



women, youth &
persons with disabilities
Department:
Women, Youth and Persons with Disabilities
REPUBLIC OF SOUTH AFRICA



Virtual NYP monitoring and evaluation framework validation workshop report

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With contributions by the Human Sciences Research Council



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1 Introduction

The Department of Women, Youth and Persons with Disabilities (DWYPD) facilitated a validation workshop for the draft Theory of Change (TOC) and Monitoring and Evaluation (M&E) Plan of the National Youth Policy 2020-2030 (NYP) developed by the Human Sciences Research Council (HSRC). This report presents the process, key discussion points and inputs from the validation process and provides recommendations for strengthening the TOC and M&E Plan.

1.1 Overview of the NYP 2020 – 2030

The NYP 2020 – 2030 is a cross-sectoral policy aimed at effecting change for the youth at local, provincial and national levels. It redresses the wrongs and injustices of the past, whilst simultaneously addressing persistent, new and emerging challenges of the country's diverse youth population. The policy proposes interventions that enable positive development for young people as individuals and as members of families, communities and the South African society. It centrally places the youth as key players in their own development and in advancing development of their communities, the nation, the continent and globally by outlining tangible actions, commitments, resourcing, and accountability by all stakeholders working together and in partnership with the youth¹. The policy is organised according to five policy priority areas: quality education, skills and second chances; economic transformation, entrepreneurship and job creation; physical and mental health promotion including COVID-19; social cohesion and nation building; and effective and responsive youth development machinery.

2 Purpose of the workshop

The overall purpose of the workshop was to validate the NYP 2030 Theory of Change, review the M&E Plan and discuss institutional arrangements for effective monitoring and evaluation of the NYP 2030. The participants were thus asked to strategically reflect on the appropriateness and fit of the TOC and the M&E Plan for the five policy priority areas of the NYP 2030. The objectives included:

- To undertake a collective review of the draft TOC
- To prioritize the key indicators for measuring outcomes and outputs of the NYP
- To understand the institutional arrangements for implementation of the NYP
- To understand the reporting requirements and platforms/tool for reporting on the NYP implementation.

3 Agenda and attendance

The two-day workshop was held virtually on the Zoom platform on the 29th and 30th of July 2021. The workshop was attended by approximately 72 individuals from 23 different organisations that include non-governmental organisations, civil society organisations and provincial and national government departments. Some of the organisations/institutions present included UNFPA (Funder),

¹ National Youth Policy 2020/30: DWYPD briefing with Minister and Deputy Minister, 11 November 2020



UNICEF, Jet Education Service, GIZ and Youth Capital. Among the many government departments in attendance was National Treasury; Departments of Rural Development, Basic Education, Public Works and Social Development; and the National Youth Development Agency to name a few. See Annexure 2 for the full list of participants.

HSRC researchers – Dr Precious Tirivanhu presented the Monitoring & Evaluation Plan and Theory of Change for the NYP 2030 in a plenary session and his presentation was followed by break-away sessions organised according to the policy pillars and the respective stakeholders. These discussions were followed by another plenary on the second day. The validation workshop was facilitated by the HSRC researchers: Dr Wilfred Lunga, Dr Ntombizodumo Mkwanazi and Dr Mokhantšo Makoae; and the Southern Hemisphere. The latter drafted the workshop proceedings report for the HSRC researchers' input. The workshop was a high-profile event for the Department of Women, Youth and Persons with Disabilities – it was officially opened by the Chief Director – Youth Development, Dr Bernice Hlagala and closed by the Director General Advocate Mikateko Joyce Maluleke.

4 Review of the NYP 2030 TOC

4.1 Purpose and process of the TOC review exercise

The purpose of the TOC review exercise was to interrogate and review the TOC. The participants were divided into five groups and each group was assigned a policy priority area of the theory of change to review. The individual groups were required to address a set of three key questions covering the themes in Figure 1 below for 15 minutes and report back in plenary thereafter.

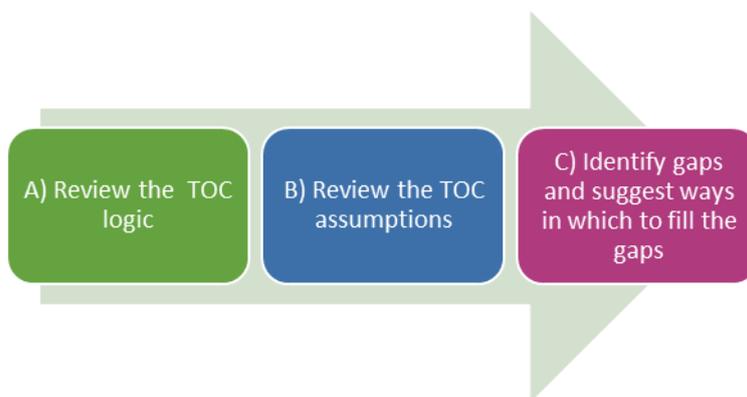


FIGURE 1 PROCESS FOR THE TOC REVIEW

4.2 Summary of inputs per policy priority area

The respective groups raised several issues with the TOC, summarised as follows:

- The TOC needs to be more specific and recognise that the youth population in South Africa is multifaceted and diverse in thought and action which needs to be accounted for within the TOC.
- The TOC results logic is missing layers of outcomes and interventions.
- The assumptions in the TOC are formulated as risks and there is a need to revisit and review them.
- In terms of the gaps, activities, outputs and outcomes are missing.



