



NAVIGATIONAL CAPACITIES FOR YOUTH DEVELOPMENT



Towards a sociology of southern youth

Sharlene Swartz: Human Sciences Research Council; University of Cape Town
Adam Cooper: Stellenbosch University, Cape Town, South Africa

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THE PROBLEM


1. Empirical **generalisations** that don't apply
2. Absence of **Southern theory** that recognises complex contexts of Southern youth
3. **Interventions** that assume way too many **resources**
4. **Critique** of **policy** without alternatives

PRESENTATION

1. Who are Southern Youth, and in what ways are their lives the same as, or different to their Global North counterparts?
2. What new tools, language, theory and research are required in order to make visible these similarities and differences and so foreground Southern Youth in youth studies?
3. How do historical approaches to youth studies contribute to this quest?

TWO THEORETICAL APPROACHES TO YOUTH STUDIES	
Socio-Cultural approach	Dynamic Systems approach
Structure and context	Agency and risk
Power and identity	Protection and behaviour
Resistance, opposition	Mutual accommodation
Institutions & material forces	Prosocial relationships
Critique of environments	Positive environments
Material resources	Non-delinquent activities
Overcoming social divisions	External quality resources
Analysis and policy	Intervention and programmes
Sociology, Cultural studies	Psychology, Public Health
Hebdige, Cohen, Dolby, Fine, Weiss, Dimitriadis, Dillabough, Nespor	Bronfenbrenner, Lerner, Pittman, Eccles, Benton, Catalano and Hawkins


Socio-Cultural approach	Dynamic Systems approach
STRENGTHS	
Youth voices and perspectives Youth participation Differential contextual influences	
WEAKNESSES	
Critique of policy without alternatives	Interventions that assume way too many resources
BOTH	
Empirical generalisations Absence of Southern theory	
NEITHER	
Critical, explicit “rules of the game” engagement Traditional values and culture Collectivity	

