Cifal Durban Youth Employment and Local Economic Development (LED) Workshop Report

25th, 26th and 27th July 2012

Logistics

The administration of the workshop was arranged by the Cifal Durban team from eThekwini Municipality, who were responsible for inviting delegates, arranging travel for speakers and delegates, liaison with the hotel and transportation amongst other activities.

Economic Development and Investment Promotion Unit facilitated the workshop and contributed the content of the workshop. Gary Cullen and the Durban Green Corridor team facilitated the site visit to isiThumba Adventures, Kwa Ximba in the Valley of a Thousand Hills.

Presenters/ Speakers

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation</th>
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<tbody>
<tr>
<td>Zini Godden</td>
<td>Meso Partners and Associates</td>
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<tr>
<td>Andrew Layman</td>
<td>Durban Chamber of Commerce and Industry</td>
</tr>
<tr>
<td>Stanley Hardman</td>
<td>UKZN Graduate School of Business and Leadership</td>
</tr>
<tr>
<td>Dr Ray Ngcobo</td>
<td>Sisonke Economic Development Agency</td>
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<tr>
<td>Rudi Kimmie</td>
<td>BOLD Initiative</td>
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<tr>
<td>Prof. Deresh</td>
<td>BOLD Initiative</td>
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<td>Ramjugernath</td>
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<tr>
<td>Paul Court</td>
<td>KZN Department of Economic Development and Tourism</td>
</tr>
<tr>
<td>Elli Yiannakaris</td>
<td>UCT Raymond Ackerman Academy</td>
</tr>
<tr>
<td>David Gengan</td>
<td>Msunduzi Municipality</td>
</tr>
<tr>
<td>Christiaan van der Wath</td>
<td>City of Tshwane</td>
</tr>
<tr>
<td>Siviwe Mkoka</td>
<td>National Youth Development Agency</td>
</tr>
<tr>
<td>Joe White</td>
<td>Catalyx Consulting</td>
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<tr>
<td>Theo Scott</td>
<td>eThekwini Municipality Community Participation and Action Support</td>
</tr>
<tr>
<td>Lyle Krause</td>
<td>IgniteSa.com</td>
</tr>
<tr>
<td>*Lynette Ntuli</td>
<td>IgniteSa.com</td>
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<tr>
<td>Atul Padalkar</td>
<td>BizFarm</td>
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<tr>
<td>*Mike Newton</td>
<td>Enterprise iLembe</td>
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*Apologies
**Case studies presenters**

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<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Municipality</th>
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<tr>
<td>Thomas Mketelwa</td>
<td>South Africa</td>
<td>eThekwini Municipality</td>
</tr>
<tr>
<td>Hanifa Ramadhani</td>
<td>Tanzania</td>
<td>Arusha City Council</td>
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<td>Melkion Komba</td>
<td>Tanzania</td>
<td>Bukoba District Council</td>
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<tr>
<td>Joshua Malingwa</td>
<td>Zimbabwe</td>
<td>City of Kadoma</td>
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<tr>
<td>Godias Gweru</td>
<td>Zimbabwe</td>
<td>City of Kadoma</td>
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<tr>
<td>Nhlanhla Ndlovu</td>
<td>Zimbabwe</td>
<td>Bulawayo City Council</td>
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<tr>
<td>Brian Hlongwane</td>
<td>Zimbabwe</td>
<td>Bulawayo City</td>
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<tr>
<td>Alfonse Oboni</td>
<td>Uganda</td>
<td>Gulu District</td>
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<tr>
<td>Jimmy Oruut</td>
<td>Uganda</td>
<td>Gulu District</td>
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<tr>
<td>Tubman</td>
<td>Otieno</td>
<td>Mombasa City Council</td>
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**Delegate profile**

30 local government officials came from local governments in Uganda, Tanzania, Zimbabwe, Malawi, Namibia, Kenya, Swaziland, Lesotho and South Africa. The positions of the delegates varied from LED Officers, District Economists, Planners and Youth Development Officers.

**Content**

**Rationale**

The rationale of the workshop was to discuss the issue of youth employment and LED as it is of critical importance.