These are discussed in detail as per policy priority area below.

4.3 Policy priority area 1: Quality education, skills and second chances

Review of the logic

Participants shared the following insights regarding the results logic:

- The TOC logic should recognise that young people are a heterogeneous group of individuals, thus the pathway should account for the changing environment and the needs of young people as well as harnessing their ability to be innovative and creative.
- There is a missing layer between the interventions and the outcome and the following intermediate outcome should be added: a coherent education and skills development system that facilitates the entire education journey of a young person which could be through a variety of pathways.
- A further layer of outcomes should be added to include: improved early learning outcomes. ECD and basic education interventions would be interventions that feed into this outcome.

Review of the assumptions

Participants suggested inclusion of the following three assumptions:

- Schools can identify, nurture and support talent in young people.
- Everyone has equal access to education
- All have equal access to equal education and skills development opportunities regardless of geographical location

Identification of gaps and how to fill them

Some gaps were identified in the TOC and the following additions (at the level of interventions) were suggested:

- Provision of learning and teaching support materials
- Implementation of school accountability frameworks
- Interventions which promote the value of education among young people
- Implementation of the three-stream model including strengthening TVET, SETAs and GECs.

Furthermore, there needs to be reflection of the geographical divide in South Africa – rural and urban; and alongside “teacher development” the inclusion of “teacher management”.

4.4 Policy priority area 2: Economic transformation, entrepreneurship and job creation

Review of the logic and assumptions

There were no views shared by the participants regarding the logic and assumptions of the TOC. Instead, this group reviewed the M&E plan and indicators.



Identification of gaps and how to fill them

The group identified the following output/intervention which needs to be included: Existing public incentives, programmes or structures such as employment tax incentive, SETAs and B-BBEE.

4.5 Policy priority area 3: Physical and mental health promotion including COVID-19

Review of the logic

Participants shared the following insights regarding the results logic:

- Add an intervention related to improving *access to information* about mental health.
- Include an intervention that focuses on closing the intergenerational gap when it comes to matters of mental health.

Review of the assumptions

Participants suggested the inclusion of an assumption that recognises the gap between young people and the older generation (parents and guardians), their limited understanding of mental health, and the challenges this creates for young people. This problem is further influenced by the different understandings or misunderstandings about sexuality, more specifically the LGBTQIA+ community.

The participants also raised the importance of including an assumption about the effects of COVID-19 on young people such as the loss of parents or guardians.

Identification of gaps and how to fill them

A gap identified is young people's access to information about mental health using platforms such as social media. This should be included in the TOC as an intervention/output.

4.6 Policy priority area 4: Social cohesion and nation building

Review of the logic

Participants shared the following insights regarding the results logic:

- Include, as part of the preconditions of achieving the ultimate goal of social cohesion and nation building, the fostering of the spirit of Ubuntu. It was proposed that this can be done through the inclusion of the principle of Ubuntu in informal and formal settings that young people frequent such as in schools and sporting events.

Review of the assumptions

Participants suggested inclusion of an assumption related to young people's perceptions of crime and sense of safety in their neighbourhoods.

Identification of gaps and how to fill them

Participants felt that there were a number of outcomes and outputs missing in the TOC. The current structure of the TOC is questionable because it captures a set of broad activities that are expected to lead to very high-level impact. There is thus a need for additional content (outputs and outcomes)



that will provide sufficient preconditions for attaining the outcome for this priority area. The following recommendation was made as an addition:

Empowerment of young people to confront systematic racism and inequality through sport, the encouragement of public discourse (using platforms such as talk shows, debates, public dialogues etc.) and intercultural or diversity programmes in informal and formal institutions with the assistance of civil society organisations.

Participants highlighted the need to review the output statements and how the outputs collectively lead to change at the outcome level. This can be done by reviewing current successes and failures and building on them. In this way, evidence of what works and does not work can be used to inform new outputs that can lead to change at the outcome level.

The assumptions in the current TOC (captured in the orange circles) are perceived as being risks or problems and not assumptions. The group thus concluded that for this policy priority area, the assumptions have not been included. Thus, there is a need to develop a set of clear assumptions that link outputs to outcomes and from outcomes to impact.

4.7 Policy priority area 5: Effective and responsive youth development machinery

Review of the logic

The participants agreed that the preconditions at lower levels were correct and sufficient to achieve the outcome. However, there was a concern about **how** to ensure that the preconditions exist or are implemented correctly to ensure outcome is achieved at the higher level. For example, how can a well-coordinated youth development services by government, civil society and businesses be achieved?

Review of the assumptions

The participants agreed that the assumptions included in the TOC are correct and no further views were raised.

Identification of gaps and how to fill them

Similar to when reviewing the logic of the TOC, the question of **'how?'** was identified as a gap. One way to deal with this is to include a layer below which specifies a set of outputs or interventions for achieving the change at the next level.