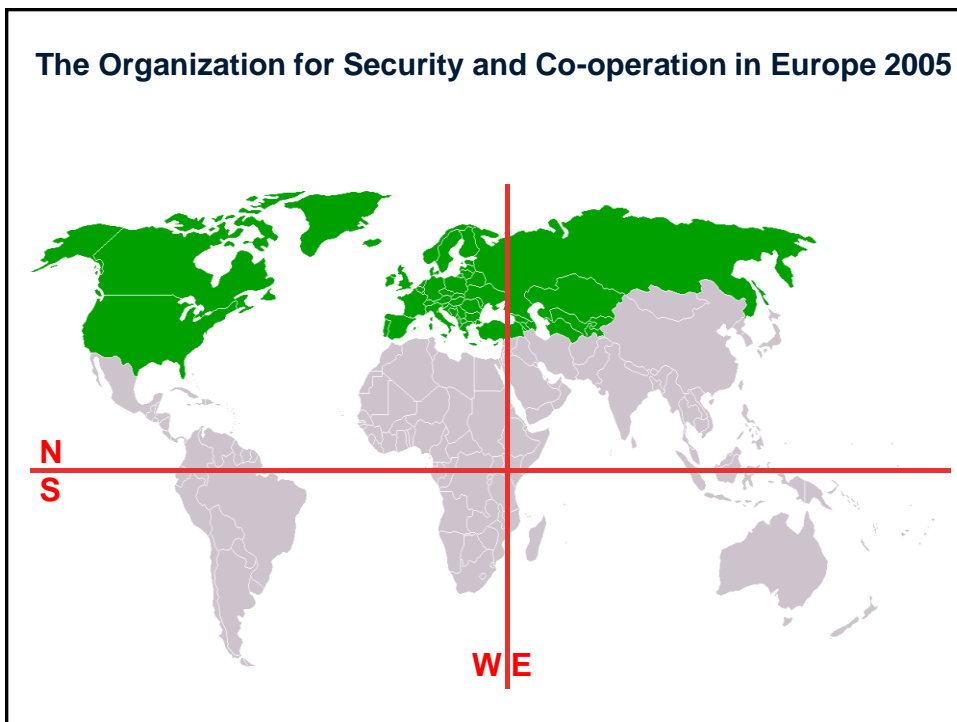


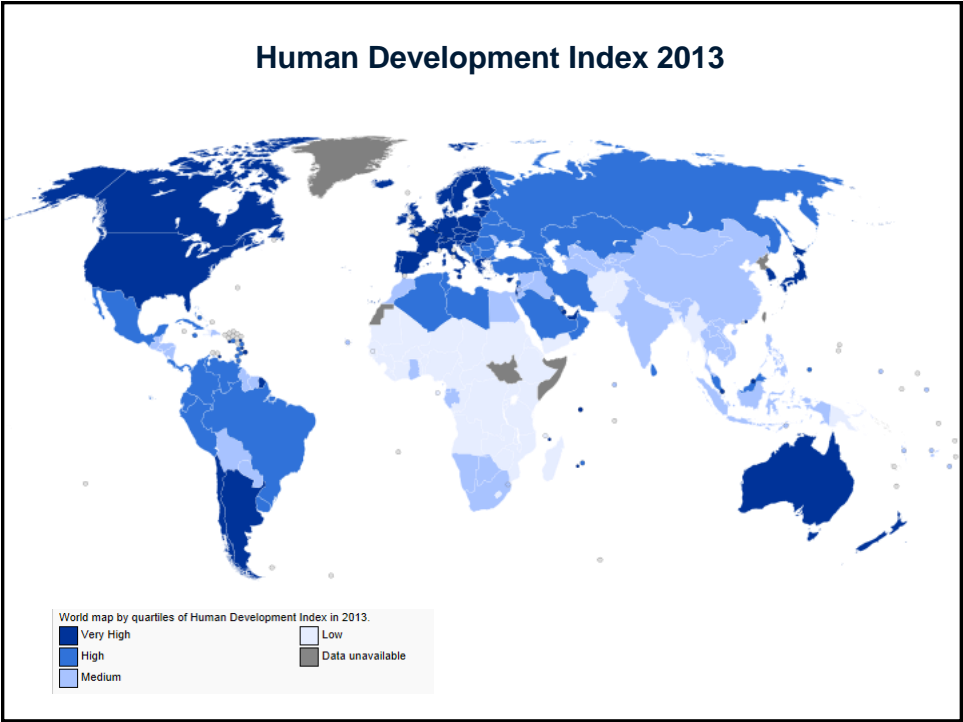
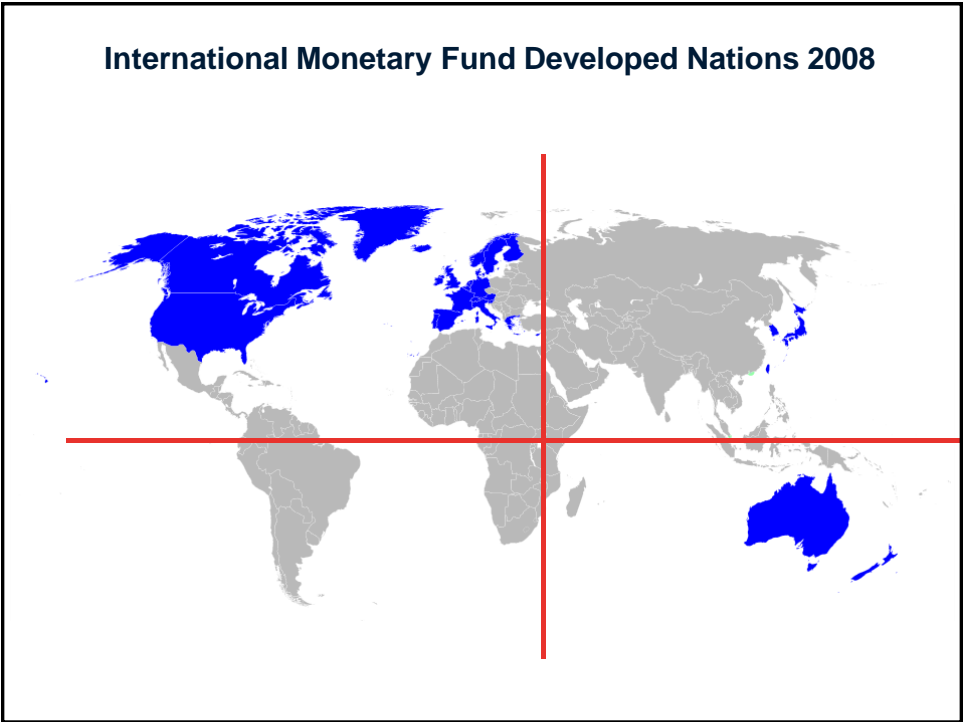
**WHO ARE 'NORTH'
AND WHO ARE
'SOUTH'?**

