



# Annual Report

2021/2022



NATIONAL YOUTH DEVELOPMENT AGENCY  
**OUR YOUTH. OUR FUTURE.**

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Compiled by the National Youth Development Agency - Reporting to the Department of Women, Youth, and People with Disabilities in the Presidency, Republic of South Africa

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**NYDA Executive Chairperson  
Ms. Asanda Luwaca**

## (i) Foreword by the NYDA Chairperson

The year under review was a difficult one, given the turbulent environment created by Covid 19 pandemic and the consequent economic downturn. This forced the government to realign some of its work and resources through amongst others, the Economic Recovery Plan aimed at stimulating the economy. Despite all these challenges, the NYDA was unwavering in its support for the programme. With the recent decline in the number of infections globally, we can only hope that we have withered the pandemic storm.

An important point to note is that without partners and stakeholder there is no NYSP. It is therefore important that we encourage and build relationships with all sectors of society. This is in line with the integrated and mainstreamed approach to youth development, which we have adopted as a country. We take this opportunity to thank all the sectors of society for supporting the programme and we also appeal to those not participating yet to do so.

In addition to creating opportunities for young people and developing communities, the NYSP incorporates social cohesion. With gender based violence and femicide (GBVF) persistent and on the rise, persistent racism and ethnicity, discrimination against LGBTQ+ community, and all other forms of political and socioeconomic discrimination, the NYS programme has encompassed these issues as part of broad government programme to foster social cohesion. It is imperative that programme are always responsive to the societal priorities.

Working with communities is another important leg of the NYS programme. It is through communities that we are able to identify their needs and to prioritise the needs identified. It is also important that communities feel that they are owners of these programmes rather than experiencing the programmes as an imposition from external role players. Mobilisation of young people also become easy with strong links with communities. Building strong relationships with communities is therefore very important for the success of NYS programme.

The NYDA has traverse the length and breadth of the countries meeting with communities. We can only build on the foundation that has been laid over the years of implementing the NYSP and incorporating lessons learn along the way.

We extend our gratitude to all stakeholders that participated in ensuring that the National Youth Development Agency through Jobs Fund is entrusted with an enormous task to deliver the Revitalized National Youth Service program.



**Ms Asanda Luwaca**  
**Executive Chairperson of the NYDA Board**



**NYDA Chief Executive Officer  
Mr. Waseem Carrim**

## **(ii) Preface by the NYDA Chief Executive Officer**

This report is intended to catalogue the work done by National Youth Service Unit (NYSU) in partnership with other stakeholders to implement National Youth Service Programme (NYSP) in the financial year 2021/2022. The report is partly to inform the public and the stakeholders about the achievements and challenges experienced in the implementation of NYSP. Reporting is also an accountability tool to showcase the work done and to document how resources mobilized from the public and private sectors were used. Most importantly, reporting helps us to reflect and learn from how we implemented the programme and to use the lessons to catapult the programme forward. The report can also be used to lobby institutions that are still not in the fold to come on board.

Given the multiple stakeholders involved in the implementation of NYSP, its success therefore hinges on competent and effective coordination, the task which the NYSU has executed with great diligence. The task of coordination was made easier by great working relations with all the stakeholders - for which we are very grateful. The uptake of the NYS programmes by young people was also impressive and commendable. Such responses by the youth are not only important for the success of the NYSP, but they also dispel the myth that young people are apathetic and do not want to participate in civic and community activities.

The strategic role of NYSP in the current political and socio-economic context facing young people cannot be emphasized enough. Eloquent accounts of the challenges facing young people in this country are in abundance. The scope and reach of the programme provides hope for youth development. The strength of the programme is that it targets multiple areas of youth development and its benefits accrues to the broader society through community work.

Mention must be made of the turmoil caused by Covid 19, which resulted in delays in the implementation of some of the programmes because of the subsequent curb in physical gatherings and movement. These disruptions mean that we should now double all the efforts to cover any short-fall that might have been created by the disruptions. To a large extent we were able to navigate the programme successfully responding to the challenges as we go with agility and flexibility. Difficult as the situation was, thousands of young people were still able to benefit from the programme. The changed environment also presented an opportunity to learn and to create new ways of implementing the NYS programme.

Without a doubt, the future of the National Youth Service Program looks bright in South Africa. Under the banner of the Presidential Youth Employment Intervention, a key policy and programmatic decision to revitalize the National Youth Service. In this regard R600 million has been set aside for the intake of 50 000 young people in the 2022 / 2023 financial year on a structured youth service program. The program to be implemented through the Presidency, NYDA and Jobs Fund will collaborate with civil society organisations with an already established track record of working with vulnerable and marginalized young people.

The core of the program will ensure that young people offer meaningful and quality service to their communities, receive income transfer at the National Minimum Wage and can grow their skills and employability. This is the largest backing that government has ever provided to

the National Youth Service program in South Africa's democratic history. By re-establishing service as the core component of the program, there is a clear view of impacting not only on the youth participants in the program but rather catalyzing change across communities across South Africa to ensure social cohesion and nation building.

As the host for the NYSU and overseer of the implementation of National Youth Service Programme (NYSP), the National Youth Development Agency (NYDA) has done all in its power to create an enabling environment for supporting implementation of the programme.



**NYDA Chief Executive Officer**  
**Mr Waseem Carrim**

## (iii) Acronyms

4IR	Fourth Industrial Revolution
BEEI	Basic Education Employment Initiative
BIG	Basic Income Grant
CCSA	Collins Chabane School of Artisan
COED	Cooperatives and Enterprise Development
COGTA	Cooperative Governance and Traditional Affairs
CRDP	Comprehensive Rural Development Programme
CWP	Community Work Programme
DALRRD	Department Agriculture, Land Reform and Rural Development
DBE	Department of Basic Education
DPME	Department of Planning, Monitoring and Evaluation
DPWI	Department of Public Works and Infrastructure
DSAC	Department of Sports, Arts and Culture
EAs	Education Assistants
EPWP	Extended Public Works Programme
ERRP	Economic Recovery and Reconstruction Plan
GBVF	Gender-Based Violence and Femicide
GDP	Gross Domestic Product
GDS	Growth and Development Summit
GEM	Global Entrepreneurship Monitor
GESI	GEM Entrepreneurship Spirit Index
GTAC	Government Technical Advisory Centre
HIV	Human Immuno-Deficiency Virus
HRDS	Human Resource Development Strategy
HSRC	Human Sciences Research Council
IDT	Independent Development Trust
IPID	Independent Police Investigative Directorate
IYDS	Integrated Youth Development Strategy
LGBTQ+	Lesbian, gay, bisexual, transgender and queer or questioning+
LGSETA	Local Government Sector Education and Training Authority
LTSEN	Learners with Special Education Needs
Narysec	National Rural Youth Service Corps
NDA	National Development Agency
NDP	National Development Plan
NEET	Not in Education, Employment, or Training
NPO	Non-Profit Organisation
NQF	National Qualification Framework
NSA	National Skills Authority
NSDS	National Skills Development Strategy
NYC	National Youth Commission
NYDA	National Youth Development Agency
NYP	National Youth Policy
NYS	National Youth Service
NYSC	National Youth Service Challenge
NYSP	National Youth Service Programme
NYSPF	National Youth Service Policy Framework
NYSU	National Youth Service Unit
PPP	Public Private Partnerships
PSE	Presidential Employment Stimulus





PSET	Post-Schooling Education and Training
PYEI	Presidential Youth Employment Initiative
PYS	Presidential Youth Service
QLFS	Quarterly Labour Force Survey
RDP	Reconstruction and Development Programme
RPL	Recognition of Prior Learning
SAAYC	South African Association of Youth Clubs
SAYC	South African Youth Council
SDF	Skills Development Fund
SETA	Sector Education and Training Authorities
StatsSA	Statistics South Africa
TVET	Technical and Vocational Education and Training
TYPP	The Young Patriots' Programme
YARD	Youth in Agriculture and Rural Development
YES	Youth Employment Service



## 1. Background & Overview

# 1. Background and overview

The National Youth Service (NYS) was introduced in South Africa in 2003 with the aim of fostering patriotism and nationhood while teaching the youth life skills and encouraging community service underpinned by volunteerism. To achieve these goals, NYS provides a structured way of learning while exposing the youth to experiential learning through community service. As an envisaged exit, the NYS programme aims to link participants to formal employment opportunities or further education and training opportunities or business opportunities upon completion of the programme. Active citizenship, patriotism, and social cohesion, which the NYS seeks to entrench to strengthen democracy, are important outcomes contemplated in the programme. Volunteerism, which research has shown that it helps young people to build social capital, leadership skills and to develop certain soft skills that are necessary for employability and for participation in civic matters, is an important component of NYS.

The developmental efficacy of the NYS as an approach is that the benefits from the programme do not only accrue at the individual level only, but they also accrue at community and societal level. Its ability to mobilise huge resources, its scope and its reach are some of the powerful elements of the programme. This is important given the country's transformative agenda intended to improve the lives of the majority of its citizens, which can only be done successfully through impactful large scale programmes. To achieve the aspirations of the NYSP, the National Youth Service Unit (NYSU) was established and mandated to work with public, private and civil society to create an institutional delivery mechanism to facilitate the realization of the objectives of NYS. The rationale for the multi stakeholder involvement is that the magnitude and multidimensionality of youth challenges cannot be dealt with through small and isolated interventions.

Strong policy framework is necessary for the success of programmes like NYSP. Over the years a repertoire of policies and legislation that enables the implementation of the NYSP have been developed. At national level these policies include, but not limited to:

- The Constitution of the Republic of South Africa, Act 108 of 1996
- The Green and the draft White Papers on the NYS
- The National Youth Service Policy Framework
- The National Youth Development Agency Act, No. 54 of 2008
- The National Youth Policy 2030
- The Integrated Youth Development Strategy (IYDS) 2020-2025
- The National Qualifications Framework (NQF) through the National Qualifications Framework Act No. 67 of 2008
- The Skills Development Act no. 97 of 1998
- National skills Development Strategy (NSDS)

Ultimately, all these policies and the intervention programmes are intended to deal with the many challenges that are faced by young people today. To provide context, the 2021 Mid-year Population Estimates put the South African population at just over 60 million. Of this about 37,5 Million (just over 62%) are below the age of 34 years, of which just over 20,6 Million (about 34%) are between the ages of 15 and 34 years. These figures tell us that South Africa like many African countries has a youthful population. The implication being that more resources need to be channeled to youth development, not only because of numbers, but also because the youth are more vulnerable compared to adults. Most importantly, economists and demographers have shown that investing in young people has enormous benefits for

everyone in society through the demographic dividend an economic benefit derived when the productive and economically active population is more than the dependent population. Therefore, youth development is important and necessary for the execution of the country's development agenda expressed through the National Development Plan (NDP).