**Objective**

The objective of the workshop was to enhance the capacities of local government officials in using LED strategies, tools and approaches to improve youth employment. It also aimed at developing sustainability schemes and partnerships to replicate and upscale LED initiatives at the municipal, province and national levels.

The three day programme had a theme for each day. On the 25th Contextualising Youth Employment and Local Economic Development was discussed. On the 26th, Local Government’s Capacity to Support Youth Employment and Entrepreneurship and site visit to isiThumba, and the 27th focused on the Strategies to Support Youth Employment and Entrepreneurship. Throughout the workshop these themes were discussed in depth and the interactions were characterised by participation, information sharing and capacity building. During the evening of the last two days delegates enjoyed the night out in Cubana, Florida Road and Moyo Restaurant uShaka Marine and this allowed for further team and relationship building which was crucial for active engagement and discussion during the formal workshop hours.

**Poignant Points output from the workshop**
This workshop raised a number of interesting points on youth employment and LED some of which can be found below:

**Defining Youth**

- South African policies define youth as those people between the ages of 14-35 years.
- This wide range of ages of those considered youth hides the heterogeneity of this group.
- Specifying and targeting specific youth groups is a crucial step to more effective programmes.
- Youth employment is a global issue but is exacerbated in Africa because of the large young population.
- Youth may be careless, unskilled and reckless but can also be resourceful, energetic, pioneering and fearless.
- There is a lack of youth voice in the matters that concern them.
- Capacity needs to be built in the youth themselves to ensure that they meaningfully participate.

**Youth Employment Interventions**

The main recommended youth employment interventions straddle both the supply of labour to the market as well as demand in the market itself for labour. Appendix 1, demonstrates the supply of labour to the market as well as demand in the market itself for labour.

**LED**

- LED is most importantly a process that offers the local government, private sector and civil society and community an opportunity to work together.
- Creating synergies between the above three different but critical elements is essential for the success of LED.
- LED aims to stimulate the economy, increase jobs and improve quality of life within communities.
• Youth employment should be a much higher priority in this field and process.
• LED is a crucial conduit through which to tackle unemployment

Up scaling what works

• From the case studies presented it was learnt that many governments are in fact running successful youth employment programmes, but reaching more youth with these programmes is important.
• How to upscale a successful approach without losing its core quality is a matter of importance which requires further investigation

Livelihood vs employment

• The focus on formal employment in policies and programmes may lead to ‘tunnel vision’ which leaves out many other occupations which contribute to community well being, individual fulfilment and quality of life.
• The key question of ‘occupation’ needs to be explored further within the youth unemployment agenda. The formally unemployed can be engaged in productive activities.
• The lack of formal employment opportunities should not prevent unemployed youth from the chance to earn a living.

Local Government's Capacity

From the discussions and speakers throughout the workshop there were a number of fundamental findings regarding the capacity of local governments’ to support LED and youth employment measures.
In South Africa local municipalities are mandated through the Municipal Systems Act to ensure social and economic development. Despite this legal mandate though municipalities have not had a great track record in this endeavour. This experience is mirrored in other African countries.

The local economy exists in an envelope within the broader economy and this contextualisation must always provide the background to LED youth employment interventions.

Local governments must adapt to the changes in the external environment.

Local authorities must be more strategic and use global value chains to absorb youth into jobs.

Look for employment opportunities in the real economy and specific sectors.

Local councils have good policies but these need more teeth.

If the right policy mix is achieved it can unlock opportunities for a variety of young people.

Local governments can use resources more creatively to create an enabling environment especially through the formation of partnerships.

Local governments can provide support to the education sector to improve the quality of education.

Local governments need to encourage human skills as we move to a knowledge economy.

Local government is an important information link.

Mindset Change

One of the most pertinent views which came across from a myriad of stakeholders during the workshop was the need for mindset change in how role-players see themselves and others, see the youth, and see solutions. In particular this mindset change spoke to:

- A change in the consciousness of entrepreneurship
- Selfless leadership
- Ubuntu
- Becoming nations of do-ers
- Making the future happen
- Productivity
- Innovation
- Creativity
- Mentorship
**Action plans and Strategies from Round Table with Youth**

The delegates were asked to write down activities that they will do or change in their positions as officials within respective municipalities. They will be contacted in 3 months to measure progress on their actions listed down. Only 12 were received on the afternoon of the 27th of July.

