IR

- a) The private sector and post school institutions must intensify training of young people in the areas of the Fourth Industrial Revolution (4IR) such as: reverse engineering of smart cars; 3D printing; artificial intelligence; robotics; autonomous vehicle; nanotechnology; biotechnology; the internet of things; quantum computing; virtual network of choice; virtual broadcasting services; visual media and network etc. as required by industry
- b) Enable education institutions to adapt to the Fourth Industrial Revolution era by enhancing access to broadband and Wi-Fi for internet connectivity to enable teaching of computer literacy and use of internet including in remote rural schools, homes and communities.
- c) To support the current curriculum, practical subjects such as entrepreneurship and e-commerce, agriculture, computing, financial trading and investment, green economy, technical skills and handwork (artisanship) need to be progressively introduced to help those who are not inclined to proceed to higher education institutions or drop out without the NSC. Schools in rural areas should be able to use local farming land for practical or experiential learning in agriculture. Local farmers can mentor learners.
- d) Gaps in teachers' knowledge should be closed, and where necessary, teachers should be retrained in modern, technology-based teaching methods. Existing incentives to attract young people to the teaching profession should continue until at least 2030. Teachers' salaries should be competitive.
- e) Avoid rapid changes to the curriculum at basic education level. Curriculum reform should take the Fourth Industrial Revolution into account and prepare learners in terms of the emerging and future skills.

- f) All South African learners must learn history, critical thinking, coding, communication, collaboration, and indigenous languages and sign language.
- g) Post school curriculum development should be informed by National Skills Development Plan 2030, aligned to basic education curriculum and with current and future skills demands to improve quality and increase its relevance to the labour market.
- h) The skills that learners require to prepare for the world of work and business need to be identified. The departments of Education and Employment and Labour should engage with business on how to prepare youth for the workplace.
- i) TVET and Community Education and Training (CET) colleges must offer more occupational programmes in line with, amongst others, the Continental Strategy for Technical, Vocational Education and Training to Foster Youth Employment (African Union, 2018), acquisition of skills useful for growing the economy such as training for artisans and technicians. The provision of these skills should be responsive to industry demands.

Research and innovation should be supported, including providing youth with local and international bursaries and scholarships for postgraduate studies in scarce skills areas and supporting production and commercialisation of innovative products and processes.

8.1.3 Implement inter-disciplinary early intervention programmes for healthy development of young people

- a) The Department of Basic Education should scale-up interventions already in place such as peer education; Care and Support for Teaching and Learning (CSTL) programmes to support struggling learners including with safe and suitable transport facilities for rural schools and learners with disabilities.
- b) The Departments of Social Development, Basic Education, and Sports, Arts and Culture, should, in partnership with civil society and faith-based organisations, design and implement early intervention programmes for children and youth to foster a sense of self-esteem, rights and responsibilities, while nurturing self-respect. The programmes should be delivered through sustained aftercare programmes that improve academic performance and combat substance abuse. Many after-school programmes can be delivered by young people who have left school, often on a voluntary basis or through social enterprising. Activities offered could include tutoring, mentoring, life skills and leadership programmes, career guidance and expos, and arts, sports and recreation.

Provide youth with career information and guidance, second chances to complete and re-engage with education and training, alternative pathways to attain training and skills, and the support necessary to transition to higher education.

8.1.4 Provide second chances to facilitate completion and re-engagement with educational institutions

- a) The Department of Basic Education, in partnership with private providers and civil society (particularly youth-led organisation), should support learners who need a second chance to pass Matric. Matric rewrite projects should be supported and publicised so that young people in all communities are aware that they can obtain qualifications through community colleges and adult education training centres.
- b) The Departments of Higher Education and Training, and Science and Innovation should provide young people who have left further education institutions with the opportunity to complete their education to enable them to compete in the open labour market.
- c) The Departments of Higher Education and Training, and Science and Innovation need to prioritise employability of youth who do not have the NSC qualification and urgently implement the Community Education and Training Colleges strategy designed to cater for youth who did not complete their schooling or who never attended school and thus do not qualify to study at TVET colleges or universities to re-engage in education and training for positive youth development (White Paper for Post-school Education and Training). Functioning community colleges will offer tailor-made skills training opportunities to meet the needs of the youth. For example, the National Senior Certificate for Adults, and occupational programmes offered through Sector education and training authorities (SETAs) will make it possible to enter formalised training. Community colleges will link with programmes such as the Expanded Public Works Programme, the NARYSEC and the Community Work Programme to provide work experience and provide space for peer learning through exchange visits.

8.1.5 Career guidance for technical, technology-based and productive sectors of the economy, and ongoing support for young job seekers

- a) The Departments of Basic Education, Employment and Labour and Higher Education, Science and Innovation, and the NYDA must ensure that all learners have access to quality career information and adequate career guidance. Career exhibitions should provide information on training opportunities particularly for skills needed in the productive sectors of the economy (agriculture, creative arts, entrepreneurship, manufacturing, tourism) and linkages with the evolving job market should be mapped¹³. Career guidance

¹³ A young person who obtains a certificate in sewing has a diverse option of careers along the value chain: design and technology, workmanship standards, manufacturing, retail, repairs etc.

should start early and mainstream disabilities so that young people are able to make correct subject choices linked to their chosen careers.

- b) All relevant stakeholders should provide career guidance and information on available training opportunities to especially out-of-school youth. Career guidance and life-skills training should be reviewed to determine what does and does not work so as to produce better targeted and more effective career guidance and life skills training programmes that include soft skills needed in the workplace.
- c) All young people should exit any work experience with a better understanding of their strengths and weaknesses in the workplace, an updated CV, a reference letter, and an understanding of the steps that need to be taken to find the next job, or to reconnect to the education system. Employers need to commit to supporting young employees by connecting them to training and employment database when the period of employment ends, and to provide feedback and reference letters upon exit. Young people need to be made aware of the value of keeping their references and skills levels updated, in the employment database, for future work search.
- d) Young people's efforts to enter the labour market should be supported and young discouraged job-seekers rates should be reduced through responsive HR interventions, social assistance and incentives. Daily data allocations and the zero-rating of educational websites to help young people access opportunities for development and advancement. Data-light work-readiness courses, accessible through mobile phones, should be expanded. Human Resources Departments should provide feedback to unsuccessful young job applicants.
- e) The Department of Higher Education and Training, and Science and Innovation should develop a policy to ensure there is articulation between schools, adult education and training centres, community colleges, TVET colleges, universities and other providers of education and training. This will allow for different, non-traditional but accredited pathways for attaining training. The implementation of this policy should be monitored and where it is not implemented remedial action should be taken. Articulation should also be between institutions, thus allowing learners to transfer credits between institutions without having to repeat courses already passed.