Limited participation of the youth in the economy is one of the main challenges facing youth development. Data from Statistic South Africa shows that in 2021 there were about 9,2 Million youth aged between 15 and 34 years who were Not in Education, Employment, or Training (NEET). This is substantial given that the total number of youth in this age category are 20, 6 Million – meaning that those who are classified as NEET constitute about 44,66% of the youth in the age category.

Another key manifestation of limited youth economic participation is the high and ever-increasing level of youth unemployment. According to the 2021 fourth Quarter Labour Force Survey (QLFS), the unemployment rate for youth aged 15-24 years was at 66,5% (expanded 77%), at 43,5% (expanded 54%) for those aged 25-34 years old – this is as compared to national unemployment rate of 35,3% (expanded 46,2%). Even more concerning is that available data indicates that in the last five years unemployment rates have been on the rise. Furthermore, unemployment rates amongst graduates, who for some time were least affected by unemployment, has also been increasing – currently at 11,8%, a slight decrease from 2021 3rd quarter's figure of 12,5%. This suggests that even those with higher education qualifications are gradually feeling the pinch of unemployment.

Youth participation and success in entrepreneurship is another measure of youth participation in the economy. The indexes that are used to measure youth entrepreneurship show a low level of entrepreneurship uptake and high failure rate of youth entrepreneurship in South Africa. The indexes include amongst others GEM Entrepreneurship Spirit Index (GESI), which measures entrepreneurship spirit through the entrepreneurial awareness, opportunity perception, and entrepreneurial self-efficacy indicators, puts the South Africa amongst the lowest youth entrepreneurship uptake globally. Total Early-stage Entrepreneurial Activity (TEA), which is another index, show that compared to the rest of the African continent, South African is still has room to improve.

Furthermore, the South African government's program to entrench and support entrepreneurship was rated very low at number 50 out of the 54 countries in a study conducted by GEM in the 2017/18. Which suggests that a lot still need to be done to buttress interventions in the entrepreneurship space. The slow growth in our Gross Domestic Product (GDP), linked to the global economic downturn and magnified by the aftermath of Covid 19, does not make the situation any easier.

In addition to survival issues mentioned above, NYSP takes on board issues of social cohesion, which are very important at this point in our history, characterised by inequalities, violence, and prejudice. The challenges of gender based violence, racism, sexism and other forms of discrimination are well documented. Dealing with the complex matrix conjured by certain attributes (like gender), discrimination and inequalities to disadvantage certain sections of the youth is important for social cohesion, a sense of nationhood and youth development. There is a good chance that NYSP, supported by amongst others, the Integrated Youth Development Strategy (IYDS), could present a golden platform for holistic youth development.

The implications of the demographic and socio-economic dynamics painted above are that investment in youth programmes need to be intensified to match the huge need. Amongst the many interventions to respond to youth needs, the NYS programme is the most up

scalable, most cross-cutting and it provides a platform for all institutions that wants to make a contribution to youth development through the programme. In general, the full potential of the NYS programme has not been exploited fully.

## 1.1 Strategic outlook of the programme

The National Youth Service programme is underpinned by an overarching objective of promoting and entrenching a culture of service to society while arming young people with occupational and life skills. Strategically, NYSP intends to foster a sense of nationhood, patriotism, civic responsibility and social cohesion through learning programmes and through service to communities. This is done in the context of the youth development philosophical approach of mainstreaming and integration that South Africa has adopted. The philosophy is based on the understanding that youth development is multifaceted and therefore should be driven by all institutions of society and that it should deal with the youth needs in all sectors. In addition, NYS is a shift from moribund conceptions of youth as a problem that adult must solve, to an understanding of youth as a resource able to make meaningful contribution to society.

The latter understanding of youth has potential to instill a sense of pride and confidence in young people as it provides a platform for them to participate as agent of their own development and to take their own destination in their own hands. Furthermore, an approach that acknowledges youth as a resources and agents of change, enables youth to take ownership of NYSP. Research shows that developmental interventions are more likely to be successful if targeted populations are active participants and take ownership of such interventions.

## 1.2 The South African National Youth Service Model

There are many countries in world that are implementing NYS and their models are framed based on their local political and socio-economic conditions, and peculiarities. In South Africa, the National Youth Service (NYS) model is premised on the recognition that young people require interventions that address the personal, social and economic aspects of their lives in a holistic manner. To make the NYSP to be focused, contextual and purposeful, the programme model in South Africa is built around the following key elements:

- **Character building & development and training** - the provision of structured training that includes accredited technical skills training, life skills, personal and leadership development.
- **Service** - exposure to a community service or work placement that benefits communities while young people gain practical experience in line with the training.
- **Exit opportunities** - access to sustainable economic opportunities such as formal employment, self-employment and further education and training.

### Category 1:

This category targets unemployed youth who are not in education and training. These may include vulnerable youth and young persons with disabilities. The NYS participants are engaged in service programmes that have a minimum period of one year. Unemployed youth acquire skills and occupational experience, career guidance as well as an attitude of being lifelong learners while they serve their communities. This would in turn strengthen their social inclusion, social capital and employability.

### Category 2:

This category focuses on voluntary services offered by the soon to be professionals who are students at tertiary or higher learning institutions. The soon to be professionals are given the opportunity to give back to communities. In the process of providing service to their communities they gain occupational or practical work experience to improve their chances of being employed. They are also afforded an opportunity to learn about real workplace settings and be mentored by more experienced professionals. The attitude of being lifelong learners is also instilled.

### Category 3:

In this category, the youth who have just completed their matric or Grade 12 and wish to take their “gap year” undertaking community service in their own communities, will be targeted. This category is also aimed at absorbing youth who have not gained admission to institutions of post school training or are not decided on their career choice or those who do not have funding to pursue their studies. Attributes of service and lifelong learning are combined with character building to equip them for successful transitioning into the next stages of their lives. Career guidance will also be built into their development and learning.

#### 1.2.1 Vision

To foster a spirit of nation-building by inculcating a culture of service, a common sense of nationhood, engendering a new form of patriotism as well as promoting intergenerational understanding

#### 1.2.2 Mission

To contribute to reconstruction of the South African society by developing abilities of young people through service and learning. The desired outcome of the NYSP is to promote a culture of patriotism, civic awareness, nation building, and fostering social cohesion.

#### 1.2.3 Values

- The promotion of a common sense of nationhood
- Inclusiveness
- An integrated and holistic approach to youth development

### 1.3 NYSP goals and objectives

- To inculcate a culture of service by supporting youth to participate constructively in nation building;
- To inculcate in young people an understanding of their role in the promotion of civic awareness and national reconstruction;
- To develop the skills, knowledge and ability of young people to enable them to make the transition to adulthood
- To improve youth employability through opportunities for work experience, skills development and support to gain access to economic and further learning opportunities; and
- To harness the nations untapped human resource and provide a vehicle for enhancing the delivery of the country’s development objectives, especially to disadvantaged and underserved communities.

## 1.4 Groups prioritised by the national youth service

The NYSU recognises that the youth are diverse as they are characterised by multiple identities and different socio-economic backgrounds. Therefore, their needs are not necessarily the same. Whilst the NYS programmes seeks to reach all young people, based on our analysis, the following groups of young people are more vulnerable and therefore are prioritised, given limited resources at the disposal of the programme.

- Education students,
- Further Education and Training students,
- Unemployed young people and
- Youth in conflict with the law.

The specific criteria to select young people to participate in the programme is set out below:

- Young person between the ages of 18 - 35 years
- Currently unemployed (cannot leave an existing opportunity to join Youth Service)
- South African citizen
- Registered on the National Pathway Management Network, SAYouth.Mobi (all recruitment will be done transparently through SAYouth)
- Motivation to be part of the program should be submitted.
- In addition, the following will apply in the recruitment of participants:
- Fair gender split on recruitment must be achieved. The minimum target is 50%
- Representation of youth with disabilities must be achieved. Minimum target of 2% must be achieved
- Representation of diversity of race groups should also be achieved





## 2. Reporting Structures



## 2. Reporting Structures

### 2.1 National Youth Service Unit (NYSU)

The National Youth Service Unit (NYSU) is located in the National Youth Development Agency (NYDA). Currently, the National Youth Service Programme (NYSP) institutional arrangements are expressed in the National Youth Service National Coordination Framework, which was approved by the Cabinet in 2017. The framework places the NYSU at the centre of the programme as the coordinator and as the provider of secretariat support. This put enormous responsibility on the shoulders of the NYSU, effectively making it an engine room for the programme. The coordination function, which is intended to create and maintain an integrated national delivery mechanism for NYS, is supported through a Steering Committee constituted for that purpose.

It is composed of various stakeholders (see below). Whilst the Steering Committee meets occasionally to look at strategic matters, the NYSU is more hands on, involved in daily activities of the NYSP. An integrated national delivery mechanism, which the NYSU is responsible for, is not only important to ensure smooth running of the programme, provide technical training and, assistance in developing appropriate models in accordance with existing NYSP norms and standards, but is also vital in engendering a uniform approach to NYS. The following documents that are central to a uniform approach to NYSP:

- NYS Coordination Framework,
- the NYS Norms and Standards
- the NYS Booklet for NYS Participants

Amongst other responsibilities, the NYSU is tasked with lobbying state organs, private sector organisations, and the civil society to implement the NYS programmes. This is a key function as the success of the programme is dependent of participation by multiple stakeholders. In addition to lobby and advocacy function, the NYSU has a responsibility to register programmes that meet the NYSP criteria and to facilitate their accreditation through the relevant sector education and training authorities (SETAs) where necessary. This is important in that the registered programmes will be identifiable as the practice of registering them removes the arbitrary labelling of programmes as NYS programmes even though they do not meet the criteria. And registration of programmes also enables the NYSU to report, coordinate and support those programmes.

These functions require the NSYU to develop certain competencies and structure at national and provincial levels. These will include amongst others an information system to register and document the programmes, and a competent lobby and advocacy team that is able to engage organisations at all levels. To this end, the NYSU national office has a team dedicated to lobby and advocacy and it is working on improving the current information management system. Locating the NYSU in the NYDA proved to be strategic in that it minimises creating unnecessary duplication and silos, and therefore makes coordination easier. Over many years, the NYDA has accumulate a wealth of experience in coordination of youth programmes. The experience also extent to designing, implementing and evaluating youth development programmes. This experience was deployed to effectively and efficiently support the NYS programme. In addition, the location of the NYDA in the Presidency further provides an advantage for the NYSP.

The task at hand is monumental and as such requires more resources. The NYSU is currently stretched to the limit and can greatly benefit from more human resources as it executes its role as the engine room of NYSP.

## 2.2 NYS Reporting Structure

Clearly, defined roles and responsibility for the stakeholders in the NYS programme is central to the successful implementation of the programme. Whilst the NYS programme by its nature has a national outlook, we recognize the importance played by provincial and local spheres of government, and regional organisations. Many of the NYSP are executed by provincial governments. Amongst the many examples is the role played by the North-West Department of Social Development, for instance. To support all programme in the provinces, the NYSU has appointed NYS Provincial Coordinators. Ideally, this decentralised model is more likely to be effective and efficient as it operates closer to the communities and have a better grasp of the geographical and demographic dynamics of the communities.