The last day also had youth from iKamva Youth Organisation and research students from UKZN join in to bring youth representation and voices to the discussion. Groups consisting of officials and youth were asked to create a youth employment strategy. Once complete, the groups swopped strategies and were asked to constructively critique the other group’s work.

The purpose of these exercises was to cement the learning over the 3 days and encourage the delegates to really engage with some of the key issues surrounding youth employment. From observation and informal feedback, the officials found these activities very useful and interesting. Further the action plans ensure that some of the learning gained at the workshop will be used and disseminated in their ‘home municipalities’. The plans and strategies can be found in Appendix 2.

**Evaluation of the workshop**

The objective of the workshop to build capacity of local government officials was successfully met. However capacity building is not a three day affair and does take some time to fulfil.

The feedback received from the participants of the workshop show that the delegates found the workshop worthwhile and also found that there was a good selection of speakers.

Overall it was a great success from content and logistics dimensions however there are a few suggestions for the next workshop.

**Suggestion 1: Activities**

Do activities we had planned to do early as delegates and participants get restless in the afternoon?

**Suggestion 2: Start organising earlier**

It would be good to begin planning the workshop earlier especially in giving enough time to invite speakers and delegates.

**Suggestion 3: Who’s inviting who?**

From an organising point of view it would really be necessary to clarify who is responsible for inviting the speakers and the delegates to attend.

**Suggestion 4: Youth Involvement**

It would have been better to have youth participation from the beginning of the workshop to bring the ‘youth voice’ that was necessary

**Suggestion 5: Action Plans**

Writing of the action plans is done earlier during the workshop to ensure a good response only 12 were received back from the delegates.
Conclusion

“We cannot always build the future for our youth, but we can build our youth for the future.”

- US President Franklin D. Roosevelt (1882 - 1945)

The youth employment crisis is one that needs to be faced at all levels of government and in all sectors of society. Although recognised as a crucial issue with a number of programmes at local level in Sub Saharan Africa, more needs to be done on youth employment, and it needs to be done more effectively, strategically and innovatively. The local economy and local authorities within that space are undoubtedly integral in turning crisis to opportunity. As the interface between people and policy, local authorities must prioritise ‘building our youth’ as President Roosevelt indicated.

Acknowledgements

Our thanks must go to the participants and speakers at the Cifal Durban Youth Employment and LED workshop (25 – 27 July 2012), for their insights and willingness to meaningfully engage with the youth employment challenge and ‘learn, unlearn and relearn’. We are also very grateful to the Cifal Durban Office who co-hosted this event with us.

Key References


Report prepared by

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**Caili Forrest:** Researcher; EThekwini Economic Development and Investment Promotion Unit; caili.forrest@durban.gov.za; 031 311 4247
### Appendix 1:

<table>
<thead>
<tr>
<th>Supply Side Measures (the youth)</th>
<th>Demand Side Measures (the economy)</th>
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<tbody>
<tr>
<td><strong>Skills and experience development</strong></td>
<td><strong>Policies</strong></td>
</tr>
<tr>
<td>• Improve the current education and training system,</td>
<td>• Ensure employment is a major goal in national economic policies,</td>
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<tr>
<td>• Encourage Maths and Science at school level,</td>
<td>• Restructure the education system,</td>
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<tr>
<td>• Run vocational/internship/apprenticeship programmes,</td>
<td>• Implement macroeconomic and growth policies which boost job creation.</td>
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<td>• Improve FETs,</td>
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<tr>
<td>• Facilitate private sector involvement in experience programmes,</td>
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<tr>
<td>• Training for re-entrants and disadvantage youth.</td>
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<tr>
<td><strong>Assistance in job searching</strong></td>
<td><strong>Encourage the private sector to employ youth</strong></td>
</tr>
<tr>
<td>• Job information and career guidance,</td>
<td>• Wage/training subsidies or tax cuts to encourage the employment of young people by the private</td>
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<tr>
<td>• Unemployed funding,</td>
<td>sector.</td>
</tr>
<tr>
<td>• Encouraging labour market institutions.</td>
<td></td>
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<tr>
<td><strong>Eliminate obstacles to self employment</strong></td>
<td><strong>Eliminate obstacles to self employment</strong></td>
</tr>
<tr>
<td>• Youth entrepreneurship and access to finance,</td>
<td>• Youth entrepreneurship and access to finance,</td>
</tr>
<tr>
<td>• Entrepreneurship training,</td>
<td>• Entrepreneurship training,</td>
</tr>
<tr>
<td>• Enabling SMMEs.</td>
<td>• Enabling SMMEs.</td>
</tr>
<tr>
<td><strong>Support and social protection for young people, particularly the most vulnerable</strong></td>
<td><strong>Public employment schemes</strong></td>
</tr>
<tr>
<td><strong>Restructure the labour market, labour legislation and institutions to encourage youth employment</strong></td>
<td>• Enlarge the Expanded Public Works Programme and other short term job creation schemes.</td>
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Developed from: CDE (2007); ILO (2012a, 2012c); Mayer (2011); National Treasury (2011); Yousef (2012); van Aardt (2012).
Appendix 2