8.1.6 Increase opportunities for quality post-school skills training for all and change perceptions about TVET colleges

- a) Based on feasibility studies, agricultural colleges and schools of excellence must be established in each province and agriculture faculties must be introduced and/or strengthened in universities and TVET colleges
- b) Establish new academies for skills development. The number of TVET colleges should be increased and curriculum should be modernised and expanded to increase the participation rate to 25 percent and the graduation rate to 75 percent by 2030. Work should begin now.
- c) A campaign to alter the negative perceptions about TVET colleges must be undertaken by the Department of Higher Education, Science and Innovation. The department must also ensure that the quality of the curriculum is high and there is professionalism among teaching personnel and management of the institutions in order to inspire confidence in the ability of graduates of TVET colleges. A relationship between colleges and business must be built to ensure an efficient transition for students moving from a learning institution to the workplace. Every TVET college should be required to develop partnerships with the industries linked to each course they teach using memoranda of understanding that entail collaboration through placement and volunteering (similar to the NARYSEC model).
- d) Funding towards technical education (such as in TVET) colleges where artisans are trained should be increased since the knowledge and skills acquired in these institutions will lead to self-employment upon completion. Youth should be oriented and encouraged to undergo apprenticeship and professional training in agriculture, carpentry, building, painting, plumbing, electronic repairs, tailoring, welding and related fields that will enable them not only to be self-employed but to be able to recruit and train others. While most of the aforementioned are considered blue collar jobs and less attractive professions, they remain the core of the economy and opportunities there abound.
- e) Funding of tertiary education as a percentage of the gross domestic product should be increased to be on par with the African average percentage. The African average percentage is 1 percent. Government should progressively expand implementation of the free education policy and improve the efficiency and effectiveness of National Student Financial Aid Scheme.
- f) Information on funding opportunities should be available to students across all communities and education institutions through various media platforms ensuring availability in previously disadvantaged institutions and access by students from rural areas. Funding for students should cover the entire period of study of the qualification on condition of successful completion of an academic year. To be successful, the National Student Financial Aid Scheme needs to overcome administrative delays, be effective as a funder and ensure that students also have access to psycho-social support.
- g) All post-school institutions should be inclusive, ensuring that the learners with disabilities' rights to education are protected. TVET colleges in particular should be made accessible to people with disabilities. Tuition and reading material in post-school institutions should cater for visually and audio impaired students, including library material. The Department of Basic Education should

accelerate implementation of the White Paper on Special Needs Education to ensure equal and sustained access to education for youth with disabilities.

- h) The role of state-owned enterprises in training artisans and technical professionals must be expanded. The Skills Accord should be implemented, ensuring that the private sector provides training in the workplace. Implementation of this accord and partners' accountability should be monitored to ensure industries benefit from having the skills they need to grow their productivity.

8.1.7 Institutionalise initiatives for increasing rates of studies completion in higher education and work-readiness

- a) The Department of Higher Education, Science and Innovation must ensure that all higher education institutions introduce foundation programmes for learners in transition from the basic to higher education learning environment. These foundation programmes should include soft skills development to help students cope with university demands. Every qualification at university should be coupled with an experiential component to ensure graduates have experience when they qualify. This will require universities to partner with the public sector, private sector and civil society organisations, ensuring they produce skills needed by various sectors of the economy. All government departments including municipalities should have learnership and internship programmes, which should be monitored in terms of numbers, inclusivity and quality.
- b) The education and economic departments should engage with business on how to prepare youth for the workplace. Employers should also be consulted to understand their views and needs. In particular, students should be provided with internship opportunities before the completion of their course(s).
- c) Research and development should be expanded to contribute towards building an inclusive society and providing equal opportunities for young people through effective and nurturing mentorship and internship programmes.

5.2 Economic transformation, Entrepreneurship and Job Creation

In his 2020 State of the Nation Address (SONA 2020), the President reiterated government's commitment to reducing youth unemployment through implementation of the **Presidential Youth Employment Intervention** – consisting of six priority actions over the next five years. Focus will be given to creating pathways for integrating youth into the economy through information and work readiness training to increase employability and matching to opportunities. Interventions will also focus on preparing youth for the future of work in line with 4IR trends through skills enhancement. Innovative ways for supporting entrepreneurship and self-employment will be promoted coupled with scaling up of the Youth Employment Service through partnerships with TVET colleges and the private sector. The first cohort of a Presidential Youth Service Program will be established coupled with a youth employment initiative through setting aside 1% on the national budget to curb youth unemployment.

8.2.1. Creating a national pathway management network

The national pathway management network aims to provide work seekers with access to a basic package of support and work-readiness training to better match them to economic opportunities. This is done through the recognition of youths' struggles in navigating the labour market, and to market their skills to potential employers.

Youth should be supported to deal with factors that keep them out of the labour market, including childcare, taking care of ill family members, costs for applying, including print and transport costs.

8.2.2. Developing skills in key growth sectors

The plan's second priority aims to equip young people with the skills to access opportunities in key growth sectors, such as the green, waste and food economies. This policy advocates for the development a catch-up strategy for those who've been left behind due to dropping out of the school system.

8.2.3. Innovative ways to support youth entrepreneurship

The Presidential Youth Employment Intervention's entrepreneurship support prioritises removing barriers and creating spaces to help businesses thrive by making data affordable and targeting sectors that are ripe for innovation.

8.2.4. The Youth Employment Initiative

Funded by the national budget, this initiative includes grant funding and business support by the National Youth Development Agency (NYDA) and the department of small business development for 100 000 young entrepreneurs in the next three years after the 2020 SONA.

9.2.5. Practical experience for young people

Plans are afoot to scale up the Youth Employment Service (YES), which is a business-led partnership with government and labour to assist young people to gain work experience to progress into the job market. The requirement for experience for entry level jobs should be abolished and monitored to enable youth to enter the labour market. Lack of work experience is one of the major constraints to young

people finding jobs. There are a variety of public- and private-sector initiatives to match jobseekers to available jobs, including the Department of Employment and Labour.

8.2.6. The Presidential Youth Service Programme

This priority expands on the National Youth Service programme, promoting work opportunities for young people who are willing to give back to their communities. Given the number of socioeconomic challenges facing the country, advancing the employability of young people through volunteer jobs in the social and care sector is a win-win. The PYSP should comprise of mentorship, as a bridge to future venturing into education, work or business start-ups.

Proposed interventions

Support youth absorption into employment through short-term and long-term interventions

Short- and long-term measures should be implemented to support youth absorption into employment. In the short term, decisive interventions will provide unemployed and poor young people with incomes and opportunities for community service and engagement. In the medium to long term, economic measures will be used to encourage growth in sustainable employment for young people.