However, the involvement of different spheres of government in NYSP is determined on a programme by programme basis. Each programme will also detail how it will be run and what the role the NYDA is expected to play in the programme. In some cases, the agreement allows the NYDA to directly run the programme, in other cases the programmes are run jointly by the NYDA and partners, and in other cases the programmes are run by the partner reporting to the NYSU and the Steering Committee. The execution of NYSP is guided by the institutional arrangements for the programme, which are set out below:

- The Presidency is the coordinating institution for the Employment Stimulus and the Presidential Youth Employment Intervention
- The Department of Women, Youth and Persons with Disabilities is the Executive Authority of the NYDA and will exercise oversight over the Agency and the program. The Department will ensure that the program design is in accordance with the National Youth Service Coordinating Framework, The Department will ensure reporting to the Youth Sector through the National Youth Coordinating Forum
- A National Youth Service Working Group will be established by the DWYPD and the NYDA which will include all Government Departments already implementing youth service
- The NYDA is the Accounting Authority for the program and will ensure full accountability and reporting for the program including incorporating into the Five Year Strategic Plan and the Annual Performance Plan
- Given the scale and size of the program, GTAC will support NYDA in the Fund Management of the program
- The Office of the Chief Procurement Officer and the National Treasury have approved in writing the institutional arrangements.

The NYSP Steering Committee, which is chaired by the NYSU is a key structure that plays a critical role in the execution of the programme. The scope and nature of NYSP requires an adept Steering Committee that can advise and steer the programme in the right direction. It also gives the other stakeholders beyond NYSU a sense of ownership of the programme through their participation and it is also an acknowledgement that NYSP is bigger than any entity. The committee draws from a diverse spectrum of institutions, which is one of its key strengths. Its composition and responsibilities are detailed below.

### 2.2.1 Members of the Steering Committee

1. Department of Women, Youth and People with Disabilities
2. Department of Human Settlement
3. Department of Education
4. Department of Public Works
5. Department of Cooperative Governance
6. Department of Social Development
7. Department of Sports Arts and Culture
8. Department of Agriculture, Land Reform and Rural Development
9. South African Association of Youth Clubs
10. Youth Build South Africa
11. South African Youth Council
12. Harambe
13. City Year

### 2.2.2 Roles and Responsibilities of the Steering Committee

As the key driver of the NYSP, the National Steering Committee of the NYS is tasked with the following roles and responsibilities:

- Oversees the implementation of the NYS
- Mobilisation and support for NYS implementation
- Identify resources (political capital & partnerships)
- Give support & direction to all stakeholders (at national, provincial & local levels)
- Guide the development & implementation of a Monitoring & Evaluation strategy
- Guide the development of a 'National Youth Service' brand and awareness raising strategy
- Give guidance on the development of NYS implementation strategy
- Guide and establishes Provincial Steering Committees of NYS
- Receive reports from the Provincial Steering Committees
- Recommend the appropriate tools and templates for NYSP implementation
- Recommend the appropriate tools and templates for NYSP implementation

These roles and responsibilities are subject to constant review by stakeholders to align and to fortify them so that they can be fit for purpose. Figure 1 below is a graphical representation of the composition and functioning of the NYSP Steering Committee.



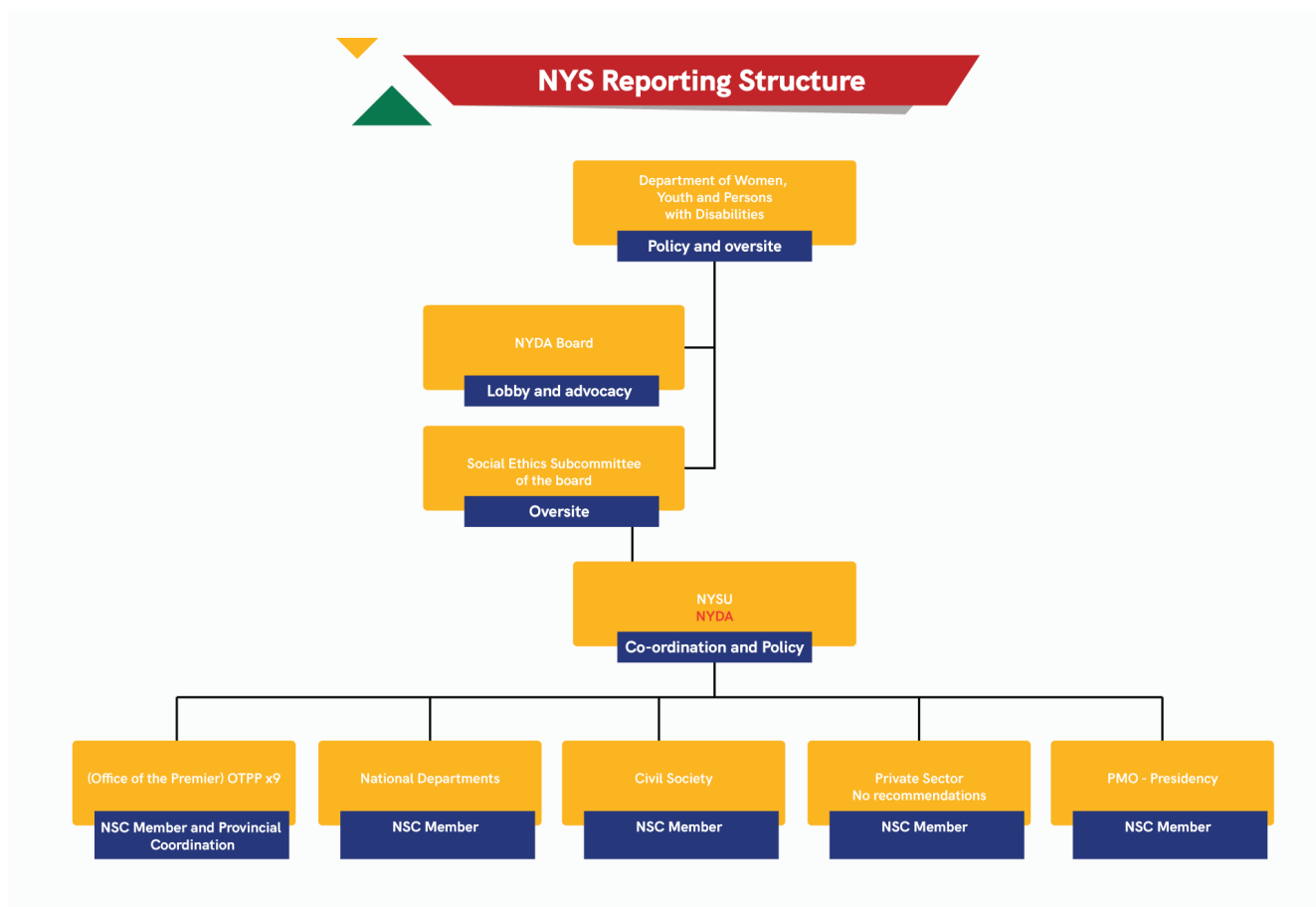


Figure 1: NYS Reporting Structure | Source: NYDA

By virtue of being the coordinator of NYSP, the NYSU chairs the Steering Committee. As the chair of the Steering Committee, the NYSU has the following responsibilities:

- Sets the agenda for each meeting.
- Ensures that agendas and supporting materials are delivered to members in advance of meetings.
- Makes the purpose of each meeting clear to members and explains the agenda at the beginning of each meeting.
- Clarifies and summarises what is happening throughout each meeting.
- Keeps the meeting moving by putting time limits on each agenda items
- Ends each meeting with a summary of decisions and assignments.
- Follows up with consistently absent members to determine if they wish to discontinue membership.
- Finds replacements for members who discontinue participation.

The Steering Committee reports to the NYDA board through the Social and Ethics committee of the Board. It is expected to provide periodic reports in line with the Social and Ethics Committee's calendar of meetings. The last meeting of the Steering Committee was held in October 2021, where reports from various stakeholders were shared, not only for updating the committee members, but also to encourage sharing of best practices.

### 2.2.3 Implementing agencies

Some programmes are implemented through implementing agencies contracted for that purpose. The main target is the non-profit organisations (NPOs) run by the youth or rendering

services to the youth. This is aimed at empowering these entities and provide a platform for the entities to showcase their contribution to youth development. The NYSU's responsibility is to provide technical support, training and to assist implementer to develop NYS models that are in line with the norms and standards of NYSP. For this important role that is played by implementing agencies, it is important that appropriate agencies are selected to ensure that NYS programmes are diligently and efficiently implemented. The criteria set to select implementing agencies, to ensure high quality implementation states that the agencies:

- Must demonstrate own capacity to engage at least 3,000 youth (for 6 months) in Community Service activities or the ability to crowd in and manage a consortium of entities which can successfully assist in meeting the target of 3,000 youth per year
- Must have been registered as an NPO (NGO, CBO or FBO) with the Department of Social Development on or before 1 January 2018 (all requisite certificates and proof of registration will be required). Applicants must be in full compliance with administrative requirements (including Tax Compliance Status);
- Must have audited Annual Financial Statements (AFS) covering at least 3 years
- NPOs must have existing funding contracts that secure at least 75% of existing business over next 2 years;
- Must have existing budget for work with excluded young people & must have a track record of more than three years of technical experience in the area of interest. Evidence of this will be requested
- Must provide their programme content (this and all other information will be managed confidentially and will only be used for assessment of the application)
- Must able to start implementation immediately

Implementing agencies are expected to submit progress reports to the NYSU in line with their contracts. This will enable the NYSU to provide relevant technical support to the appointed entities.

## 2.3 National Youth Service Provincial Summits

Provinces play critical role in the implementation of NYSP and for this reason the NYSU constantly engage them. The existence of suitable and standardised guidelines and procedures that are responsive to the needs and provides clarity of formulating coordinating structures within public, private and civil sectors, conducting outcomes-based planning needed to demonstrate impact and value for money. The use of implementation forums will greatly assist with pulling resources towards one common goal, and using existing coordination structures and partner with youth led formations such as South African Youth Council (SAYC) – Youth in Agriculture and Rural Development (YARD) – and others to strengthen implementation and monitoring of the program. Although provincial summits are not a statutory requirement, their role is central to implementation of NYSP. They are a source of vital information, a sounding board, and a source of critical analysis, and review of the NYSP.