The group raised two key points that should be addressed to support NYP policy implementation:

- An assessment of the institutional arrangements by the private sector other than by just the CSI.
- Interventions that address the fragmentation in the youth sector.
- The inclusion of an implementation strategy for the policy

See link to the google slides:

<https://docs.google.com/presentation/d/1Y1CzXoZ0LL73TjcSU8QjQh1JA1JWyixG/edit?usp=sharing&oid=108023104148857158110&rtpof=true&sd=true>

5 Review of NYP 2030 MEL plan



5.1 Purpose and process of the MEL review exercise

The purpose of this exercise was to validate and prioritise indicators in each of the policy priority areas of the M&E Plan. The participants once again were assigned to break out rooms according to the policy priority areas of the NYP. Participants went through a four-step process (see Figure 2 below). The inputs and discussion points are captured in the sections that follow.

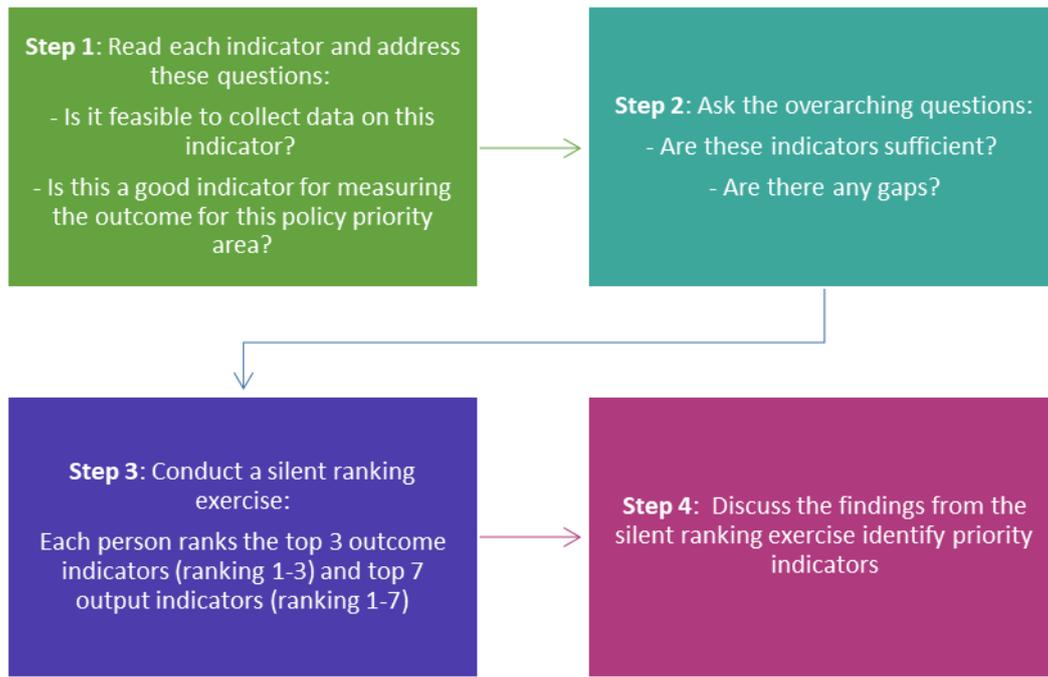


FIGURE 2 PROCESS FOR THE M&E REVIEW EXERCISE

5.2 Quality education, skills and second chances

Feasibility of indicators

Overall, the **outcome indicators** need to be reviewed in terms of their feasibility and their potential to be good indicators for measuring the outcome.

Out of six proposed outcome indicators, only one was noted as being particularly good: *Percentage distribution of youth with prerequisite digital technology skills at different levels of PSET qualifications*. The remaining five indicators may need some ‘tweaking’ and ‘rewording’ (see annexure 3 for comments).

Several **output indicators** were noted as being both good and feasible indicators to collect data. There is also a need to clarify and ‘tweak’ some of them based on what data is being collected by the various departments.

Identified gaps and suggested changes

The following issues were raised with regards to feasibility of collecting data on the indicators:

- Monitoring or tracking



There is a gap in terms of effectively and efficiently tracking data for the indicators. Some of the indicators are not being tracked by schools, TVET institutions and universities. In addition, the government departments responsible for tracking are not doing so effectively. In some instances, only universities have reputable tracking systems for indicators such as “Percentage distribution of the highest levels of education attained by youth within required time” and “Number of university students who obtained NSFAS and private sector financial assistance”. A proposed remedial action for this is the improvement of the tracking of learners as they move through learning institutions.

- Coordination of information flow or sharing

A challenge raised is the limited information sharing between government departments and education institutions. There is no appropriate coordination structure or mechanism to facilitate this sharing of information.

A further challenge is the limited clarity about which stakeholders are responsible for collecting indicator and whether such information is being tracked in the first place for indicators such as: *Number of young people supported through individual career guidance interventions.*

Priority indicators based on ranking

Figure 3 below displays the priority indicators based on the ranking by the participants in the policy area.