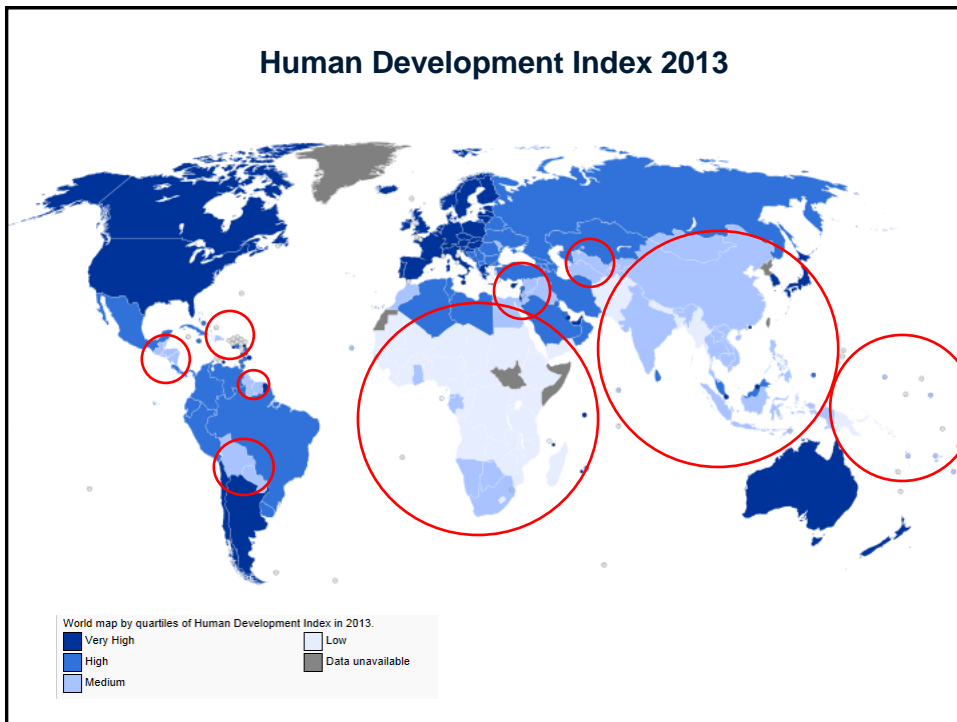
Does it matter?

How does it matter?

 **HSRC**
Human Sciences
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WHAT DOES IT MEAN TO BE 'SOUTHERN'?

- Jobless?
- Impoverished?
- Victim?

- Criminal?

- Under-educated?
- Precarious?

**“The Economist:
Generation jobless”**



The World, 27 April 2013

“Job crisis: 10 000 queue for 30 spots”



Durban, KwaZulu Natal, 14 September 2012 (IOL)



**Hector Pieterse in
the arms of Mbuyisa
Makhubo, with
Hector's sister,
Antoinette**

**Soweto, Monday 16 June 1976
Photo: Sam Nzima**

"Nobody is going to live forever"



Hawara Checkpoint, West Bank, 24 March 2004 (BBC/CNN), Hussam Abdo, age 15

"I don't mind if I have to sit on the floor at school. All I want is education. And I'm afraid of no one."

**Malala Yousafzai,
Social Activist, Age 15**

**Nominee, 2013 Nobel
Peace Prize**



Pakistan, January 2013 (Time)

"Human trafficking in Mexico targets women and children"



Mexico, 13 January 2010 (CNN)

“Sizwe Nzima: Cape entrepreneur makes Forbes’ list”




Khayelitsha, Cape Town, 30 May 2013 (IOL)

WHAT DOES IT MEAN TO BE ‘SOUTHERN’?




- Jobless?
- Impoverished?
- Victim?
- **Entrepreneur?**
- Criminal?
- **Activist?**
- Under-educated?
- Precarious?
- **Agent?**
- **Survivor?**

GLOBAL COMPARISON



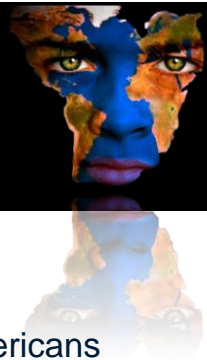
Domain	Same	Different
Education	Enrolment	Quality, completion and attendance
HIV		Sub Saharan Africa
Literacy	Young men	Young women
Tobacco use	X	
Life expectancy		X
Suicide		Higher in North
Crime and violence	X	

GLOBAL COMPARISON (CONT.)