The National Youth Service unit concluded the summits across all nine provinces on the 18th of January 2022. The report from the Summits are meant to contribute towards the review of NYS Coordination Framework, the NYS Norms and Standards as well as the NYS Booklet for NYS Participants. Information captured from these Summits will be used to feed into the NYS National Summit. The detailed report is available from the NYSU. The objectives of the submits were:



- NYDA to provide update and feedback on revitalised NYS, its rationale, alignment with existing policies and frameworks, processes and requirement for participation
- Implementers to share their experiences of implementing NYS
- All delegates to review elements of NYS model, identify challenges and discuss programmatic solution on how to improve implementation, and generate an action plan

The issues and themes that emerged after the debates at the nine (9) summits were multi-faceted. Primarily the debates centred on the competing priorities where the NYDA has an overarching mandate to coordinate and mainstream youth development in all spheres, and will now be playing a government lead function on the Presidential Youth Service and will require to be aligned with the NYS policies. It came as no surprise that COVID-19 pandemic featured top of the discussion topic with pleasant and heart-warming testimonies of how stakeholders collaborated and shared their limited resources and expertise to remain relevant and render essential services.

Given the depressed economic situation that forced companies to restructure and consolidating resulting in retrenchment of workers, it has become more important than ever to focus on entrepreneurship - supported through mentorship and business planning and linkages to the market.





### 3. Partnerships

## 3. Partnerships

Although partnerships do not necessarily form part of the legal machinery put in place to execute NYSP, their existence is an integral part of implementation of the programme. This is because the concept of national youth service in South Africa is built and driven by participation by multiple institutions. Partnerships are therefore central to the South African NYSP model. For this reason, part of the work of NYSU is to mobilise institutions in the public, private and civil society sectors to create partnerships and to encourage them to be part of the programme. Furthermore, massification of the programme, which is at the core of the success of the programme, can only be achieved through participation of multiple institutions.

Most importantly, these partnerships come with a broad spectrum of experiences and expertise, which provide opportunities for NYSP stakeholders to derive maximum benefit and to learn from each other. Partnerships are also important in that they enable leveraging of resources to support NYSP from a diverse pool of partners. Since its inception NYSU had various partners, but in the report we will focus on those partnerships that were active in 2021/2022 financial year.

### 3.1 The Flemish cooperation

As part of broad cooperation between South Africa and Flanders, the NYDA has partnered with the Flemish government to support youth programmes. This cooperation which started during the NYDA's predecessor, the National Youth Commission (NYC), has had remarkable achievements in the youth development space particularly in youth volunteerism. The Flemish Steering group, which is chaired by the Flemish youth officer and composed of JINT youth association, youth workers, and experts on various youth development aspects, was central to the success of this partnership. From the South African side, the NYSU has been the key player responsible for driving the partnership.

The success of this cooperation has largely been attributed from strong administration from both partners and to cordial, but effective communication. Clearly defined roles and responsibilities based on mutual agreement are also critical to the successful operationalisation of the partnership. To this end, a set of protocols are in place to maximize the cooperation.

Amongst the protocols are:

1. the successive cooperation agreements, setting out the reciprocal commitments of the two countries.
2. the bilateral consultation occasions (in Flanders: A Subcommittee Youth (as part of the Joint Standing Committee Flanders - South Africa).
3. reciprocal visits, exchanges, missions, participation in European conferences and seminars, etc.
4. formal communication.
5. reporting, including statements of account, payments, etc
6. exceptionally: the visit of a Minister

The budget for 2020 was seating at R 2000 000 with each one contributing 50%. The total spending of R515,625.00 on capacity building of NPO's for this financial year due to COVID-19 that the NYDA has been given the go-ahead to spend in 2021/22 financial year. One of the



many achievements of this cooperation is the opportunity it offered for both countries to learn from each other on how to consolidate and improve on youth development. Perhaps to expand on these kinds of cooperation, the model used for this cooperation can be replicated.

### 3.2 Department of Sports, Arts and Culture

The agreement between the two institutions places the implementation role on the shoulders of the NYDA. The cooperation specifies the following roles and for both the DSAC and the NYDA:

- The DSAC is to allocate and timeously transfer funds to the NYDA for the implementation of project activities.
- The Department is also to mobilise and activate its institutional structures in provinces to allow for seamless rollout of the activities.
- The NYDA is to assume overall coordination of the project and account for all the funds dispersed to it.
- The organisation is also expected to provide narrative reports to give account of the work done with challenges and recommendations (TYPP performance information below).

### 3.3 Independent Police Investigative Directorate

One of the areas that the NYS seeks to deal with is youth in conflict with the law. The partnership is informed by the desire on the part of both NYDA and IPID to involve young people in combating crime (see performance information below)

### 3.4 Cooperative Governance and Traditional Affairs

The Community Work Programme (CWP) was established to provide an employment safety net to eligible members of target communities by offering them a minimum number of regular days of work each month. The programme targets unemployed and underemployed people. The stipends participants receive supplement their existing livelihood means and provide them with a basic level of income security. They also assist those whose livelihood activities are insufficient to lift them out of abject poverty (see performance information below).





**4. Performance  
information  
(2021/2022)**

## 4. Performance information (2021/2022)

Performance information is the key feature of this report as it is not only important for accountability and transparency, but is also vital for effective management, planning, budgeting, implementation, monitoring, evaluation and reporting of the National Youth Service Programme's impacts and outcomes. As a caveat the information may not be as comprehensive as possible because of the plethora of programmes running under NYSP, which the NYSU does not necessarily have control over their reporting. The reporting timelines may also be different meaning that some of the information may be available later when the NYSU has already completed its reporting. However, processes are underway to ensure that reporting is aligned.

### 4.1 NYSU internal targets for 2021/2022 financial year

The NYSP has set a target of 250000 enrolled youth in the next five years. In pursuit of the target, in the 2021/22 the NYSU has set itself the following annual targets:

- 40 organisations and departments lobbied to implement NYS
- 30 000 young people participating in NYS Expanded Volunteer Projects
- Production of this report to report broadly on the NYSP beyond NYDA targets

The 2021/2022 financial year has been hectic because of the havoc caused by Covid 19 pandemic, stifling programmes. This has slowed the implementation of some of the youth development programmes. Nevertheless, a total of 30000 was enrolled in the NYSP during the financial year under review.

### 4.2 NYSU Performance information

This section reports on the activities of NYSU specifically as opposed to the overall NYS programme. It refers to targets set in the NYDA annual performance plan.

#### 4.2.1 Lobby and advocacy

NYSP as a programme can only function optimally with the participation of public, private and civil society institutions. It is therefore important that the NYSU bring as many of these on board as possible through lobby and advocacy.

#### 4.2.2 NYS Expanded Volunteer Projects

The scale and reach of the NYS programme is central to the impact and success of the programme. Therefore, mobilisation of young people to participate in NYS is an important activity intended to massify and to realise the objectives of the programme.

### 4.3 NYSP Programmes performance information

The NYSP is essentially a conglomerate of programmes brought together by a common need to empower young people through skills, work experience and civic education while contributing to communities through volunteer community work. Although the mission of these programmes is similar, the programmes run independently. So, this section presents performance of individual programmes.

## 4.4 The Young Patriots' Programme (TYPP)

The Young Patriots Programme (TYPP) is the Department of Sports, Arts and Culture (DSAC) programme in partnership with the National Youth Development Agency (NYDA). In short the programme intends to cultivate patriotism, volunteerism and social cohesion, and its specific objectives amongst other are:

- To engage South Africa's Youth in community development as active citizens through meaningful youth participation and opportunities by providing service for their country.
- To promote social cohesion and nation building amongst young people as they become more conscious and take pride of their nationality.
- To educate the youth about their history, heritage and the role played by young people in the struggle for national liberation and thereby appreciate South African democracy today
- To encourage dialogue (intergenerational), debates, discussions and conversations about the challenges that confront the youth of today and how they can take forward the of their struggles today in a positive manner
- To establish a Young Patriots movement and network throughout the country, South Africans on the Continent and in the African diaspora
- To create a new cohort of Youth Leaders who are aware of their country's past, are innovators and with this are self-confident, fearless and are ready to serve their country

Figure 2 below summarises the activities and achievements of the programme in the 2021/2022 reporting period. In total 294 young people were recruited into the TYPP with 38 resigning and 20 replacements made. At the end of the programme 279 young people remained in the programme. The figure also shows that the majority of those recruited in the programme are females (56,8%). This is a positive development given that at all levels of society, it is young women who are more disadvantage than young men.

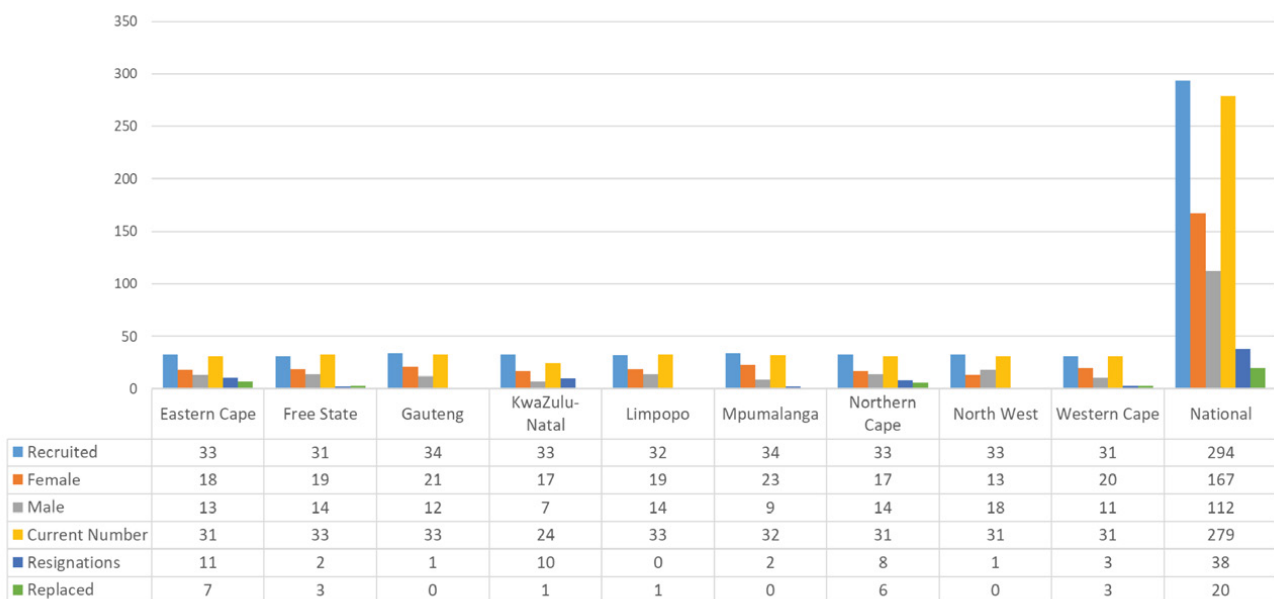


Figure 2: Participants in TYPP 2021/2022 financial year | Source: Internal Report

#### 4.4.1 Challenges and Lessons

Of all the challenges Covid 19 was the biggest as at some point it literally disabled the programme through for example closure of office because of individuals testing positive. In fact, in 2020/2021, the programme had to be temporarily suspended because of Covid 19. One of the challenges that the TYPP faced at the beginning was late or non-payment of stipends to the young patriots. Patriots indicated that there was a time when stipends delayed for 6 months and when they finally got paid, there was a one-month discrepancy in the payment. The NYSU has since dealt with the challenge of late payment or non-payment of stipends to the young patriots by streamlining the internal processes.