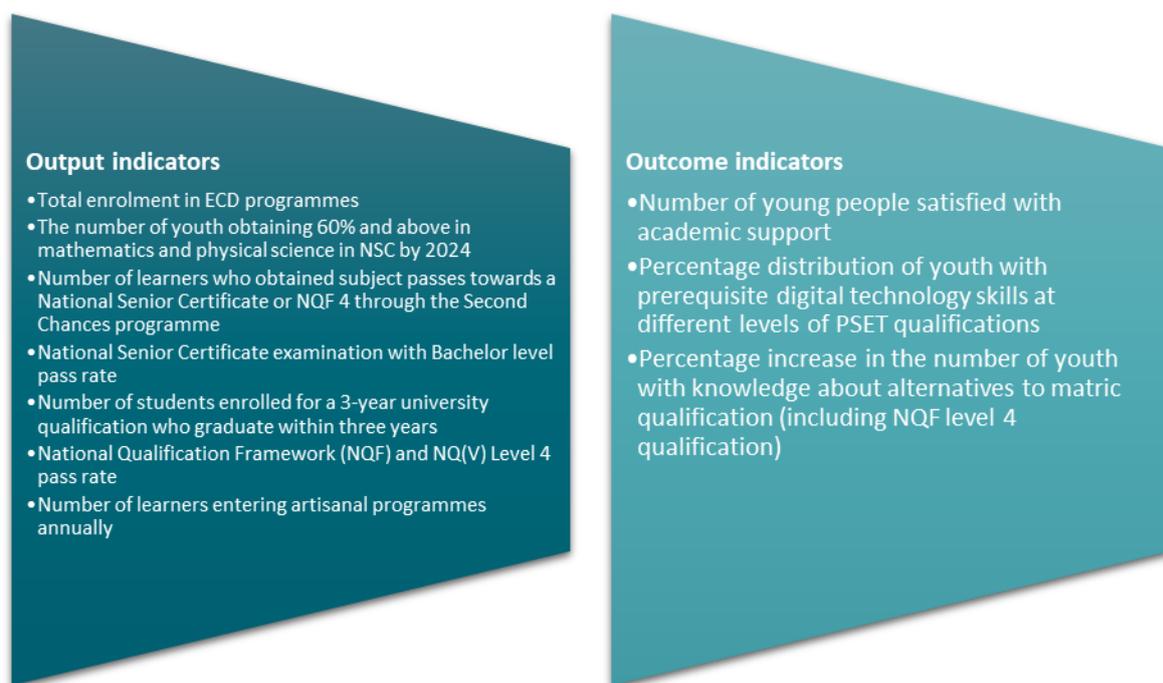


FIGURE 3 OUTCOME AND OUTPUT PRIORITY INDICATORS FOR QUALITY EDUCATION, SKILLS AND SECOND CHANCES

5.3 Economic transformation, entrepreneurship and job creation

Identified gaps and suggested changes

- Review of indicator specifications/wording:



The general perception from the participants focusing on this policy priority area was that the indicators were good, however through the process of validation there were numerous suggestions on changes to the wording of the indicators, and adjustments to specifics such as age range in the indicators and making the indicators more robust rather than one dimensional in the data it captures. Several outcome and output indicators were therefore revised in the group.

- Additional indicators for consideration

For the outcome indicators these include *Capacity building of youth in entrepreneurship, Participation of youth in innovation and 4IR; Youth access to markets; Youth access to finance; and Mortality rate in youth businesses.*

For the output indicators these include *Percentage of youth participating in informal economic sector; and Percentage of youth owned businesses participating in SA economy.*

Priority indicators based on ranking

Although there was no specific ranking by the participants of this policy area, the indicators recorded as priority are the ones which the participants felt needed no review and were feasible for data collection. These are captured in Figure 4 below.

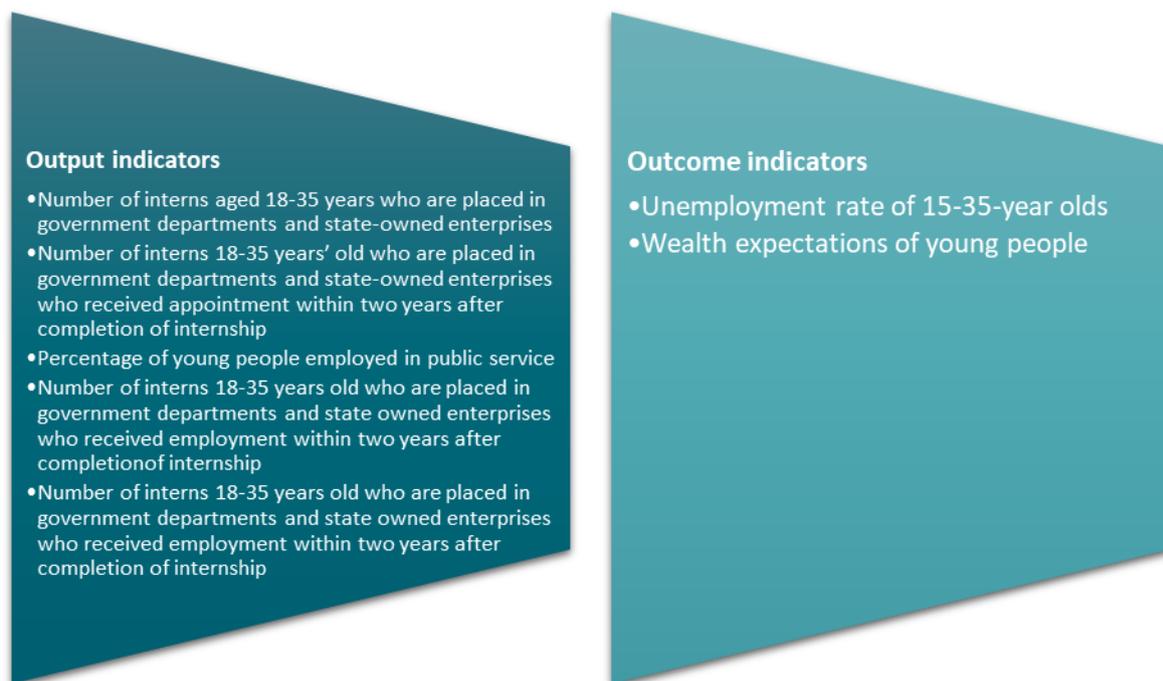


FIGURE 4 PRIORITY INDICATORS FOR ECONOMIC TRANSFORMATION, ENTREPRENEURSHIP AND JOB CREATION

5.4 Physical and mental health promotion including COVID-19

Feasibility of indicator

All of the outcome indicators were considered as feasible and good for measuring the outcome for this priority area.