Domain	Same	Different
Unemployment	Not a strict N-S divide	High – Africa Low - Asia
Demographics		Twice as many 10-19 yr olds in South
Poverty		X
Equality		X
Technology		2 x access in GN
Sociocultural lives		Happiness lower in GS

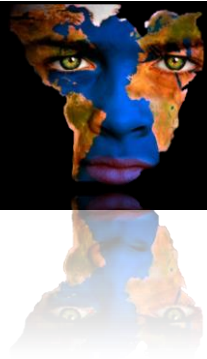
MEASURING VARIATION



HDI measures hide large internal variations:

- **US** (0.94) – Latina/o (0.75), African-Americans (0.70) AND African-Americans in Louisiana (0.47) [2012]
- **China** (0.69) - Shanghai (0.91) BUT Tibet (0.63) [2006]
- **Brazil** (0.73) - São Paulo (0.92) AND Manari (0.47) [2000]

WHO ARE THE SOUTH **WITHIN** THE NORTH?



1. Roma youth in Europe
2. Migrant youth in receiving countries
3. Township youth in South Africa
4. Favela youth in Brazil
5. Paris Banlieue youth in France
6. First people groups – almost everywhere
7. etc

AN EXAMPLE FROM SOUTH AFRICA



	Black:white comparisons
Poverty	White youth 8x wealthier
Secondary education	35% Black youth complete 12 yrs, 80% for white youth
Tertiary education	White 4 x greater enrolment
Unemployment	Black youth (15 to 24) 4x Black youth (25 to 34) 8x
Pregnancy rate (18-24)	Black youth 8x higher

SOUTH AFRICA (CONT.)



	Black/white comparisons
HIV rate	Black youth 10x higher
Violence and crime:	White youth 6x hijacked Sexual assault/assault similar
Death (14-34)	Black youth 4x more likely to die
Future optimism	Black youth twice as optimistic

THE MEANING OF 'SOUTHERN'

1. Geography - somewhat
2. Low HDI – Income, Education, Life expectancy
3. Limited capitals – economic, social, cultural, affective, moral,
4. Symbolic, structural and physical violence
5. Discrimination and social stratification
6. Cognitive and physical stunting including fear, insecurity, avolition and PTSD

ADVERSITY



HOW DIFFERENT?

Of course, simple binaries are inadequate. Youth in the global South, and marginalised youth within Global North states **contend in different ways** with poverty, educational quality, unemployment, food security, violence, migration, disability, sexual and reproductive health, lack of social solidarity, extended school to work transitions, and home to independent living trajectories.

Their social relations are also dissimilarly influenced by demands of traditional culture, family and religious and values, inequalities, diversity, access to technology, and the influence of the environment.

SUCCESS IN ADVERSITY

1. What does it mean to define youth by adversity?
2. What might be gained by explicitly doing so?
3. What does it mean to 'succeed' in adversity?
 - Exceptional effort to reach modest outcomes
 - Employing and opposing cultural and traditional values
 - Collective action
 - Use of alternative resources and strategies

SHOULD YOUTH DEVELOPMENT DIFFER?

1. Goals
2. Outcomes
3. Policies
4. Critical studies
5. Empirical studies
6. Practice

CURRENT SOUTH AFRICAN YOUTH POLICIES



1. National Youth Policy 2009 – 2014

- Development of self and society
- Access to services
- Retaining youth in service of communities

2. Departmental charters and policies

- Employment, educational quality, migration
- Skills and literacy
- Fertility, health, violence, protection
- Character/life skills, rights, discipline, patriotism
- Leadership
- Increasing youth care workers
- Intergenerational solidarity



WHERE ARE...



1. The rules of the game (Bourdieu)
2. Limited capitals and the reproduction of adversity (Bourdieu)
3. The effect of the past on the present
4. The freedom to live the life you value (Sen)
5. Cultural notions of individual and collective agency
6. Ways in which glass ceilings of aspiration are created and sustained (Appadurai)
7. Emancipatory and collective rights

HENCE, NAVIGATIONAL CAPACITIES...