Introduction of training late in the programme was also seen as a challenge because the participants do not always have the understanding and the necessary theoretical knowledge to apply to practical situations.

Though not very high, attrition is also a challenge – where participants drop out of the programme whilst it is underway because of various reasons. Although the normal practice is to replace those who dropped out, the challenge is that if the programme is already well underway, the new participant may not derive maximum benefits from the programme.

The NYDA has conducted evaluation of the previous run of the programme. Amongst the lessons learned and implemented in the 2021/2022 run was dealing with procurement issues as the lengthy processes generally hamstring the programme.

An evaluation conducted found that there was a general perception that the program does not have an exit plan. Patriots indicated how they felt there was no plan put in place for them when they exit the program.

Another finding was misunderstanding of roles – for instance at municipality and district levels, there was a misunderstanding of who plays which role. Patriots indicated that they had not done many activities as they did not know where to get those activities and this was supported by the district coordinators/ supervisors who confirmed that they were not sure who would be giving the directive.

There was a general feeling amongst the participants that the training not properly aligned to the specific needs and interests of some of the participants. For example, some patriots wondered why a musician, for instance, would be interested in a strategy and policy training and not something to do in the music sector.

#### 4.4.2 Beneficiaries speak

Beneficiaries are a key stakeholder in the implementation and successful running of the NYS programmes. For this reason, their experiences form an important part of reporting on each programme. In general, the participants we interviewed felt that the programme was beneficial that it gave them exposure to issues of patriotism and service to communities.

In the evaluation report for the 2021/2022 run of the programme 42% of patriots who joined the program said they did so because they were unemployed. Below is some of their stories captured verbatim. Brian Nyoni participated in the TYPP in 2021/2022 – when we engaged him about the programme his is quoted below:



“The programme gave me an insight on how the Government works and it was an incredible experience to be working as an official during events facilitated by our department. I got to meet different patriots from different places around South Africa and it was interesting how we can work together in creating a better country starting with our small communities. When I was assigned the team leader new experiences arose again, having to do the administrative duties and make sure that none in our team was left behind. It was a great experience that encouraged growth in Interpersonal skills, administration and leadership skills.

The programme taught me to always be ready to serve the needy, ask what can I do when meeting challenges than always waiting for the Government to intervene, it also taught me to always get involved in projects that create a good image for our country and fixing what I can fix. It is now easy for me to volunteer into community building projects, offering my help and expertise to assist the needy. I have a broader insight into different tribes, cultures and community practices, I am open-minded and engage with a lot of community projects for the betterment of our standards of living. Thank you for the opportunity and I hope it continues for the longest of times as this programmes grooms active citizens and community leaders. It gives patriots a vision of a brighter future and trains them to be proper cadres of the Nation. Thank you for the opportunity and I hope it continues for the longest of times as this programmes grooms active citizens and community leaders. It gives patriots a vision of a brighter future and trains them to be proper cadres of the Nation. I will forever be grateful for this opportunity and one day I will stand proud and letting the nation know which Programme groomed me to what I will be at that time, I thank you”

When Brian was engaged about how the programme could be improved, his response was - “The training was done a bit late towards the end of the programme. If the first months may be used for training that will help the incoming patriots to have an idea of what they need to do in their respective communities and they will be more effective with the skills that we gained during the programme”. The matter of late training was also confirmed by an evaluation that the NYSU undertook. In the findings the report points that “Still on the matter of training, patriots pointed out how they attended the last training on the last day of the contract and the trainer was overloading them with content”. So, the disadvantage is not only that participants go through the programme without understanding some of its basic tenets, but that leaving presentation of content until the end cause content overloading. The

evaluation reports recommends that training service providers need to be monitored more and that dates / periods should be agreed upon on when these training will be done.

#### 4.5 Collins Chabane School of Artisans

The National Youth Development Agency took up a challenge to establish a school for Artisans, Collins Chabane School of Artisans, named after the late Collins Chabane. The school deliver skills for unemployed youth through the National Youth Service Model the Model is about Community Service, Training and Exit opportunities.

The first pilot phase of the school was in partnership with the KwaZulu-Natal, Umgungundlovu Technical and Vocational Education and Training (TVET) college and enrolled 50 young people in Boiler making and Plumbing. All expenses fully covered by the NYDA including paying of stipends of the young people for three years (2016 to 2018). Subsequently, Negotiations of the second phase of the school is still underway with the Limpopo Government. Once agreements are signed the project will be implemented with these two districts: Capricorn and Sekhukhune districts. These are the identified TVET's colleges: Capricorn and Sekhukhune TVET colleges.

The following full qualifications will be offered to young people:

- National Certificate: Water and Wastewater Treatment process operation NQF level 2,
- Occupational Certificate: Plumbing NQF level 4
- Participants' recruitment:
- This takes place within the recruiting municipality- when we are open for intake, information will be published on the website.
- South African youth between the age of 18 to 35 years to qualify.
- Have minimum of grade 10 qualification with either pure Math or Math literacy and can read and write English.
- Preference will be given to young people not in Employment, Education and in Training (NEET cohort)

#### 4.6 North West: Department of Social Development

The programme was intended for skills training and it targeted out of school and unemployed youth from previously disadvantaged communities. It is built on the NYS principles of learning while making a contribution to society. Although the programme is not necessarily a poverty alleviation programme, one of its spin-offs was alleviation of poverty. The intended outcomes of the programme were:

- Skills development / skills based training
- Employment opportunities / improved job readiness
- Poverty alleviation
- Accredited qualification
- Opportunity to study for free

Table 1 below shows that a total of 300 youth were targeted in the financial year 2021/2022 and the table further disaggregates the targets by four district municipalities – each with a target of 50.

No.	District	Service Point	Target	Nature of training
1.	Ngaka Modiri Molema	Mafikeng	50	Mixed farming system NQF Level 2
		Ditsobotla	50	Building and Civil Construction NQF Level 3
2.	Dr Ruth Segomotsi Mompati	Mamusa	50	Mixed farming system NQF Level 2
		Kagisano-Molopo	50	Mixed farming system NQF Level 2
3.	Bojanala	Kgetleng	50	Building and Civil Construction NQF Level 3
4.	Dr Kenneth Kaunda	Matlosane	50	Building and Civil Construction NQF Level 3
<b>Total: 300</b>				

Table 1: 2021/2022 targets. Source: North West: Department of Social Development Internal Documentation

#### 4.6.1 Challenges and Lessons

The appointment of a service provider took longer than anticipated and as such the 2021/2022 targets were delayed. Covid19 also delayed the implementation of the programme.

#### 4.6.2 Beneficiaries Speak

As a result of delays in the execution of the programme, the beneficiaries are only in position to talk more comprehensively about their 2022/2023 experience of the programme.

### 4.7 IPID Learnership Programme

This workplace experiential learning programme is a joined collaboration between the National Youth development Agency and Independent Police Investigative Directorate (IPID). The programme targeted 66 youth in the financial year 2021/2022 for the purpose of providing them with employment opportunities, workplace exposure, skills development, mentoring and coaching by experienced employees. The project is a combination of formal learning programme that are linked to South African Qualification Authority (SAQA) registered unit standard and workplace experience. This project is also implemented in line with the National Skills Development Strategy (NSDS) III, Skills Development Act (SDA) and National Development Plan (NDP). The NYS-IPID Workplace Experiential Project in partnership with Independent Police Investigative Directorate (IPID) recruited 59 out of 66 unemployed youth that had not been exposed to a higher education environment but have minimum capability to work in the Safety and Security Sector for a period of 12 months.

The project presents youth with an opportunity to take part in the Safety and Security sector by contributing as well as acquiring the required skills to help fight the scourge of crime in South Africa. It further contributes towards the creation of employment for youth as part of fighting the ever rising youth unemployment rates. In the end the programme is aimed at creating training opportunities for young people to obtain National Certificate Vocational Level 4 in disciplines such as:

- Safety in society;
- Administration;
- Information technology & computer science;



- Financial management and
- Marketing and communication

### Project Objectives

- To equip unemployed youth with necessary knowledge and skills in order to stand a chance to be employed as and when opportunities arise.
- To close the gap of critical skills that have been identified by IPID.
- To increase the number of learners entering the programme, will have an impact on the current national target, to create job opportunities for the unemployed youth.
- To create a pool of prospective employees with skills and knowledge of the sector.
- To provide a Platform for transfer of skills and knowledge.

#### 4.7.1 Challenges and lessons

Covid 19 resulted in participants receiving limited exposure to various aspects of the IPID work, which is necessary for their growth. This perhaps call for programme designers to have in a build-in mechanism to respond to unforeseen catastrophic events. Secondly, the programme introduced the training programme towards the end, which could have mitigated the ability of participants to grapple with the practical training. An important consideration is to constantly evaluate the programme design, practices and its impact on the participants. The value of this is not only to assess if the programme is achieving its objectives, but also to improvement of the programme

The NYSU has identified the key challenges as lack of:

- Availability of budget
- Trained mentors
- Qualified mentors with 3 years or more experience —
- Funding by NYDA — payment of stipend to the learners on time
- Availability of NYDA representatives for monitoring and verification of the project.
- Once learners are placed, the M&E schedule to be developed in consultation with NYDA.
- Dedicated and committed learners with minimum required qualification in vocational training or grade 12.

#### 4.7.2 Beneficiaries /In conversation with beneficiaries



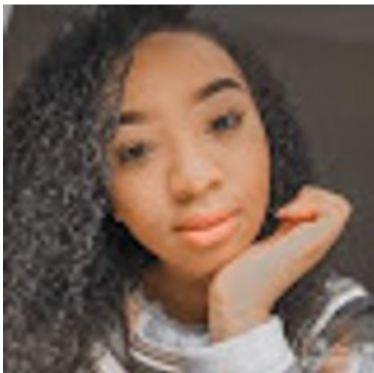
Nqobile Khanyile is one of the beneficiaries of the IPID programme. Through the programme Nqobile was able to earn a certificate in investigations, which increases his chances of being employed. When we spoke to him about his journey in programme this what he had to say.

“I am proudly South African because we are fully taught about the concept of Ubuntu and to work with hand in hand with communities is fulfilling because we feel closer to them giving them advice and information on resources that can empower them.

On the downside he said “Covid 19 restricted us from getting exposure to investigations”

Asked about how the programme could be improved,

Nqobile felt that the training component should be introduced earlier in the programme, than being introduced towards the end as it is likely to help the participant to understand the programme more.