- a) Government must implement and monitor 30% set-asides for employment of youth in targeted prioritised sectors with high absorption potential, such as: Agriculture, Manufacturing, Tourism, Oceans Economy, Creative Economy, Green Economy, and Waste Economy;
- b) Government needs to implement improved public employment schemes that provide meaningful work opportunities for youth through the following:
 - The youth target in the Expanded Public Works Programme, which aims to provide income relief through temporary, socially useful work for the unemployed, should gradually increase to above 50 percent. This will ensure that the majority of opportunities go to young people (including NEET, and youth with disabilities) and that young people are mobilised to help communities, while earning an income and gaining valuable work experience. This short-term opportunity can open doors through better access to information about vacancies.
 - Government collaborating with private sector and civil society sector must scale up public interventions such as the Expanded Public Works Programmes and Community Works Programme to reach a target of approximately 1 million youth every three years and to link young people (including NEET, youth with disabilities and those from rural areas) with sustainable exit opportunities. These programmes should however provide for verifiable skills transfer and recognition for skills learnt. There should be a social compact that allows for ease of transfer for young people from public employment programmes
 - The Community Works Programme (CWP), which provides employment for two days a week as well as an opportunity for public participation in selecting and shaping projects, should be opened to young people as a distinct category to enable greater access to information regarding existing opportunities. It should also encourage youth activism in deciding priorities and methods of delivery, and determine which young people can be targeted at community level. The National Youth Service should be reconfigured to incorporate the revised targets for youth in the Community Work Programme, to highlight the contribution of programmes such as the Community Health Workers programme in absorbing more young people, and to develop a national youth volunteer programme focused on engaging out-of-school youth in volunteering.
- c) Within the overall New Growth Path's programme of jobs drivers, the Industrial Policy Action Plan and the Agriculture Policy Action Plan, the Department of Trade, Industry (the DTI) should engage with business to implement the accords effectively. This process should be informed by the lessons learned implementing the Youth Employment Accord. Business should be required to create jobs for young people. The Youth Employment Accord outlines employment targets for the green economy, infrastructure and construction. The departments of Trade and Industry, Public Enterprises, Department of Agriculture, Land Reform and Rural Development, Small Business Development, Public Works, Cooperative Governance and Traditional Affairs, and Energy and the National Treasury should develop measures to realise the youth employment targets and determine how the private sector and state-owned companies should be mobilised to complement government interventions. Business process services should be monitored, presented to Cabinet and incentives to support industries that create jobs be developed.

In the medium to long term, policy and economic measures in new economic sectors will be used to encourage growth in sustainable employment for young people including economic opportunities for ex-offenders.

- a) A youth information and communications technology (ICT) strategy must be developed by the Department of Trade, Industry and Competition led by the Department of Communications and Digital Technologies (DCDT). Barriers to entry to the information technology sector are low because it is a new sector that does not suffer from apartheid legacy problems. Nationally, according to the General Household Survey of 2013, only 5 percent of households do not have access to either landlines or mobile phones. This makes the ICT sector relatively accessible to young people. The Independent Communication Authority of South Africa should be lobbied to issue regulations that make specific public-benefit apps, websites and services that are accessible on mobile phones zero-rated by networks. Network operators could recoup these costs through their ICT code (social development obligations to the Universal Services and Access Fund).
- b) The Department of Sports, Arts and Culture working with economic sector departments and the Department of Tourism, should develop and strengthen strategies for youth participation in the creative industries, tourism and sports and recreation. These could be built on existing strategies such as the Mzansi Golden Economy.
- c) Ongoing impact assessment should be undertaken by the National Treasury, the NYDA and the Department of Employment and Labour to examine the effectiveness of the Employment Tax Incentive (ETI) initiative in stimulating job creation for first-time jobseekers. The Taxation Laws Amendment Act No. 23 of 2018, promulgated on 17 January 2019, extended the ETI, which would have lapsed on 28 February 2019, for a further 10 years.
- d) Ex-offenders face the double challenge of general unemployment and criminal records as a consequence of their conviction. Inadequate support is given to them to enable their absorption into the labour market and this often leads to re-offending behaviour, thus undermining the rehabilitation efforts of the Department of Justice and Correctional Services
- e) Ex-offenders need to be re-integrated into communities and enabled to participate fully in the economy and labour market.

Youth should have adequate exposure to work opportunities, on-the-job training, internship and volunteer opportunities in public and private sectors.

- a) Large companies including mining, should be engaged to set clear commitments in terms of opening the workplace for young people who require internships, apprenticeships and work-integrated learning opportunities.
- b) A national programme coordinated by the Department of Higher Education, Science and Innovation should be initiated to place university students and graduates who need work experience in state-owned companies. The current target set in the National Skills Accord should be revised and post-school institutions should publicise their rate of placing their students.
- c) The public service internship programme must be scaled up and aligned to labour market demands Government departments, provinces and municipalities should be required to link the internship programmes to their human resource development strategies and to create an updated database of a talent pool from which to recruit when vacancies are available. Municipalities and state-owned companies or agencies should also develop internships and graduate programmes as part of their overall youth empowerment strategies. These internships and graduate programmes should be driven by the dynamics of the labour market to ensure relevance to labour market demand.
- d) The Department of Employment and Labour, working with the Department of Higher Education, Science and Innovation and Trade and Industry, should review current employment services, including job-fairs and work placement services to assess impact and reach, and to examine what works and ensure integration and coordination of public- and private-sector work placement services.
- e) Young people's concerns about the lack of exit strategies in many of the initiatives such as internships and public employment, should be addressed in a developmental manner.

Develop and supporting youth-owned businesses and cooperatives

Many young people have started their own business or cooperatives. However, the number of youth-owned and controlled businesses in South Africa is not well known due to poor reporting. For example, Black ownership is not broken down by age or gender in the procurement or supply-chain processes.

Initiatives are being implemented to support youth-owned companies in terms of finance, business skills and market linkages across the public and private sector, but the impact is unclear. The Industrial Development Corporation and the Small Enterprise Finance Agency have set aside R2.7 billion to finance youth-owned companies. The Department of Trade and Industry and the Department of Small Business Development launched a Youth Enterprise Development Strategy to promote mass youth enterprise development by, for example, providing collateral grant funding to youth-owned companies.

The NYDA has implemented programmes to support youth enterprises with finance, training and market linkages, while many government departments and municipalities implement enterprise development programmes in their own space. These various interventions are fragmented, poorly coordinated and are not properly linked to government strategies to, for example, reindustrialise South Africa, and support rural economies development, Black Economic Empowerment and Township economy revitalisation. The state, led by the Department of Mineral Resources and Energy, should craft a model that enables South Africa to optimise returns from its natural resources. Rent collected from mining companies should be used to drive an accelerated development agenda that has skills development and sustainable job creation at its core (NDP, 2012). Focus should also be given to supporting business development in the areas such as Artificial Intelligence in line with 4IR.

Implement programmes to support young entrepreneurs and cooperatives by focusing on equity participation, enterprise education and training; business development, mentoring and incubation; funding and finance, and access to markets and affordable, well-located premises to conduct business.