Identified gaps and suggested changes

- Disaggregation



The participants reviewed the indicators and suggested that most the indicators need to be disaggregated by race, age and race group as guided by the policy document.

- Data sources

Additional data sources were suggested for the indicator data (see annexure 3 for suggested changes).

Priority indicators based on ranking

The figure below captures those outcome and output indicators which received either a '1' or a '2' in the ranking exercise.

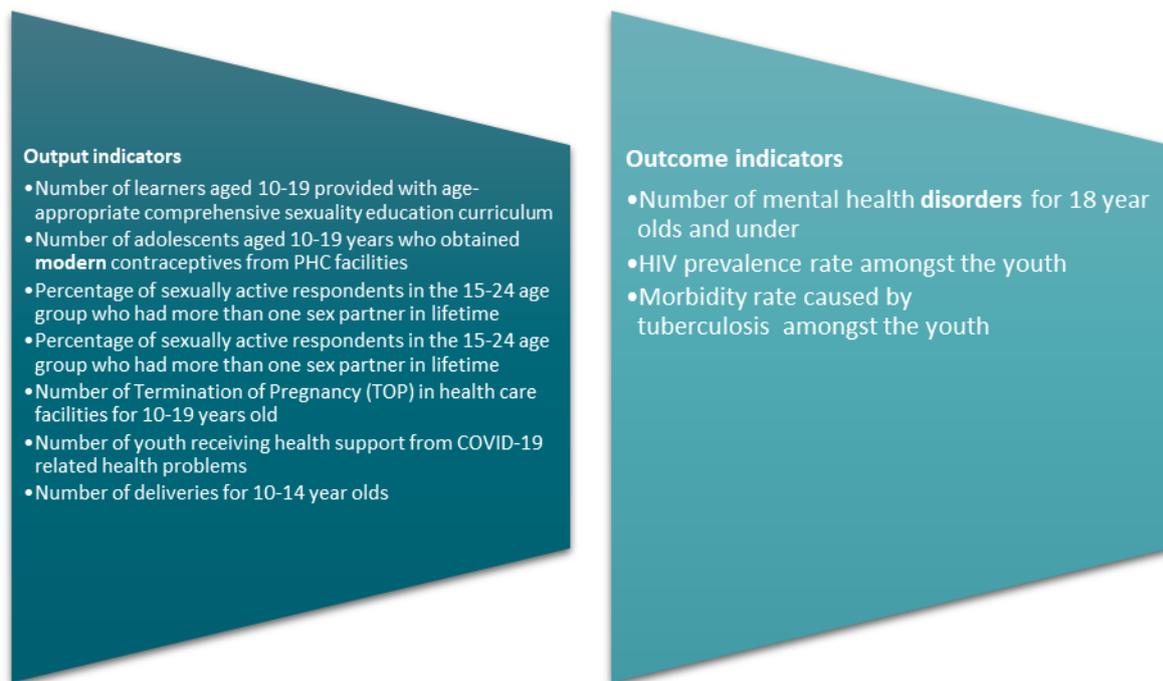


FIGURE 5 PRIORITY INDICATORS FOR PHYSICAL AND MENTAL HEALTH PROMOTION INCLUDING COVID-19

5.5 Social cohesion and nation building

Feasibility of indicator

The majority of the indicators were considered good but questionable in terms of feasibility. This was influenced by the mix-up in the allocation of the indicators to the output and outcome level. Additionally, their feasibility will depend on reviewing the type of measure used in the collection of data, i.e. whether qualitative or quantitative and whether number or percentage is being used.

Identified gaps and suggested changes

- Type of measure for the indicators:

For those indicators that require 'percentages', the participants reviewed and changed the measuring type to 'number'. This is because the use of percentages presupposes that the total overall incident is known (i.e. the denominator) and thus, 'number' is the better alternative.

- Differentiating between outcome and output indicators:



The participants observed that a number of the outcome level indicators should be moved to output level. For example, the indicator “Number of Provincial Community Arts Development Programs implemented per year” was located under outcome level when it was considered an output level indicator. Thus, there is a need to review the arrangement of the indicators for the two levels for the policy area.

- Data collection/Measurement

Although many of the indicators were considered concerns were raised about a) the gaps in data sources/MOVs were the indicator data can be obtained and b) whether the data is recorded in the form that is required for the particular indicator. For example, there is uncertainty whether municipalities are capturing data on the indicator “Number of youth who participated effectively in IDPs for their municipalities for decision making and service delivery” via registers for their IDP meetings. Furthermore, it is unclear whether municipalities are capturing the extent to which youth are participating meaningfully – how will this indicator be measured to capture the quality of participation of youth (qualitative indicator).