Another Beneficiary of the IPID Learnership Programme that we spoke to was Onthatile Kutumela, who is based in Gauteng. Amongst the skill she said she acquired were the following: Office Administration training and Excel Administration training. Onthatile Kutumela pointed out that besides learning about investigation and policing, she also learned she soft skills. “My experience here has been both good and challenging at the same time. The work experience has taught me a lot about the business environment and how operate within an organization which prioritizes privacy and confidentiality(Onthatile).” Asked about how the programme benefitted her in terms of community participation, taking civic responsibilities, and social cohesion she said, “In my community I now know how to report any misconduct of government officials or police. I can help spread awareness about IPID because not a lot of people know about it.” Furthermore, she said that the programme positively influenced her outlook on community participation, taking civic responsibilities, and social cohesion. However, she felt that the programme did not change her outlook on patriotism.

## 4.8 City Year South Africa

City Year South Africa is a non-profit that offers a youth service program as the pathway to develop young people and bring them one step closer to their next earning opportunity. The programme focused on the following:

- Self-development and coaching of young people
- Structured youth service with partners and projects they design in the community
- Promoting an opportunity mindset amongst young people to generate multiple income instead of waiting for formal employment exclusively.
- A culture of service within the community role modelled by young people.
- Quality programming and youth experience in a service opportunity

### 4.8.1 Challenges and lessons

Funding focused on supporting youth service models.

“In many instances, local corporate donors look for accredited training and job placement and with the evolution or requirements of NYS models to be service focused mainly, that has left a gap with donors not understanding NYS and why it should be funded, the new emphasis on National Youth Service can provide some clarity for potential donors to understand the intension with NYS.” With the roll out of the NYS model i.e part time (2 day a week/6 month model) it brought greater opportunities to reach more young people and remove any barriers for young people to serve. The impact of then became that for traditional youth service organisations that have been trying to meet the full time requirements and the accredited training and placement components from the historic NYS pillars- all that investment and trying to raise funding to support the full time model has now shifted and we need to redefine youth service and expand our offering.

Funding to support capacity and infrastructure growth

While some organisations like City Year have been committed to participating in dialogues, attending workshops, participating in assisting report writing with the NYDA and other youth agencies in the space for years, however, that has not translated or opened access to funding for the work or the model at smaller scale than the current expansion of NYS. The work done by NPO in implementing youth development is not acknowledge and appreciated enough. We have submitted proposals for a number of years to support the youth service model and invest in the capacity and infrastructure and we never receive feedback on proposals and have to restart relationships each year with a new person within the relevant agency.

- We learnt from our successes that more young people are eager to serve but equally so the experience in any youth service program should always be high quality and transformational for the young person and the community.
- We learnt how to be adaptable to different community cultures and still achieve the outcomes of the program while tailoring some components to the relevant environment.
- The income generating mindset versus employment mindset amongst young people is essential for the sustainability of the young people and the community at large. Generating income can be a new culture/language for young people and we need to be able to create a space for coaching and support, this does also not mean all of them will or should register formal businesses, this may be a challenge but informal trading/service can be a start in the right direction.
- It is equally important that communities acknowledge the role young people can play within communities and work with various stakeholders to create opportunities for the young people.

#### 4.8.2 Beneficiaries/ In conversation with beneficiaries

The young people who benefitted from the programme are listed below:

- 260 young people in the 6-month program
- 60 young people in the 10-month program
- In total 260 young people in FY 2021/2022

### 4.9 National Youth Camps: Community Service

The NYDA - NYSU was entrusted with the responsibility to coordinate and implementation of the community service activity in all the nine provinces for the National Youth Camps (NYC) in partnership with the DSAC. The camp focused on learners at schools who are in Grade 9, 10 and 11 between the age of 14 - 20 years only. Six provinces from the nine embarked on community service activities involving the 100 learners from various schools in the respective provinces and including all officials assigned to each province. There were three provinces that were not able to continue with activities due to covid cases amongst the students reported at the camp.





## 5. Flagship Programmes

## 5. Flagship programmes

### 5.1 Presidential Youth Service programme

The National Youth Service component of the Presidential Youth Employment Intervention has been funded for the 2021/22 financial year to implement a National Youth Service programme targeted at 35 700 participants. The PYEI includes five priority interventions to accelerate youth pathways into the economy over the next five years, to confront South Africa’s chronic youth unemployment challenge. This builds on the commitment made in the February 2020 State of National Address, and the subsequent Budget Speech, to “redirect resources to address the national crisis of youth unemployment.” The five priority interventions are as follows:

1. The establishment of a National Pathway Management Network (NPMN);
2. Delivery of agile workforce development;
3. Support for youth self-employment and enterprise in the township and rural economy;
4. Support to strengthen workplace experience
5. Revitalised National Youth Service

Sectors identified for service Without being prescriptive the following broad sectors have been identified as meaningful areas of potential service activities:

Sectors for PYS	Expansion of sectors
Sports and recreation	Sports and recreation for young people as after school programs
Arts and Culture	Art, music, debate, animation, design as after school programs
Support services in the social economy	Ending gender based violence; Education support, alcohol and substance abuse programs
Community revitalization	Greening, urban agriculture and the environment; Placemaking (Transformation of townships and informal) settlements

Table 2: Sectors Identified for PYS 2021/2022 Source:



The organisations in table listed in table 3 below were approved to implement the PYS with each allocated a target.

<b>NYS Project Name</b>	<b>NYS Partner Name</b>	<b>No. of Youth Approved/ Allocated</b>	<b>Community Service Sector</b>	<b>Target provinces</b>
HH National Youth Service (NYS) Programme	Hand in Hand Development NPC	6240	Surveys and digital mapping	Eastern Cape, Free State, Limpopo, Mpumalanga
National Youth Service Programme	Afrika Tikkun Foundation	3120	Sports and recreation	Eastern Cape, Gauteng, KwaZulu-Natal, Limpopo, North West, Western Cape
Pathways through Service	Small Projects Foundation	3000	Health, education, social services support	Eastern Cape
YearBeyond - a Service Sector Youth Service	The Community Chest of the Western Cape	3201	Learner support programme	Western Cape
Enke - Youth 4 Service	Enke	3000	Social support services, solidarity and care, Sports and recreation, Community	Eastern Cape, Gauteng, Limpopo, Northern Cape
Learn, grow and are bapaleng	Seriti Institute	3000	Early Childhood Development/ early learning	Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, Northern Cape, North West, Western Cape
Empowering Rural Youth in Agriculture	(HPSA) Heifer Project South Africa	3000	Food security (Animals census, animals vaccination, animals health, livestock management)	KwaZulu-Natal
Sports for Social Change South Africa	Sports for Social Network	4260	Sports and recreation	Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, North West, Northern Cape, Western Cape

Youth Job Creation through Cricket South Africa	Cricket South Africa NPC	3130	Sports and recreation	Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, North West, Northern Cape, Western Cape
Youth Development and Employment Program	Lima Rural Development	3744	Learner support programme, solidarity and care, Food security and nutrition	KwaZulu-Natal and Mpumalanga
National Youth Service	The Mvula Trust	300	Community care, revitalization and greening programmes	Eastern Cape, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga,
Maendeleo NSY Programme	South African Association of Youth Clubs	3000	Arts and culture, food security, Solidarity and care, and learner support	Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, North West, Northern Cape, Western Cape
ELRU Early Childhood Youth Development programme	Early Learning Resource Unit	3000	Early Childhood Development/ early learning	Western Cape

Table 3: List of organization approved to implement 2022/2023 Presidential youth Service | Source: NYSU Internal documents

## 5.2 The National Youth Service Challenge project (NYSC)

The National Youth Service Challenge project (NYSC) is aimed at promoting the involvement of youth-led and youth-serving non-profit organisations in the implementation of NYS in communities. Organisations are given a challenge to design practical solution-oriented interventions to address socio-economic challenges faced by young people in communities today. These interventions are not to be less than a month or exceed 12 months in their duration. In the 2021/2022 financial year, submissions from various organisations were received and out of them thirteen were selected and contracted to start implementing the programme in the 2022/2023 financial year. The target set for these programmes was 50 000 young people. To provide a conducive platform and to provide support for the selected entities, the NYDA will team up with, amongst others, the Department of Social Development, National Development Agency, Harambee and Miss South Africa 2020.

As part of the National Youth Service NPO incubation and capacity building programme, the NYSU aims to engage the NPOs further to implement NYS Projects/programmes. These NPOs will have to develop and design poverty alleviation projects within the communities they are living in and ensure that learning and service are embedded in them. The NPOs are exposed to a series of training opportunities through the National Development Agency (NDA), accredited governance program after the induction. NPOs will be taken

through the incubator programme with the aim of assisting them to improve systems in their organisations.

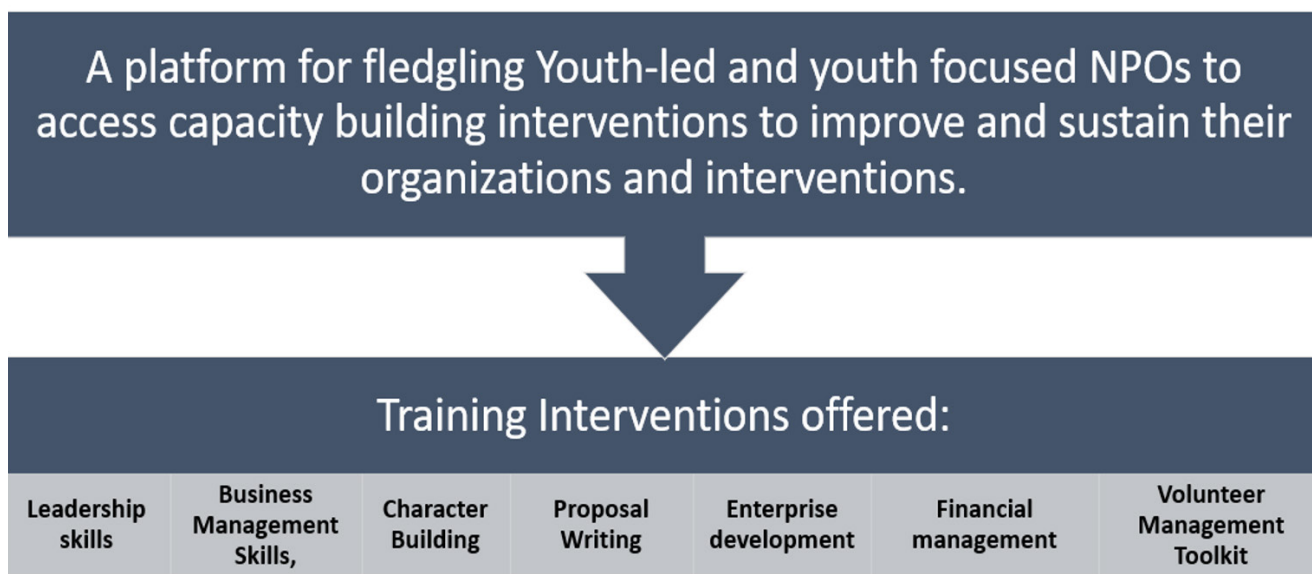


Figure: Representation of the NPO | Source:

The NYS Challenge will call on youth-led and youth-servicing NPOs to submit their solution oriented NYS initiatives that engage 100 young people in activities that benefit communities while learning skills relevant for our economy. The applications/submissions will be adjudicated by an independent panel that will select 100 organisations to be awarded a prize of R18 000 each for their winning projects. The organisations will then be supported by the Departments of Social Development, NYDA, NDA and Harambee to implement their six months projects.