- a) The Department of Small Business Development and National Treasury should conduct a comprehensive survey of existing youth-led enterprise support programmes in the public and private sector. An annual report should be developed to assess the types of programmes and their impact on promoting youth entrepreneurship, highlight the challenges faced by young entrepreneurs and profile success stories, and review the process of registering cooperatives and youth enterprises to remove blockages and reduce red tape.
- b) The mining industry needs to do more to enable more equity participation of black people, support youth-owned businesses through procurement and enterprise development, explore beneficiation as a tool for creating future industrialists, and use the employment equity legislative requirements to develop and mentor youth to strategic positions within mining companies and to create the required skills for successful careers in the industry.
- c) A mass youth enterprise creation programme should be developed by the Department of Small Business Development in partnership with other departments and agencies. The programme should:
 - Catalyse market linkages to promote demand for products produced by young entrepreneurs. In this vein, a strategy on leveraging public and private procurement to support youth-owned businesses should be developed. The Department of Public Enterprises should coordinate efforts to open opportunities for enterprise development for young people in state-owned companies. The Department of Higher Education, Science and Innovation should include business skills development in TVET colleges, university curriculums and training programmes offered by public agencies such as the Small Enterprise Development Agency. The private sector could tap into those modules.
 - Connect youth enterprises to the funding opportunities provided by the state and private sector by accelerating the take-up rate of the funds established to support youth enterprises and cooperatives.
 - Adopt a sectoral approach to connect young entrepreneurs to opportunities in different sectors of the economy and various programmes, such as the infrastructure building programme and general public procurement. Special attention should be paid to youth in rural areas and sector-based incubators should be explored and developed.
 - Hold national road shows to provide information to young people on opportunities available for enterprise development. The road shows should also connect government agencies and the private sector with young people.

The NDP calls for the creation of an enabling environment for small businesses and entrepreneurs to thrive by instilling the spirit of entrepreneurship in schools, lowering the cost of doing business in the economy and reducing barriers to entry in various value chains. The alignment of all legislation, codes and charters that flow from the BBBEE Act (2003) will ensure that the state procurement lever is used more effectively to advance socio-economic targets in certain geographies and industries.

Business and government need to provide contracting opportunities for young entrepreneurs and access to markets. Procurement units need to have a higher bias towards youth-owned business in addition to support mechanisms that ensure capacity building towards successful delivery of services and products by young entrepreneurs.

Interventions to promote and support youth participation in the agricultural sector should address issues such as access to land, implements and inputs, business skills, access to information, funding opportunities and markets.

- a) The Land Bank and the Department of Agriculture, Forestry and Fisheries should work in a coordinated way and deeply understand the needs of young agro-entrepreneurs. They need to create a fund that is dispersed by the NYDA for example, a Youth Agro-fund marketed under NYDA- funded by Land Bank and DAFF.
- b) Young people must be attracted, recruited and retained to pursue careers in the agriculture sector value chain (e.g. as crop scientists, livestock managers, agricultural engineers, agricultural technologists, veterinary scientists, veterinarians, veterinary technicians) including providing scholarships (to study locally and abroad) and ensuring their placement in internships/ jobs upon graduation.
- c) The Department of Higher Education, Science and Innovation and Department of Agriculture, Forestry and Fisheries should promote development of post-school curriculum provided through TVET and CET to train young people in skills relevant to agriculture and the agricultural value chain as a strategy to attract young people to the sector and promote agriculture and agro-processing. There is need to attract, recruit and train young people to pursue careers in the agriculture sector value chain by providing scholarships and ensuring their mentorship and placement in internships/ jobs upon graduation.
- d) The private sector must be mobilised to complement government's funding in support of land acquisition primarily for agricultural purposes. Young agricultural entrepreneurs must also be supported and twinned with established farmers for mentorship
- e) The NYDA, working with the Department of Small Business Development, needs to facilitate the creation of ecotourism facilities and services in rural areas owned by young people.
- f) The Department of Agriculture, Land Reform and Rural Development should focus on improving small-scale and commercial agriculture through expanding irrigated agriculture, providing extension officers and farming implements to young people, and helping them identify and grow products that are labour-intensive and have high potential and market linkages, such as dried grapes, pecan nuts and oilseeds. Young farmers must be linked to a programme for farmer-to-farmer skills transfer, agricultural extension and training by the state in partnership with the industry.
- g) The Department of Agriculture, Land Reform and Rural Development should help young people access land. Young people should participate in a programme led by provincial departments of land reform whereby district municipalities that own commercial farming land identify 20 percent of the commercial agricultural land in their districts to be used for commercial activities (land already in the market, land where the farmer is under severe financial pressure, land held by an absentee landlord willing to exit and land in a deceased estate). Government should buy this land at 50 percent of its commercial value; this is closer to its productive value. The shortfall will be made up by cash or in-kind contributions from the commercial farmers in the district who volunteer to participate. A stepped programme of financing should be created in partnerships involving National Treasury, the Land Bank and established farmers. New financial instruments will be designed, for instance, 40-year mortgages at preferential rates for new entrants into the markets, as well as land bonds that established farmers and others could invest in.
- h) The NDP's recommendations for the implementation of BBBEE need to be expanded and further analysed to address the needs of young people.
- i) The NDP also calls for the introduction of mandatory targets for socio-economic development and job creation for all tenders with a value above R10 million. The private entities should adequately resource the Enterprise Development Fund of the National Empowerment Fund, and the agency should be strengthened to execute its mandate to transform ownership of the economy. The Fund should strengthen its support to small and medium-sized black enterprises, and expand the provision of finance and other support to new black industrialists and entrepreneurs. Besides providing financial support, it should also enable market access and remove administrative and regulatory burdens on small businesses.

Rural development and land reform for young people

- j) Young people living in rural areas often struggle to participate in the economy due to a lack of access to or availability of land, and poor economic and social infrastructure. They are also confronted with dualism in the rural economy – food security at a national level is controlled by white-dominated, large-scale commercial farming, and subsistence farming is largely Black-dominated and smaller scale. As a result, a traditional approach to rural development and improving farm incomes, by supporting forms of agro-processing, cannot be undertaken, because the country has a highly centralised, vertically integrated, agro-processing sector in relation to every key staple, and these value chains tend to exclude small/new/Black producers. Rural development strategies also need to take into account the lack of homogeneity in rural areas throughout the country.

5.3. Physical and Mental Health Promotion

To ensure that South Africa realises the health goals for the population, young people need to be supported with information, skills and services that help protect them prevent non-communicable and communicable diseases as well as mental health disorders. Health should be viewed holistically incorporating emotional and spiritual components. Children and adolescents are affected by multiple stressors including the effects of HIV on the family, parental substance and drug misuse, domestic violence and child abuse and neglect, poverty and family breakdown; poor peer relationships and academic pressure that expose young people to mental illness along the life

course. During transition into young adulthood, problems such as academic failure, alcohol use, vehicle crashes, interpersonal violence, discrimination and joblessness may negatively affect the sense of self and diminish young people's quality of life. Stigma hampers utilisation of available mental health and support resources. There are limited information and counselling services for children and adolescents but these may not be known or accessible to youth in disadvantaged and rural communities. They include ISHP services, community-based psychiatric services provided by NGOs, Childline and SADAG.

Proposed interventions

5.3.1 Promote sexual and reproductive health and rights

The sexual and reproductive health and rights of youth should be supported by both schools and the family to enable youth to have access to necessary information, to seek health care when necessary, and to practice positive behaviours.