The HSRC indicated that the above observations were valid, but, that these are some of the concerns that the Department should address with the champions and through advocacy even during the piloting phase. The work is doable but requires some level of reorientation

Priority indicators based on ranking

There was no specific ranking of that took place for this policy area as most of the time was dedicated to discussing the specifics of the indicators. However, there were indicators that were specified as priority indicators or important. These are included in the figure below.

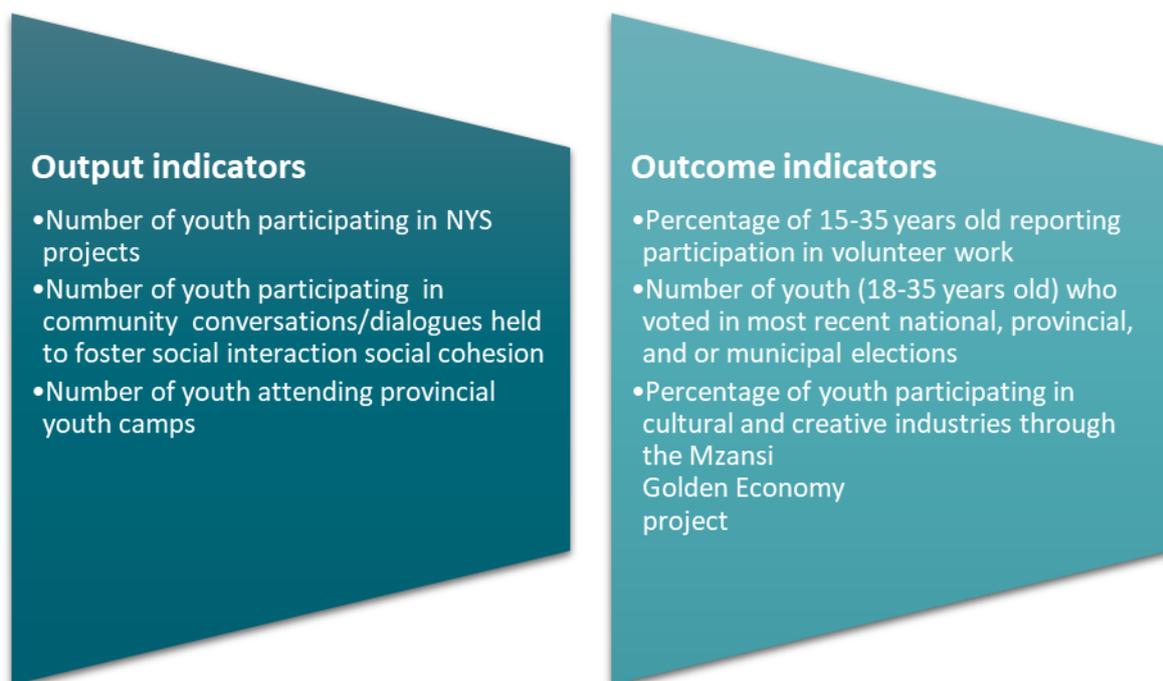


FIGURE 6 PRIORITY INDICATORS FOR SOCIAL COHESION AND NATION BUILDING



5.6 Effective and responsive youth development machinery

Feasibility of indicator

The indicators for this policy areas were considered as good for measuring the outcome. The perception of their feasibility in the collection of data was influenced by the gaps that were observed by the participants which included the need to simplify variable to be measured, the expansion of MoVs and the need for clear description of what the indicators entail. These are discussed below.

Identified gaps and suggested changes

- Poor detail in indicator description/explanation

The participants felt that some of the indicators were not adequately described. In addition, there was a suggestion of clarifying some of the complex or unclear concepts used in the description or explanation of indicators.

- Collection of data

It was observed that most of the proposed MoVs are secondary data and there was proposal to consider primary data collection for some of the indicators.

- Multiple variables measured by a single indicator

The participants recommended that the indicators be simplified for efficient and effective measurement.