### Objectives

- Call for proposals with best NYS interventions
- Select 100 interventions to engage 100 young people each
- Award R18 000 to each of the 100 selected winning organizations
- To inculcate a sense of volunteerism and selfless giving amongst young people
- To promote NPO's run by young people and for young people.
- To create awareness and profile the National Youth Development Agency's products and services; and other government services
- To promote the SAYOUTH mobiapp

#### 5.2.1 Challenges/Lessons

Limited resources only allow for the benefit of only 100 organisations and 10000 young people. More resources could

#### 5.2.2 Beneficiaries

The programme, which will be implemented in the 2022/2023 final year, is intended to benefit 100 NPOs and 10 000 individual young people. After rigorous selection process, the following organizations won the 2022/2023 National Youth Service Challenge project award the based on the NYS worked they undertook in 2021/2022.



Name of Beneficiaries	Province
Shiloh Restoration Village	Eastern Cape
Kasi Tech Labs	Free State
Black Yunique Creatives Council of South Africa	Gauteng
Madam Herself	KwaZulu Natal
Set Her Up to Win Women Empowerment Projects	Limpopo
African Education Empowering Organization	Mpumalanga
Athletes in Need	North-West
Innovation Youth Group	North-West
Ambassadors of Change (AoC)	Western Cape

Table 4: Organisations awarded the 2022/2023 Youth Challenge funding | Source: NYDA internal documents

### 5.3 Expanded Public Works Programme (EPWP)

The Expanded Public Works Programme (EPWP), which has its roots in Growth and Development Summit (GDS) of 2003, is run by Department of Public Works and Infrastructure (DPWI). The programme uses labour-intensive projects to provide opportunities the youth in all its sectors - Infrastructure, Non-State, Environment & Culture, and Social sectors. Key to the selection of participants is to align with the transformative agenda of South Africa, expressed in the following targets:

- 55% youth,
- 55% women
- and 2% people with disabilities

In 2021, the DPWI in partnership with the Independent Development Trust (IDT) brought on board 418 non-profit organisations (NPOs) on board to run non-state sector project like:

- Cleaning of community facilities such as hospitals, clinics, graveyards, and police stations
- Establishing, maintaining and managing community gardens
- Providing learner-teacher assistance work and early childhood programmes
- Providing social support services to people with disabilities, elderly people, and vulnerable members of the public and
- Contributing towards the fight against hunger by providing a meal to the vulnerable members of the public through the community soup kitchens initiatives.

The EPWP provides temporary employment whilst contributing to building or maintaining public infrastructure, which in the process create learning opportunities. Participants acquired various trade qualifications were acquired during the course the programme. Figure 3 below shows work opportunities created per province. In total 820 673 work opportunities were created and KwaZulu-Natal and the Eastern Cape were by far the biggest beneficiaries at and 187 658 (23%) and 170 197 (21%) respectively.

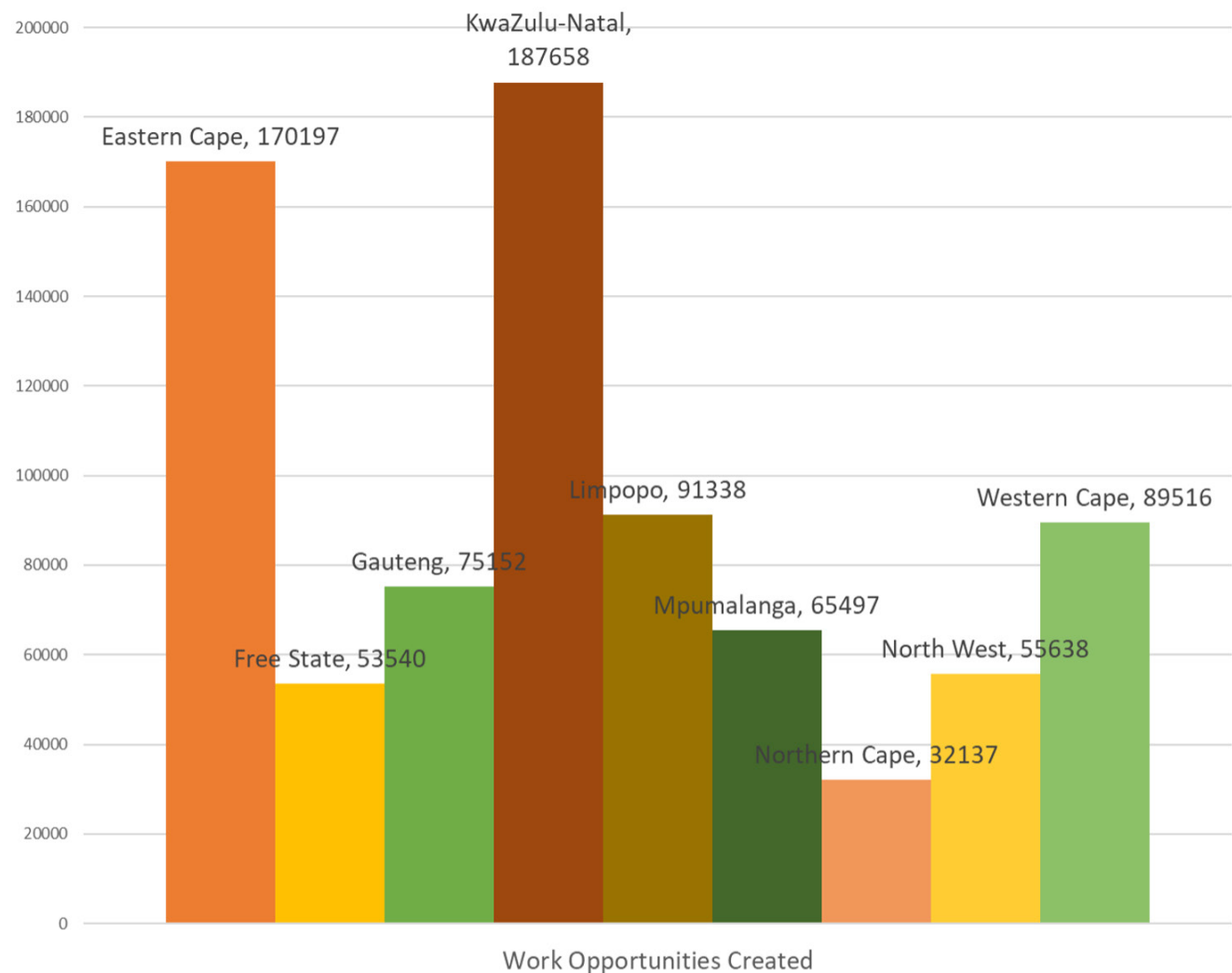


Figure 3: EPWP Work opportunity by province | Source: EPWP Quarterly Report

### 5.3.1 Challenges and Lessons

The DPWI noted that one of the limitations is that provinces and municipalities have little incentive to create more employment opportunities through the programme. Secondly, the department also mentioned limited capacity in some public entities as a limitation for the EPW Programme. Like many programme, the Expanded Public Works Programme has been impacted negatively by Covid 19.

The DPWI further stated the following challenges:

- Delays in placement opportunities for youth to be trained due to delays in project implementation.
- Lack of sufficient funding for training that could increase number of youth trained.
- Lack of sufficient placement opportunities for young people on exit

Amongst the lessons learnt from implementation of the programme include:

- Importance of identification of placement opportunities before training
- Importance of having sufficient funding for training
- Importance of having appropriate selection processes to identify youth who can go through the training.

Asked about the role of NYSU, the representative of DPWI had this to say, “The NYSU should enhance support of the programme by securing additional funding for implementation of training activities the programme and also provide assistance in terms of collaborations with stake holders especially the private sector that would help with placement opportunities.”

### 5.3.2 Beneficiaries /In conversation with beneficiaries

Give the multiplicity of the programmes run under the EPWP umbrella and the sheer magnitude of the programme, this reports can only provide a few anecdotes from the beneficiaries extracted from EPWP reports. The department’s survey reported that 76% of their recruits were unemployment before they were recruited into the programme. According to the DPWI information 60% of people who participated in the programme are now involved in EPWP projects. The department argues that this suggests that many of the alumni of the programme are still involved with EPWP after 12 months of completion of the programme. Training and skills are key issues that beneficiaries appreciate in the programmes.

Quoting one of the beneficiaries, Mr Jacky Masenya, the DPWI report (EPWP, September 2021): “We have acquired various skills such as painting, plumbing, health and safety at work as well as using tools and machines on the construction site. I believe that the skills we have gained from this training will assist us to find work or even set up small businesses as we exit the Programme,”.

“I wish to also encourage other young people in the NYS and those who are yet to participate in the Programme to learn as much as they can from the programmes. They must not focus much on the stipend but rather on the skills they will learn from the Programme.” Mr Motobatsi Nthunya quoted in the EPWP Newsletter, September 2021.

The institutions that benefit from the services of the programme also appreciate the contributions of the recruits. A museum curator overseeing the participants, had this to say about the recruits when interviewed by EPWP: “We are happy to have EPWP participants at our museum. They have bridged the gap of human resources. We appreciate their commitment and dedication to the work that they do on-site. These participants make our day-to-day running of the museum easier,”

The specific benefits mentioned by the DPWI are:

- Provision of young people with skills in the built environment.
- Provision of young people with work experience.
- Linking of some of the youth people trained with exit opportunities.

## 5.4 Community Work Programme - COGTA

Community Work Programme (CWP) is intended to deal with poverty, unemployment and inequality, which are serious challenges in South Africa. Work done through CWP include: care work, support work at schools, early childhood development and looking after the local environment by cleaning and planting trees. The purpose of the programme are:

- To provide an employment safety net. The CWP recognises that sustainable employment solutions will take time, particularly in reaching marginal economic areas.
- To contribute to the development of public assets and services in poor communities.
- To strengthen community development approaches.
- To strengthen the economic ‘agency’ of people in poor areas, providing work experience,

enhancing dignity and promoting social and economic inclusion

#### 5.4.1 Challenges and Lessons

Funding for the project is not enough to deal with the enormity of the challenge it intends to contribute towards addressing. The specific challenges include amongst others:

- Limited time given to pilot the project
- Program being paper driven, tedious, lots of work and costly
- Rigid Government policies/Processes
- Higher expectations from NPO to Government especially from employees
- Hostile reception in some Municipalities (LRC in Ehlanzeni District)
- Political and interference (During election season)
- Lack of flexibility and response from Some NYDA support divisions
- Some sites not Properly functional (Infrastructure)
- Lack of support from Program custodians – allocation of credentials to late circulars, closing and opening circulars
- No clear exit plan for participants
- Impact not easy to measure
- Failure to attract young participants – 7703 out of 27 626
- No clear up skilling and re-skilling plan
- Poor security controls on all CoGTA assets<sup>12</sup> Where we are now

Issues to consider for improving the programme:

- Ensure clean governance
- Program impact through exit opportunities .
- Digitalise CWP for efficiency and ease of implementation.
- Innovate, make CWP interesting and appealing to the young people.
- Technical up skilling and re-skilling of young people .
- Make CWP work within the Government to Government structure (IGR)
- Advise on key policy reforms ( Assets, Exit plan, Bottomless support)

#### 5.4.2 Beneficiaries/In conversation with beneficiaries

The data below related to the Mpumalanga Community Work Programme (CWP) – it show the number of districts, sites and participants in the programme.