- a) Values void of gender stereotyping and prejudices should be instilled in young people to foster a sense of inner-belief, self-respect and mutual respect, along with a deepened understanding human sexuality. Young people, especially girls and young women, need to be taught to be assertive when making decisions about sexual and reproductive health and rights, and to report violations of these rights. This is a core focus of comprehensive sex education and a responsibility of schools and families.
- b) Access to services and information related to sexual and reproductive health and rights needs to be expanded. Young people should be able to make their own decisions about their health care guided by non-judgmental and empathetic health, social and community workers.
- c) Barriers (self-imposed and contextual) should be broken down to allow people to utilise health care services, including through innovative approaches such as mobile health clinics to leverage health promotion and disease prevention campaigns: HIV counselling and testing and take an interest in personal health.
- d) Young people need to be protected from sexual and gender-based violence, sexually transmitted infections, substance abuse and unplanned pregnancies. Illegal cultural practices that abuse human rights need to be better policed and social determinants of health should be addressed; interventions that provide information and challenge taboos, myths, misperceptions, stereotyping and discrimination related to sexuality should be implemented.
- e) The skills and capacity of families and communities should be built so they can talk to adolescents about sexual and reproductive health freely and confidently using their home language.

5.3.2 Support healthy lifestyles

The general health of youth should be supported to combat disease and encourage healthy lifestyles.

- a) Physical education should be compulsory in every school, university and prison to combat lifestyle diseases such as diabetes and hypertension. Furthermore, communities should have recreational facilities, including gyms and sporting facilities. This will be coordinated by the Department of Sports, Arts and Culture and municipalities respectively. Green spaces and sporting and recreation facilities should be prioritised in integrated development plans.
- b) The number of social workers needs to be increased. For example, the Department of Social Development provides a scholarship for people studying to become social workers. Many of these trained graduates are not being absorbed into jobs despite the identified need for social workers in the country. The Department of Social Development should improve the absorption of social workers internally, and also by lobbying other Departments to absorb the social workers to deal with social issues pertaining to their sectors e.g. Department of Basic Education to absorb social workers to deal with issues affecting learners.
- c) The Department of Sport, Arts and Culture, together with the Department of Cooperative Governance and Traditional Affairs, should provide a plan on how sport and recreation facilities will be established maintained and protected from vandals.
- d) The Department of Basic Education, together with parents, should promote interpersonal and coping skills through better implementation of the National Life-Skills programme, as part of the school curriculum.
- e) Build the skills and capacity of families and communities to empower them to talk to adolescents about sexual and reproductive health freely and confidently using their home language.
- f) Community and institution-based young professionals, such as psychologists, social workers, youth workers, early childhood practitioners, and community-based workers must be employed to strengthen and intensify psycho-social support including family strengthening services to address youth problems such as depression and substance abuse.

5.3.3 Combating substance abuse among youth

To deal with the challenge of substance abuse and related illnesses affecting South Africans, including the youth, information on the effects of substance abuse should be made available, and appropriate government departments should implement effective substance abuse prevention programmes.

- a) The Departments of Cooperative Governance and Traditional Affairs; Sport, Arts and Culture and Public Works and Infrastructure should develop recreational facilities and diversion programmes that prevent people from becoming substance abusers.
- b) The South African Police Service should prioritise reducing the availability of illegal drugs. Alcohol should not be sold in proximity to schools and other facilities frequented by young people. Young people should monitor supplier trends and expose corruption in partnership with local police stations.
- c) Information on the adverse effects of substance use and risks of addiction should accompany alcohol adverts on television.
- d) The Department of Health should develop and implement protocols and practices for integrated diagnosis and treatment of substance dependence and co-occurring disorders.
- e) Laws and policies to facilitate effective governance of alcohol and drug supply chain need to be harmonised and enforced.
- f) Municipality by-laws dealing with restricting access to alcohol should be strictly enforced.
- g) Jobs relating to combating substance abuse should be created.

The departments of Health and Social Development, coordinated by the DWYPD, should lead the implementation of this section of the youth policy. An inter-ministerial committee on youth at risk (out-of-school youth, orphaned and vulnerable children and youth) should lead implementation of evidence-based interventions for primary prevention, early detection, treatment and rehabilitation.

Community and institution based young professionals, such as psychologist, social workers, youth workers, Early Childhood Practitioners, and community-based workers must be employed to strengthen and intensify psycho-social support including family strengthening services to address youth problems such as depression and substance abuse.

Adolescent and youth-friendly health services must be availed through mobile clinics, in public and private health facilities, as well as in schools, clinics and other venues, with adequate sexual and reproductive health services. Child Protection legal frameworks should be implemented in health facilities, on issues of rape cases, and teenage pregnancies.

5.3.4 Mental health promotion interventions

In relation to mental health in particular, South Africa should address the SDG Target 3.5 to “strengthen prevention and treatment of substance abuse (indicators: coverage of treatment interventions for substance-use disorders; harmful use of alcohol” and addressing interventions for adolescents and youth will reduce the burden of ill-health. The 4IR brings prospects for new business and care delivery models that can improve delivery of physical and mental health care, aided by digital technologies that may enhance affordable, accessible, high quality health care for all. For example, Mobile technology has become a platform for improving medical data and service delivery. In addition, illness detection and pharmaceutical production have most immediately benefited from digitisation.

More mental health institutions should be built and be given names that do not cause stigma to patients. Additionally, the basic package of support within the Presidential Youth Intervention should offer psychosocial and healthcare assistance to young people.

To conclude, the National Health Insurance is well on track to be implemented. This is a health financing system designed to pool funds to provide access to quality affordable personal health services for all South Africans based on their health needs, irrespective of their socio-economic status. The policy advocates for inclusion of youth not just as beneficiaries of the system, but as able contributors to its design and roll out. The NHI funding model will give effect to the three key principles of the NHI: universal provision of quality health care, social solidarity through cross-subsidisation, and equity.

5.4. Nation-building and social cohesion

The NDP predicts that in 2030 South Africans will live in a more cohesive society that cuts across the divisions of race, gender, space and class, and is more accepting of peoples’ multiple identities. Nation-building and social cohesion create unity of purpose, which is needed to overcome the obstacles preventing prosperity and equity. Young people must take the lead in realising the constitutional dream of a united, non-sexist, non-racial, democratic, prosperous and equal society.

The arts have a strong ability to support nation building – there is a real opportunity to bring narratives and experiences of different population groups together through the arts, remains largely under-exploited.

Proposed interventions

Creative and Cultural Industries (CCI) are major drivers of the economies of developed as well as developing countries. They are among the most rapidly growing sectors worldwide and should be promoted as one of the major avenues for job creation for South African youth, but also for nation building and social cohesion.

The creative industry to embrace and exploit benefits from the 4IR. For example, utilisation of Blockchain can redefine how artists are remunerated by acting as a platform for creators of intellectual property to receive value for their work (WEF, 2017). This minimises exploitation by intermediaries who insert themselves into the value chain between artists and their audiences. The entrepreneurship goes side by side with the Creative and Cultural Industries and should also be nurtured and promoted as a way of creating job opportunities for young people.