Priority indicators based on ranking

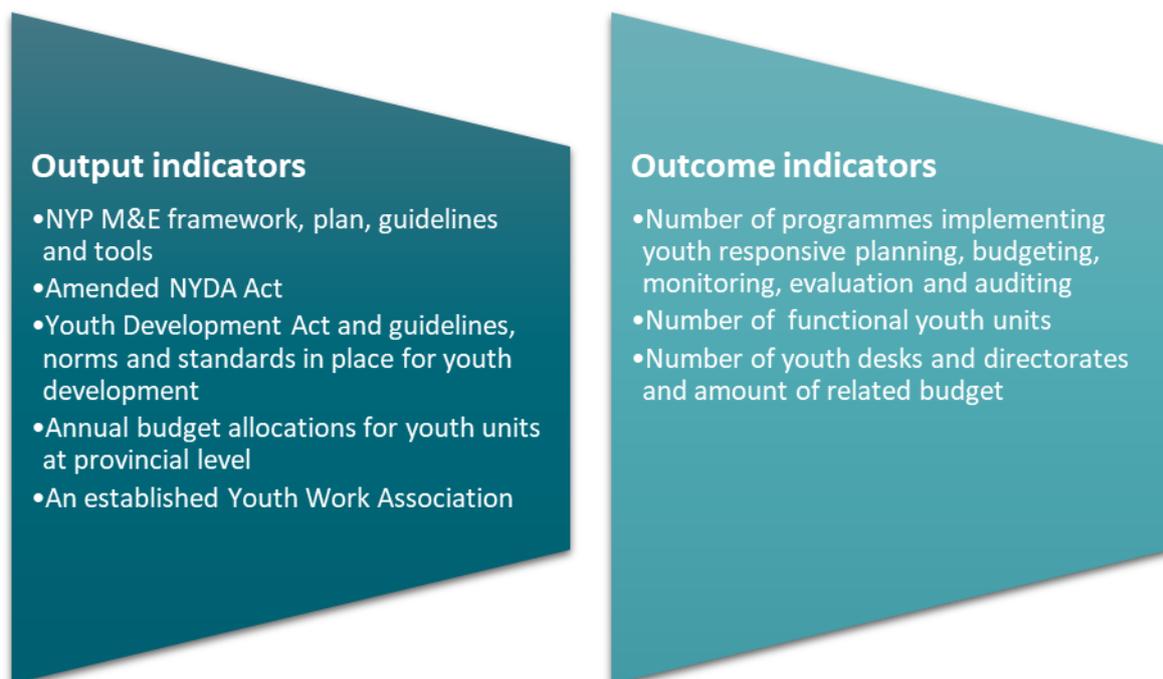


FIGURE 7 PRIORITY INDICATORS FOR EFFECTIVE AND RESPONSIVE YOUTH DEVELOPMENT MACHINERY



6 Institutional arrangements

Institutional arrangements are structures, operational modalities and reporting mechanisms put in place to achieve effective monitoring of youth development in the country. The key players in the framework include the Local Youth Development Coordinating Forum convened by the National Department of Co-operative Governance, the Provincial Youth Development Coordinating Forum convened by Youth directorates in the Offices of the Premier and the National Youth Development Coordination Forum convened by the Youth Unit in the Department of Women, Youth and People with Disabilities.

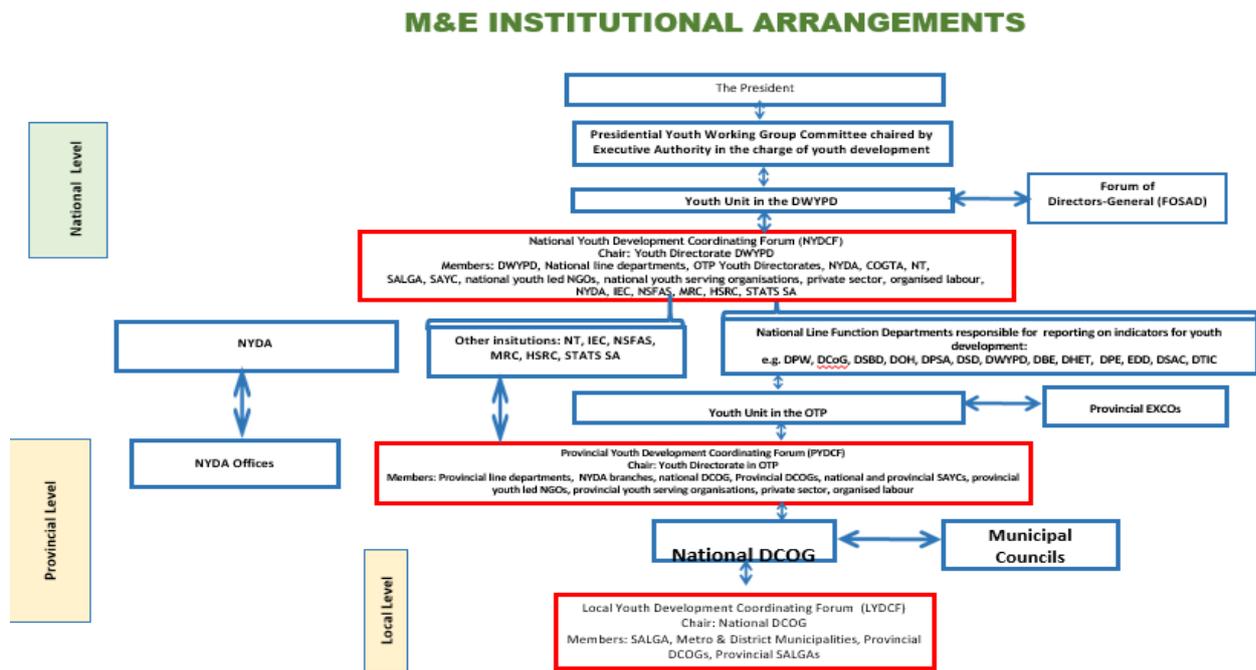


FIGURE 8 PROPOSED M&E INSTITUTIONAL ARRANGEMENT

6.1 Summary of discussion points

- The structure of the institutional arrangement is similar to the structure that was in place a few years ago, with some changes. It is important that this has not been a simple replication of the mechanisms but strengths, weaknesses, gaps and opportunities in the arrangement are identified so that faults are not replicated as well.
- Youth development data is not systematically coordinated due to poor structures and mechanisms in place in different departments; thus a monitoring and tracking mechanism is required so that departments can submit accurate and timeous reports within the structure.
- Effective monitoring, evaluation and reporting mechanisms need to be expanded to all departments at all levels of government. The National government level needs to be proactive in assisting lower level departments to improve and strengthen their reporting mechanisms. This should start by assessing the departments' current state of reporting and use this as a starting point.
- The UNICEF online reporting platform has the potential to strengthen these reporting mechanisms.