NAVIGATIONAL CAPACITIES

A conceptual metaphor about strategies and outcomes for youth development in changing and adverse contexts


- Differing terrain
- Different vehicles



NAVIGATIONAL CAPACITIES - AN ALTERNATIVE CONCEPTUALISATION

1. Not competence or ability (capability) but a capacity or potential – THAT CAN BE LEARNED
2. A metaphor of the journey from adversity to success – hence navigational
3. Cogniscent of resource availability and the centrality of traditions and culture
4. Beyond policy platitudes



 Navigational Capacities		The capacity to...
AGENCY	I. Exert individual agency	See Plan Overcome
CAPITALS	II. Acquire capitals in primary contexts	Articulate Present Accumulate
ANALYSIS	III. Recognise/analyse proximal interconnecting systems	Connect Resist Reflect
POWER	IV. Recognise/analyse distal institutions, practices and policies	Analyse Confront Hustle
OUTCOMES	V. Achieve emancipatory identities	Aspire Evaluate Embrace
COLLECTIVITY	VI. Organise collective agency and participate in transitions	Organise Advocate Freedom

Navigational Capacities in six domains – the capacity to...	
I. INDIVIDUAL AGENCY: Locus of control, self-management	
1. See oneself as agents not victims, in order to change what can be changed, and seek help when autonomous change is not possible	
2. Overcome disappointments and failures, to bounce back and develop alternate pathways to achieving thwarted aims, and resilience to stressors	
3. Plan resources, time and financial	
II. ACQUISITION OF CAPITALS IN PRIMARY CONTEXTS: Social, moral, economic, symbolic, cultural - education, home, streets, community, employment, leisure, media	
1. Accumulate capitals through positive and diversionary action when confronted with conflict, rejection, sabotage, negative emotions (such as jealousy, depression, anger)	
2. Articulate ideas, views (and objections) in respectful and convincing ways	
3. Present oneself in ways that are appropriate and encourage positive reception	
III. RECOGNITION/ANALYSIS OF PROXIMAL INTERCONNECTING SYSTEMS: Habitus and field, interrelationships between contexts	
1. Connect and network in pursuit of aims and grow social capital	
2. Resist pressure to abandon worthwhile aims and to internalise 'blame the victim' arguments	
3. Reflect on goals and desired outcomes, and ensure that plans are realistic and measurable	

IV. RECOGNITION/ANALYSIS OF DISTAL INSTITUTIONS, PRACTICES AND POLICIES: Government (criminal justice system), Hegemonic (adults), Mobility, Migration, Health, Education and Infrastructure

1. **Analyse** structural impediments, including the effects of poverty on self actualisation, education and employment for example
2. **Confront** power and navigate bureaucracies that prevent access to opportunities and resources; to understand the rules of the game
3. **Hustle**, to make short term plans as stop gaps, to ensure survival in egregious contexts

V. ACHIEVING EMANCIPATORY IDENTITIES: Race, class, gender, culture, religion, geography; Power relations, structural violence, opportunity, poverty, discrimination

1. **Aspire** to being something worthwhile, rather than an overly idealistic anything or a deflating nothing
2. **Evaluate** opportunities and contexts, to judge which to pursue and which to decline or from which to walk away
3. **Embrace** diversity, to adopt non-oppressive practices with regards to race, class, gender, ethnicity and geography

VI. COLLECTIVE AGENCY AND PARTICIPATION IN TRANSITIONS: Change over time, Ability to organize; to live lives collectively valued

1. **Organise** collectively for change
2. **Freedom**, to live the life valued and chosen
3. **Advocate** for resources, opportunities and needs for self and others

HOW? A RESEARCH AGENDA

1. A consensus set of navigational capacities for Southern Youth - with youth, youth agencies, literature and policy makers in the South
2. In conversation with BOTH dynamic systems and socio-cultural approaches
3. Focussing on collective agency, overcoming adversity and exposing adversity is maintained and reproduced

ASKING...

1. How are the **contexts** of Southern Youth empirically different?
2. What **navigational capacities** are required?
3. What **effect**, over time does the presence or absence, of these navigational capacities have on youth's outcomes?
4. How best might these navigational capacities be **promoted** across policy, critique and intervention?



We're in the market for partners...

Sharlene Swartz: Human Sciences Research Council; University of Cape Town

sswartz@hsrc.ac.za