**Action Plans**

**Msunduzi Municipality**

**South Africa**

- Create database of unemployed youth in the city
- Meet with youth advisory office and Economic Development colleagues to feedback on the workshop
- Start the process of establishing a youth employment and empowerment strategy for the city

**Mbabane City**

**Swaziland**

- Incorporate youth in the review of the Economic Development Strategy. I have realised that our strategy will not be complete without a specific action plan on youth economic development.

**Swakopmund Municipality**

**Namibia**

- Youth development policy
- Develop interim work plan programme
- Registration of unemployed youth

**Maseru Municipal Council**

**Lesotho**

- I am going to identify all stakeholders within the municipal area that have any form of youth unemployment data so that I can create a complete database which we can use to inform our development programs
- Get information on youth grants or youth initiatives within central government which we will use to design strategies aimed at youth employment creation. This will lead to open communication on addressing youth employment within the municipality

**Maseru Municipal Council**

**Lesotho**
• Make a difference in the number of youth who want to start up their own enterprises, to know that it is not only educated people who can make it.

• I want to change people’s mindsets

**Bulawayo Municipality**

**Zimbabwe**

• Adopt Msunduzi Municipality’s idea of engaging youth in an organised capacity to be involved in refuse collection for a fee

**Capricorn District Municipality**

**South Africa**

• Emphasise the importance of incubation.
• Conduct information sharing seminars.
• Develop Youth Development Policy

**Arusha Municipality**

**Tanzania**

• Write a report on what was learnt over the workshop within 3 days and report to the City Director.
• Hold a meeting with the Youth Network to present new ideas learnt so that they can deliver that information to the youth.
• Give report to Community Development officer at the ward level during the departmental meeting

**EThekwini Municipality**

**South Africa**

• Revise Cato Manor LED strategy where one of the programmes is ‘youth economic empowerment’.
• Facilitate engagements with the youth in Cato Manor.
• Develop implementable and sustainable youth economic development plan which responds to the needs of the youth.

**Gulu District**
**Uganda**

- Continue to collaborate with NGOs and other stakeholders in tackling youth unemployment.
- Advocate for similar collaboration with all issues.

**Gulu District**

**Uganda**

- Hold a dissemination meeting about the workshop in the third week of August 2012.
- Engage in discussions on entrepreneurship in schools.

**Capricorn District Municipality**

**South Africa**

- Re-evaluate youth programmes at Capricorn.
- Revise programmes in line with ‘new’ information gathered at the workshop.
- Facilitate development of a youth policy/strategy.
Appendix 3

Strategies from the round table with youth

Group 1 Strategy

Aims

- Create job opportunities for the youth
- Empower the youth through job creation
- Aim create platforms for the youth

Objectives

To form co-operatives, training in the agricultural sector

We accommodate the youth according to their specific needs

Funding should sit with local government

Establish a specific fund regardless whether they come in a group or individuals. It should benefit the youth and individuals

Mentorship programmes for entrepreneurship

Life skills programs with these funds

Come up with programs e.g. creating enterprises and have some with regulations

Vocational training – in the programme

Schools programmes

Projects

Business Information Centre

Community development

Youth fund in groups when they grow bigger, they direct them to investors

Savings – start an account and lend out money or give them a loan

Centre within the municipality to train youth in business

Rather call it a youth desk

Establish a board of directors

Plan your strategy and project appropriately

Comment

Business Information centre: Youth Desks
Training and skills development such as voluntary service and mentorship programs, as well as creating enterprises within local authorities.