Besides, music, drama, film and cinema production, media, photography, fashion houses, stage plays and comedy and related performing arts are also among the fastest growing sectors of the Creative and Cultural Industries and need a lot of government support

South African youth have proven repeatedly that they can compete at all levels of the creative and cultural industries both locally and globally and their example should be emulated by others. For example, Trevor Noah’s programme was in 2020 watched daily by millions of fans across the globe. South Africa has produced a number of Miss World and recently, Miss Universe. The country also won the Rugby World Cup in 2020, to cap the spirit of triumph through collective efforts.

Young people must be encouraged to take the lead in realising the constitutional dream of a united, non-sexist, non-racial, democratic, prosperous and equal society. This is important for job creation.

Efforts must be ramped up to facilitate meaningful youth participation and awareness in sport, recreation, arts and culture, because strong civic competence guarantees social cohesion.

Government, private and civil society sectors must massify, institutionalise, and adequately resource the National Youth Service (NYS) to target 50 000 youth every five years. This is in line with many African countries such as Namibia, Kenya, Tanzania, where the Department of Defence is supporting NYS programme, to support the skills revolution in the identified priority areas and inculcate discipline and patriotism. To achieve this 50% of the identified training areas should be supported by the SANDF with ring-fenced SETA funding.

Nation-building and social cohesion create unity of purpose, which is needed to overcome the obstacles preventing prosperity and equity.

Creating and promoting opportunities for inter-continental collaboration between local South African youth and youths from other parts of the African continent. This can be through artistic and cultural heritage festivals, school exchange programmes and related activities that can foster understanding of African values beyond South Africa, but that can also allow South African youth to learn how youth in other African countries create opportunities for themselves in these areas.

Foster constitutional values

The Constitution is the starting point for building unity. Values contained therein include dignity, non-sexism, non-racism and the rule of law. These values provide the basis for a new South African identity, in which South Africa can overcome its history and build a society based on equality, freedom and dignity.

National symbols such as the flag, coat of arms and national flower help provide a common identity and as such should be known by young people. “National symbols often do not only represent the general concept of nation; but also condense the knowledge, values, history and memories associated with one’s nation” (Butz, 2007). Former President Mbeki summarised the role and meaning of South Africa’s coat of arms at its launch in 2000. “It is both South African and

African...It serves to evoke our distant past, our living present and our future as it unfolds before us...By inscribing these words on our Coat of Arms – !ke e: / xarra //ke [diverse people unite] – we make a commitment to value life, to respect all languages and cultures and to oppose racism, sexism, chauvinism and genocide”.

Youth should be exposed to positive constitutional values that promote a South African identity based on unity, freedom and equality.

- a) Young people should learn, internalise and practice the preamble to the Constitution, as it embodies what it means to be South African. The NYP supports the NDP proposal for the preamble to the Constitution be recited at all school gatherings, followed by the singing of the national anthem.
- b) All young people should familiarise themselves with the Constitution and the Bill of Rights and live the values contained in these. The Bill of Responsibilities urges young people to “accept the call to responsibility that comes with the many rights and freedoms that they have been privileged to inherit from the sacrifice and suffering of those who came before”.
- c) Student representative councils should push for transformation in schools and institutions of higher learning and ensure that their institutions develop and implement strategies to build a non-racial and inclusive culture, ethos and curriculum.
- d) The media should promote the ideals of non-racial, non-sexist and democratic South Africa in all their reporting.
- e) The Department of Sports, Arts and Culture should continue to make national symbols readily available in schools and institutions of learning. National symbols should also be prominently displayed in government buildings and where possible in private companies, in honour of the value of a united South Africa.
- f) The Department of Sports, Arts, Culture and Recreation should continue to strengthen and preserve structures that are geared toward nation-building and social cohesion such as the national art festivals and sporting activities.
- g) All structures should confront discrimination and systemic racism in order to contribute to nation-building, dialogue and healing. Ills such as racial prejudice, a breakdown in values, inequality in the allocation of resources and opportunities, as well as competition for scarce resources helps to fuel racism and xenophobia. Moreover, discrimination on grounds of sexual orientation, and homophobic violence are also major problem that need attention.

Young South Africans need to confront systemic racism within society.

- a) Campaigns focusing on raising awareness and changing attitudes and behaviour in relation to racist and xenophobic tendencies should be implemented. They should include familiarising young people with the National Action Plan for combating racism, hate crimes, xenophobia and other forms of intolerance and the Prevention and combating of Hate Crimes and Hate Speech Bill as well as related programmes. This social media campaign should be led by the NYDA, supported by the Department of Justice and Correctional Services, the Department of Sports, Arts and Culture, NGOs and community-based organisations. Other media such as radio, television and film can also be used to showcase what it means to be a South African living the values enshrined in the Constitution.
- b) Young people should educate each other by producing stories that facilitate healing, nation-building and dialogue. The media and the public broadcaster must give these productions airtime. In addition, commercial distribution networks must be incentivised to distribute and/or host art produced by young people that contributes to nation-building, dialogue and healing. The arts could be promoted by government (Department of Sports, Arts and Culture and the Department of Trade and Industry) and business by:
 - Providing financial and ICT support to young artists to enable them to create work that expresses nation-building and creates platforms for debates.
 - Creating incentives for commercial distribution networks to distribute art and host artistic events.
 - Developing and implementing practical interventions to support the arts and culture curriculum in schools.
 - Creating and promoting opportunities for inter-continental collaboration between local South African youth and youths from other parts of the African continent. This can be through artistic and cultural heritage festivals, school exchange programmes and related activities that can foster understanding of African values beyond South Africa

Fostering leadership and active citizenry

Youth leadership development needs to be actively supported. All members of society should be responsible for creating an environment that is conducive to the development of the next generation of leaders.

To lay the foundation for a young generation able to make the right choices, all citizens need to practice strong leadership.

- a) All South Africans should practice leadership qualities, including:
- The ability to lead by example and to follow rules that apply to everyone.
 - Honesty, integrity and trustworthiness.
 - The ability to agitate for transformation.
 - The capacity to innovate, manage change and build enough support to drive an essential and not necessarily popular agenda.
 - The ability to listen, especially to those with a different opinion, perspective or priorities.
 - The ability to create conditions that allow everyone to communicate in open dialogue. This requires tolerance, patience and openness to giving and receiving criticism.
 - The ability to promote meaningful inclusion by helping to overcome barriers associated with class, ethnicity, gender, disability and other factors of exclusion.
 - The drive to empower the otherwise powerless by building bridges to other sectors of society, including business, civil society and faith-based organisations (NDP, 2012).
- b) All South Africans, and the media in particular, should create opportunities for young people to do more than hear stories of great leadership or participate in skills development activities. Our nation should create contexts and relationships that allow young people to help form an equal society. Campaigns to encourage young people to belong to charitable organisations and actively participate in acts of solidarity should be held.

Government, business and non-profit organisations should help young people play authentic and meaningful leadership roles and remove barriers that prevent youth from having leadership roles.