- District - 3
- Sites - 19
- Site offices - 22
- Targeted participants - 26 900
- Actual participants - 27 626
- Young participants - 7703

### 5.5 National Rural Youth Service Corps

The National Rural Youth Service Corps (NARYSEC) focusses on rural youth and its objectives are to:

- train youth through specifically developed programmes linked to community needs in rural areas

- develop youth with multidisciplinary skills through civic education
- capacitate youth in retaining knowledge and technical skills acquired during training
- increase the number of rural communities receiving support in their self-development through the CRDP
- Envisaged Strategic Outcomes of the programme
- Decline in the level of youth unemployment in the rural areas;
- Increased literacy and skills amongst participants who successfully complete the programme and other skills development initiatives;
- Increased disposable income for participants as a result of employment and entrepreneurial opportunities; and
- Decreased dependency on social grants and transfers from family members working in urban areas

## 5.6 Teachers' assistant program

The Teachers' Assistant programme is Presidential Youth Employment Initiative (PYEI)-Basic Education Employment Initiative (BEEI) initiative. This programme is mainly intended to deal with the high levels of youth unemployment, but it also provide learning opportunities. The programme targeted youth between the ages of 18 and 35 who at the time of recruitment were not in education or not in employment (NEET) and not receiving any government grant. Youth with disability and young women were given first preference. Furthermore, they should have Matric with a pass in English. Young people were placed in the following categories:

- Education Assistant - Curriculum
- Education Assistant - ICT/e-Cadres
- Education Assistant - Reading Champions
- General School Assistant - Child & Youth Care Worker
- General School Assistant - Handyman (no matric required)
- General School Assistant - Sports and Enrichment Agent (no matric required)

In the year under review, a total of 323 422 education and school assistants at schools in every province were engaged under this programme.

To enable the EAs to derive maximum benefit, a teacher who works with them is entrusted with the responsibility to mould and guide these Education Assistants (EAs) in order to maximize their potential in both classrooms and extra-mural activities. In order to attain this objective, he/she must nurture talent and present the following responsibilities which the

EAs must execute:

- Prepares the classrooms/ laboratories for lessons;
- Ensures compliance to COVID-19 protocols;
- Marks the register;
- Distributes worksheets or resources for use during the lesson;
- Collects materials such as Atlases, maps, globes, etc. that were used during the lesson and stores them;
- Distributes marked learner books or collects books to control classwork/ homework/ assignments;
- Appraises the teacher of any matter that warrants the his/her attention;
- Maintaining classroom behaviour;

- Supporting learners and assisting them to complete tasks;
- Supervising learners as they work in groups;
- The EA can also enhance use of cell phones/ tablets/ computers for learning by demonstrating how learners can access helpful learning websites. WhatsApp group chats, monitored and supported by the EAs and teachers, could be set up for learners to discuss their work and support each other;
- The EA can also provide emotional support where learners can confide in him/her and try to assist directly or work with the teacher to help the learner; and
- The EA can also be responsible for the supervision of study periods, provide extra classes, assist learners with homework to keep learners engaged.

### 5.6.1 Challenges and Lessons

The programme is relatively new, having started in 2021, so we may not as yet fully appreciate some of challenges facing the programme. However, to date the following teething problems have been identified

### 5.6.2 Beneficiaries /In conversation with beneficiaries

Just over 94% of beneficiaries indicated in a survey that the programme was a positive experience for them. About 98% said that the program helped their families and 92,4% said the programme encouraged them to do teaching. Almost 27% indicated that they had never worked anywhere before participating in the programme. The programme participants who were surveyed listed the following as the benefits they derived from the programme as the most important:

- Stipend helped to cover basic needs for the participant and their family
- The work experience has taught me a lot and will find me find future employment (70,6%)
- I had something useful to do over the last few months

## 5.7 Jobs fund

Launched in 2011, the Jobs Fund is intended deal with the scourge of unemployment which inflict young people more than the general population as we have seen the unemployment trends presented in Statistics South Africa's Quarterly Labour Force Surveys. Data from the surveys show that unemployment has been on the upward trajectory in the past ten years with youth age 15 to 24 years hardest hit. To compound matters data also shows that many of these young people are also not in any kind of educational programme to improve their skills. The fund work with the public sector, the private sector and civil society through partnership. The aim is to provide grant funding for projects that are intended to significantly reduce unemployment. Implementing organisations will be trained and inducted on monitoring and evaluation, reporting tools together with the Norms and standards of National Youth Service. The young people will be recruited through the SA Youth platform.

### 5.7.1 Challenges and Lessons

Many youth organisations do not have the necessary capacity and they do not necessarily have the financial resources to much the funding provided by the programme.

### 5.7.2 Beneficiaries /In conversation with beneficiaries

The fund provides a grant of between 3 million and 15 million to support job initiatives that also encompass community service. It also prescribes that a project should engage a minimum of 3000 young people to qualify for the grant.



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NATIONAL YOUTH SERVICE PROGRAMME OF THE  
DEPARTMENT OF SPORT, ARTS & CULTURE  
**Certificate  
of  
Participation**  
Awarded to  
Relebohile Annastasia M.  
for successfully participating in the  
National Youth Service Programme

## 6. What we learned in 2021/2022

## 6. What we learned in 2021/2022

Programmes become better, more efficient and more effective through constantly drawing from lessons learnt during the implementation. This section deals with some of the lessons learnt as we implement the NYSP. The lessons are catalogued here as a point of reference for the future implementation of the programme.

Availability of data is very important when trying to evaluate programmes. It is, therefore, important that programmes have baseline data to measure against when the NYSU evaluate them post implementation. It is also important that as the NYSU together with our partners we invest in programme evaluation. This does not only help the NYSU to assess progress, but it also helps to identify new opportunities and possible areas of expansion.

Link to the above point is the need for more research and evaluation to constantly assess and improve the programmes. Failure to invest in research and evaluation, will limit our ability to improve programme because of limited or lack of data. For example, there is a dearth of data on what happens to NYSP participants once they have exited the programme. A longitudinal study to follow them may be a great source of rich data on the post programme to assess if they are linked to economic or skills training opportunities and to what extent. It could also help to gauge if their participation in the NYSP was relevant and/or prepared them adequately for their new roles. Some studies have already suggested that there is a need to strengthen exit opportunities.

Creating and maintaining partnerships is at the core of implementing NYS. More focus should then be given to nurturing partnerships. Our experience is that the programmes tend to run smoothly where roles and responsibilities are clearly articulated in partnership agreements. So, all the partnerships for NYSP should have clearly articulated objectives, relationship with the NYSU and the modus operandi.

Procurement and appointment of service providers do have potential to delay programme, especially where the value of the contract is big, and as such they need to be given attention to facilitate speeding up the necessary processes. Measures implemented should not in any way undermine the noble intentions built into the procurement processes to safeguard the integrity of public spending. Amongst other measures that have been explored to deal with this, is using deviation submissions.

With rapid changes in the economy and increased use of information and communication technologies, it is important to start factoring into our programmes measures to prepare young people to operate in the context of the fourth industrial revolution (4IR). At the moment, there is still limited factoring on ICT skills as generic skills beyond specific programme requirements.

There are many youth development programmes that are taking place outside the NYS umbrella, which we need to engage so that they come into the fold. Although there is lobbying and advocating for these programmes outside the NYSP umbrella, there is still room to improve these efforts. Bringing the programmes into the fold will not only help to consolidate the work of the NYS programme, but it will also help to identify gaps in NYSP and assess the support needs of those programmes.

Related to the point above, is the need for NYSU to improve its ability to collated information for all the programmes under NYSP. This will greatly improve NYSP reporting and information dissemination. With advise of the IT Division, the improvement of our information management systems, is currently being reviewed.



Given the many challenges that the youth sector faces and the constrained occasioned by limited resources, it might be useful to explore more funding from the private sector (which is already making some contribution) and philanthropic organisations. There are always more young people available and willing to participate in programmes than the spaces available. This is an indication that the NYS programme need to be expanded to meet the need. Such expansion depends to a great extent on the availability of financial resources.

Whilst a more diverse Steering Committee has many advantages, like bringing different experiences, it also has challenges like coordinating such a big structure. It is not always easy to get the Steer Committee convened at a short notice.

Integration and mainstreaming of programme is very important for youth development to have a desirable impact. It is therefore, vital that the NYSP is in line with the IYDS and other youth intervention instruments. It is therefore imperative that NYSP is aligned with the IYDS. Such an alignment is not only intended to demolish silos and duplication, but it is about deriving maximum benefits from available resources.

Interacting more with stakeholders through various fora is crucial for information sharing and reviewing of the programme. In November and December 2022, the NYSU convened provincial NYS submits for such an interaction. This has generated a wealth of ideas on how to improve the NYSP.

Our current monitoring and evaluation mechanisms could benefit from a review and improvement. Besides resources, training of programme managers and other personnel, monitoring and evaluation are two important factors that are vital to improving NYSP.

Attrition from NYSP is also a challenge. Although participants can be replaced, the time of replacement affect the new participants as they may not enjoy the full benefit of the programme. Improving our understanding behind the attrition rates and developing a strategy to deal with attrition is important.

Some of the beneficiaries suggested that information about NYDA services and products should be incorporated in the NYS programme. Their rationale was that it will provide participants with a broad spectrum of option upon completion of the programme. For instance, those who would want to pursue entrepreneurship will have enough information about services and products that they can access to way their options if they choose this pathway.





## 7. Financial resources and funding

## 7. Financial resources and funding

For any programme to succeed, it does not only need physical resources, but it also needs financial resources. Having assessed the socio-economic needs of the youth and their enormity, the government decided that the best way of funding NYSP is through drawing resources from all state organs and the private sector. Therefore, the current funding model of the NYSP mobilises resources from different institutions through lobby and advocacy to implement or to provide financial support for specific programmes within NYSP. The rationale for this funding model is that more resources can be leveraged. The nature of NYSP is such that different programmes are run by different entities, which implies that budgets are controlled by those entities.



# National Youth Service



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