Youth funding

Give to groups not necessarily doing one activity but the loan is given to the group, when for example it becomes big they are linked to microfinance companies.

Group 2 Strategy

Our education system does not include entrepreneur skills. The youth from varsity level have no idea of the corporate world.

Strategy

Entrepreneurship in the education system (grade 9-12)

Aim

Instilling an entrepreneurial mindset at an early age (characteristics: mindset, attitude, spirit)

Objective

To promote sustainable youth entrepreneurs

Measureable activities

When you are trained for employment only one person will get a job, unlike when you’re starting a business, you get to employ a number of people.

Integrate entrepreneurial skills into the education curriculum.

Discipline

Programmes

Getting business people to take an active role in putting entrepreneurial skills in the curriculum

Developing the curriculum

Policy formulation and development

Stakeholder engagement

Projects

Business competitions

Experiential training

Orientation

Think of new ideas relevant to community building

Comment
The students must be given a chance to go to the entrepreneurs themselves.

Have a business forum where different entrepreneurs who have achieved a lot can share ideas with the students

Include entrepreneurial skills in the life orientation programs

Private institutions have their way of doing things, so how is education going to include the entrepreneurial skills in their curriculum

How do you incorporate those who are illiterate into getting employed?

How is the general public included in your strategy?

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**Group 3 Strategy**

**Aims**

A number of different projects to cater in various demo e.g.: enterprise projects, graduates and youth who are unemployed

**Objectives**

Develop entrepreneurial platform for interaction for youth development.

Empower youth with practical knowledge and skills

**Principles**

Youth to reach their full potential especially economic independence

Recognise the different needs of categories of youth in the programs

Access based purely on the need based on pre-determine criteria

Funding/ cost effectiveness

Identifying the importance of interventions over events

**Programmes**

Analysis of the status quo

Develop soft skills that will create a proper mindset

Outreach

Business development

**Projects**

Provide the linkages for further studies training, job opportunities and business.

Measure the impact of the strategy in a sense to ensure monitoring and evaluation
Entrepreneurial development through entrepreneurial incubations to assist youth service to promote a suitable youth service

**Principles**

- **Pillars that will hold up strategy**
- **Recognise the difference needs of categories of youth in the programmes**
- **Access-bases purely on the need based on pre-determined criteria**
- **Funding/cost effectiveness: to be conscious**
- **Intervention and not events we will find projects that will ensure maximum impact on programmes**
- **Identify the importance of interventions over events**
- **All projects/programmes are to ensure measurable results**
- “Nothing about us, without us”

**Program**

- Analysis of the status quo of the programme
- Putting a form of proposal for analysis, this can be collected
- Outreach-unemployed information
- Access to train
- Business opportunities
- Structuring of business
- Government support
- Business Hub
  - (Job centre “one stop centre with satellite offices used to equip with skills)
- **Basic Fundamentals**
- Training of soft skills
- Basic group skills
- Basic business development
- Job vacancy placement agency/ officer
- Social workers/ mentor/ councillor
- Referral into incubation facilities – Biz Farm and Shanduka Black Umbrellas
Non-profits are key drivers and to step back as the government ensure social ownership and limited interference.

Comments

The youth can be used from a political perspective to try and ensure independence. Monitoring and evaluation should be in place.

There does not seem to be a lot of consultation with the youth.

It is more theoretical than a practical programme

Who are the drivers of the project (leaders that are elected by the people are needed)

There is no partnership and how are you guided by the partnerships

There is a lack of communication

**Group 4 strategy**

To develop a framework to address youth empowerment

**Principle**

Mentorship

Skills training

Funding/ Trading

Data collection

**Project**

Sporting/ skills development

Different age group, youth class comments

Comments

The principles were not clearly defined. The objects were not clearly pointed out with what they wanted to achieve from the strategy

Sceptical about the projects idea of sports and recreation programme in terms of jobs

Project is good for empowerment not employment

Who will benefit from the programme?