Better implementation of the National Youth Service

The National Youth Service aims to reconstruct South African society by developing the abilities of young people through service and learning. The National Youth Service builds character and enables young people to give back to society. In addition, it addresses past racial segregation by enabling young people to share common space such that they recognise in each other common humanity. The NYDA should ensure that the National Youth Service is implemented across race and class.

For the vision to be realised, school sports should be compulsory and adequately resourced.

- a) Government should ensure that there are adequate, well-maintained sports facilities for the majority of the population.
- b) The youth should organise themselves into community clubs so that they can continue to play sports. This will make it easier for sport federations and government to help with equipment where necessary.

Young people's responsibilities

Young people are capable citizens who will not only demand services and resources from government and society but shall contribute to the transformation of the country and communities in which they live by always striving to better themselves and achieving their potential; working hard and honestly; performing acts of kindness; love of family and commitment to community peace and safety: If at school they must study and learn; if at work they must be professional and go the extra mile. Young people commit to taking advantage of the chances for youth development unveiled by government and its social partners.

Young people shall contribute to the building of the social fabric and fostering moral consciousness and responsibility by:

- Taking the initiative to develop themselves and those around them.

- Showing love, respect and care to themselves and others in particular the elderly, orphans, people with disabilities and other vulnerable groups such as women and children.
- Saying no to racism, sexism, xenophobia and other related intolerances
- Participating in the social compact initiatives of government and civil society that promote voluntarism, African values, traditions and heritage;
- Promoting values of tribal, racial and religious tolerance in their use of social networks and in the communities they live, play and work
- Protecting, maintaining and preserving environmental resources, public properties, symbols, signs and institutions
- Participating in decision-making processes such as voting and assuming roles of leadership in community structures
- Promoting and defending democracy, its values and institutions
- Participating in forums dealing with HIV and AIDS and other illnesses affecting society,
- Acting as guardians of community peace by participating in efforts to curb violence and criminality in their communities
- Being role-models to other youth if in leadership positions within community and other structures such as learning institution.

5.5. Effective and responsive youth development machinery

One of the key priorities of Government, as announced by the State President during the 2019 State of the Nation address, pertains to “A capable, ethical and developmental state”. In order to deliver impactful services and programmes, South Africa has a two-pronged approach to youth development, namely: it aims to mainstream youth development across various sectors and provide dedicated youth development platforms. This will require a collaborative and coordinated effort from key role players in youth development, as part of a social compact. The following institutions are essential to the implementation of this policy.

The Department of Women, Youth and Persons with Disability (DWYPD) is the standard bearer on key youth research, advocacy and mainstreaming. Through the Ministry and its youth development branch, the Department will advocate for youth responsive planning, budgeting, monitoring, evaluation and auditing (YRPBMEA) in all levels of society. To ensure better coordination and seamless integration, the Minister of Women, Youth and Persons with Disabilities will continue to be the custodian of the National Youth Policy. At provincial level, this concurrent function will be performed by the Premiers supported by the youth units in the Offices of the Premiers.

Furthermore, there are youth units across sectoral departments in all spheres of governments. They have been established to develop sector specific policies/ strategies, mainstream youth development within their policies and programmes, and to lead in conceptualisation and implementation of sectoral programmes and projects. At local level, there are youth offices charged with the responsibility of direct delivery of services to young people and ensuring that they are prioritised within the Integrated Development Plans (IDPs). All these structures will ensure implementation of the policy and the integrated youth development strategy as well as reporting against the indicators set in the M&E Framework, which will be founded on best practices. They will also ensure that the Youth Policy is integrated with government’s implementation programme as articulated in the Medium Term Strategic Framework for better monitoring, measurement of progress and or lack thereof.

To further intensify implementation of youth interventions, the NYDA was established through the National Youth Development Agency Act No. 54 of 2008. In terms of this act, the agency is mandated to integrate the youth into the economy, whilst promoting their interests particularly young people with disabilities. Important to note is that, the NYDA’s current mandate is broad and difficult to implement, particularly given the resource constraints. The NYDA Act is being amended to determine and enable the feasible role of the agency.

The South African Youth Council (SAYC) – an umbrella organisation that represents the interests and aspirations of young people – was established in South Africa in 1997 for that purpose. The SAYC has a wide range of member organisations and

performs an important role unifying different views into a common youth development agenda. One of its focus areas is ensuring that youth organisations participate in broader social issues. Of relevance to this policy is that even though the SAYC's role of being a "voice for the youth" is acknowledged, this organisation is not formally recognised and continues to face challenges, including lack of financial and human resources. These problems are pressing because they most directly affect the mobilisation of the youth sector. It is therefore imperative to have the SAYC formally recognised as an apex body for young people in South Africa. Its human and financial resources must also be strengthened to enable it to discharge effectively on its mandate. The SAYC will in turn be expected to strengthen the capacity of its member organisations.

The Presidential Working Group on Youth (PYWG) provides political support for the implementation of the NYP 2030 and its integrated youth development strategy. Led and chaired by the President, the PYWG serve a strategic platform for joint planning and reporting of progress in order to ensure accountability to the youth. It is attended by key stakeholders and young people across government, civil society, business and organised labour.

Finally, the Parliamentary Portfolio Committees for Women, Youth and Persons with Disabilities provides oversight over the Executive and the NYDA as a public entity. It continues to hold the parties accountable for youth development and empowerment.

The effective implementation of this policy depends on optimising intergovernmental relations between national, provincial and local government. All spheres of government need to work alongside the youth to involve them in planning and decision making; build connections between the youth, national priorities and local communities; challenge stereotypes depicting youth as a "social problem"; channel the energy, leadership and fresh perspectives of the population into social, economic, cultural and environmental renewal; and promote young people as active citizens who are able to tackle social problems and act on opportunities.

Nongovernmental and civic organisations operate independently of government and deliver direct and indirect youth development services. They operate internationally, nationally and locally and may be youth-led and/or youth serving. This policy acknowledges that many of these organisations play a critical role in providing youth development services.

The commitment of the private sector to youth development remains crucial, especially because youth employment is a key challenge for the sector. The private sector should prioritise the economic inclusion of youth by, for example, ensuring responsiveness of BBBEE codes to youth and by entrenching YRPBMEA. Joint planning and service provision with the private sector is also important. The Department of Women, Youth and Persons with disabilities should revive the functioning of a youth development forum – a coordinating structure for youth development made up of private sector, public sector and civil society stakeholders.

The youth affairs divisions of multilateral organisations also play an important role, including in the United Nations, African Union, the Commonwealth Secretariat and the Southern African Development Community. These structures commits member countries to have approved national youth policies and a national youth council or relevant body that serves as a voice for young people.

In addition, the Department is considering introducing the Country's Acceleration Strategy (CAS) in line with the African Union's Plan of Action for Youth Empowerment (APAYE) as articulated in the Africa Union's Agenda 2063. The CAS will ensure that the country is more focused and urgently implement flagship programmes that have the potential to be scaled up. These flagships must be high-impact and serve as points of focus and confluence for stakeholder mobilization, investment, actions and accountability. The existence of several partners in the youth empowerment landscape provides opportunities to leverage partner resources. Consequently, the partners' competing, overlapping frameworks and initiatives should be harmonized.

Lastly, the policy advocates for the strengthening of structures that help coordinate youth development at all various levels. These include a National Youth Development Coordinating Forum; Provincial Youth Development Youth Development Forums, and Local Government Youth Development Forums. The purpose of these forums is to bring together stakeholders in the youth development space for effective and joint planning, learning, collaboration and evaluation among other imperatives.

Interventions to protect and empower youth with disabilities

Universal access should be promoted, in the form of the removal of cultural, physical, social and other barriers that prevent people with disabilities from entering, using or benefiting from the various systems of society that are available to other citizens. Universal access is the only way in which individuals with disabilities can enjoy equal opportunities and benefits, and join mainstream society with their families and friends. It is the key to exercising civil, political, economic, social, religious and cultural rights in society.

Universal design is the design of products, environments, programmes and services to be usable by all persons to the greatest extent possible without the need for adaptation or specialised design, including assistive devices and technologies for particular groups of persons with disabilities where these are needed.

The 3rd of December is the International Day of Persons with Disabilities. The South African government adopted the theme, “Together building South Africa inclusive of Disability Rights – as outlined by the Department of Women, Youth and Persons with Disabilities #DisabilityInclusiveSA”. The following interventions are required:

- The public broadcaster should have a Deaf TV channel thus creating jobs for the persons with disabilities
- It should be mandatory for all buildings to have wheelchair ramps including health and educational facilities and places of worship
- Sign language (posters) are included in all public notices
- Public rehabilitation centres be made available to provide psycho-social support for those who were not born with disabilities and their families
- Employers consider that not everyone can type their CVs but also cater for those who can upload MP3 and pitch their CVs in audio recordings
- Youth with disabilities be able to access, on an equal basis with others, the physical environment, public transport, information and communication, as well as other facilities and services open or provided to the public, both in urban and in rural areas.

According to the 20-year Review Background Paper on Disability, South Africa needs to prioritise the strengthening and expansion of accessibility legislation and enforcement mechanisms across all sectors to align these with the obligations in the Convention on the Rights of Persons with Disabilities (CRPD).

- Accountability and enforcement-The polluter-pays principle should apply when public and private institutions flout constitutional entitlements and legislation that protect and promote the rights of persons with disabilities.
- Government departments, Parliament, provincial legislatures and Chapter 9 institutions need to strengthen their oversight roles in the field of disability. This requires the following:
 - Strengthening existing planning, monitoring and evaluation systems to track and report on inequalities and incidences of the infringement on rights of persons with disabilities across the government-wide planning, delivery, monitoring and evaluation systems.
 - Reviewing existing transversal, as well as sector legislation, to strengthen the prevention of discrimination against persons with disabilities, as well as enforcement when discrimination does occur.
 - Strengthening the capacity of organisations of persons with disabilities to advocate for the rights of persons with disabilities, and to monitor and act upon incidents of disability rights’ infringements.
 - The right to live independently and to be included as an equal citizen in one’s community requires partnerships between all sectors of society
 - Public-sector institutions and service organizations need to align their services at community level to provide the seamless support services required to realize this right.
 - against persons with disabilities, as well as enforcement when discrimination does occur.
 - Strengthening the capacity of organisations of persons with disabilities to advocate for the rights of persons with disabilities, and to monitor and act upon incidents of disability rights’ infringements.

- The right to live independently and to be included as an equal citizen in one's community requires partnerships between all sectors of society
- Organs of civil society need to become active agents of change in fighting discriminatory attitudes and belief systems that push persons with disabilities and their families to the margins of society.
- Voice of persons with disabilities, need to strengthen their footprint at a local level to empower persons with disabilities, to advocate for change, and to monitor and act upon rights infringements
- Disability employment targets should be reached by government, business and all other employers.

6. CONCLUSION

Lessons emerging from implementation of the NYP 2020 suggest that there is a need to respond to complex, increasing and changing needs of the youth. These must be implemented in an accelerated manner taking into account that youth is a developmental stage, and today's youth equally deserve to be empowered so that they can transit smoothly into adulthood. The National Youth Policy 2030 is aimed at addressing challenges faced by South African youth, and to create an environment that will enable them to fulfil their potential. The current National Youth Policy 2020 did not have a monitoring and evaluation framework to track implementation of the youth policy outcome and output indicators approved timeously. The M&E framework was later approved by Cabinet in April 2018. The NYP 2030 aims to have youth development programmes in place that respond to the challenges faced by the youth of South Africa and enable young people to have agency and take charge of their future. A data management system is also being considered to help promote ease of reporting and to improve accountability on the youth outcomes contained in the NYP2030.

The suggested interventions for improving access and quality of education and skills development include improving the quality of basic education through expanding the digital classroom programme and teacher training and introducing after-school care programmes, strengthening the curriculum. Special attention will be given to providing unskilled and uneducated youth with second-chance opportunities. There is a need to address the scourge of crime in schools.

The policy is promulgated in the era of the 4th Industrial Revolution. As such to accelerate economic participation, the NYP 2030's suggested measures include quality education and a skills revolution; industrial policy interventions to improve labour absorption in the economy; a specialised youth fund; interventions to support entrepreneurship; linking young jobseekers to employers; facilitating access to opportunities, business training and markets for youth-owned companies and cooperatives; work exposure measures to provide young people with opportunities to gain on-the-job experience; and improved public employment schemes. The recently announced Presidential Youth Employment Initiative is welcomed, while the implementation of redress measures such as BBBEE and land reform, are promoted.

To promote physical and mental health, proposed interventions include encouraging behavioural changes so that youth develop a good self-image, developing the skills needed to be assertive in making decisions about sexual and reproductive health and using laws, policies and recreational facilities to deal with the challenge of substance abuse, mental illness, suicides, etc., particularly among the youth.

The NYP 2030 calls for the expansion of programmes fostering leadership, active citizenry, leadership, and the living of values outlined in the Constitution to address social cohesion and active citizenry.

There is a need to strengthen and support the youth development institutions to effectively implement and monitor the policy, strategy and related programmes and services.

To ensure this policy is executed, an implementation strategy will be developed with clear targets that will be negotiated with the different stakeholders. An implementation evaluation will be conducted five years after the policy is promulgated. It will be followed by an impact evaluation in 2024 and 2028 in preparation for the final review. The implementation evaluation will show whether the policy is being implemented as planned and where improvements are needed. To ensure a good evaluation study is conducted, the NYDA will work with the Department of Women, Youth and Persons with disabilities to ensure data requirements are mapped and their collection is set immediately after the gazetting of this policy. Frequent progress reports on the implementation of the policy will be presented to Cabinet, including reports required by the multilateral organisations of which South Africa is a signatory to ensure departments and the private sector implement this policy.

Implementing these interventions in the next ten years will bring us closer to a South Africa in which young people and organisations achieve their full potential in the social, economic and political spheres of life, and recognise and develop their responsibilities to build a better life for all.