7 Online M&E reporting platform

A presentation on the online M&E reporting platform was presented by UNICEF. The online reporting system is an automated reporting platform that will facilitate the collection of indicator data on the Youth Policy M&E framework. The platform addresses the challenges of collecting and reporting on large pieces of information and narrows down the indicators as anchors of the M&E framework.

Why is this platform important?

- A more efficient alternative to large excel sheets that are not easy to handle and consolidate
- Ensures consistency checks – possibility to do quality assurance
- Institutional Memory – tracks progress over time
- An ability to upload relevant reports / MoVs with limited difficulty in tracking document
- Ease data entry by multiple stakeholders at a time

How will it assist?

- The platform facilitates transparency, accountability and learning
- At the national level:
 - Easy consolidation and automation
 - Multiple stakeholders or users can enter data
 - Dashboards and reports can be accessed for quick view and analysis

7.1 Summary of discussion points

- There needs to be a technical working group in charge of reviewing information for accountability.
- The software is Open Source and is made accessible as a public good with the support of UNICEF. The government owns or has full control over the data recorded on the platform.
- The system has the potential to change the face of reporting and the quality. Within the process, the custodian is very important to ensure that the quality of data is good and appropriate for use by the custodian ministries.
- Periodic reviews of platform use will be important because the systems will reveal some of the gaps in the tracking and reporting within the different ministries.

8 Workshop evaluation, reflection and recommendations

8.1 Feedback from participants

For feedback on how the session went, the participants were requested to complete a Mentimeter and answer the following question: *In three words, describe how you feel about the TOC and M&E for the NYP 2030?* Overall the feedback was positive which indicates good buy-in and support for TOC and M&E plan. The responses are presented below.



8.3 Recommendations to strengthen the Theory of Change

The TOC of change has a clear goal statement and includes the outcome statements of the five policy priority areas of the NYP 2030 with each priority area having its own pathway of change. The following recommendations are made to strengthen the TOC logic and assumptions.

Logic

The link between the outputs and outcomes need to be much clearer so that the output is placed below the outcome and the logical flow of outputs leading to the correct outcome is correct.

As a rule of thumb, the output is '*what we do*' (deliverables); whilst outcome is '*what they do*' (as a result of what we do). Using the NYP as an example:

- What we do = what government or civil society is doing to influence change
- What they do = what youth are doing as a result of the intervention

Assumptions

Currently the assumptions are written as problem statements.

There are three main types of assumptions in TOC:

1. Assumptions about why each precondition is necessary to achieve the result in the pathway of change and why the set of preconditions is sufficient to bring about the long-term goal.
2. Assumptions that connect programme activities to specific outcomes for specific populations or communities. This may include findings from best practice research, academic research and/or practitioner experience.
3. Contextual assumptions; e.g.: local economy, race relations, access to services.

*** Note that assumptions should always be written as positive statements.**

In order to correct this, the HSRC team will need to review the assumptions by asking one of two questions for each outcome:

1. What are we basing our assumption on in terms of why this change is needed?

Example of an assumption from outcome to impact:

Evidence suggests that youth unemployment is high for those between age of 15-34 years in first quarter of 2015 (Statistics SA, 2015, national and provincial labour market survey)

Based on this, the assumption should therefore be: *high youth employment*

2. What are the external factors that need to be in place in order for us to get to the next level of change?

Example of an assumption from outcome to impact:

All youth has equal access to education regardless of their geographical location



8.4 Recommendations to strengthen the M&E plan

The M&E plan is well-structured according to the 5 policy priority areas of the NYP and it includes a plan for data collection and reporting, thus providing a good basis for monitoring and reporting on the NYP implementation. The following recommendations are made to strengthen the M&E plan.

Indicators

There are too many indicators and the HSRC team should use the inputs from the workshop to reduce the number. As a rule of thumb there should be about 4 outcome indicators and 7 output indicators.

Many of the indicators in the M&E plan do not have any baseline data available – this then raises the question as to whether they are in fact feasible to collect.

There are a number of indicators without MOVs which raises concerns about whether this data is being collected in the first place and whether feasible to include it in the M&E plan.

As a guide here, do not include indicators unless you are sure that the one responsible for collecting the data can in fact collect it at the particular intervals required (i.e. annually, bi-annually).

Be more precise. If the indicator is using a percentage or a number to measure change then the baseline data needs to be showing either the percentage or the number.

Sometimes percentage is not the best way to measure – it may be better to have numbers

There are currently no qualitative indicators and the HSRC team should consider including at least one qualitative indicator per policy priority area.

8.5 Recommendations for implementation of the M&E system

Prior to implementing an online reporting system there is a need to develop a reporting template (see reporting tool used for previous NYP).

Pilot the M&E system to test again whether it is feasible to gather data on all indicators with relative ease.

- Before the pilot conduct capacity building and mentoring in the M&E system with the responsible departments on how to collect the data for both the paper-based and electronic system.
- After the pilot, hold a review process to determine if it is possible to collect the indicators timeously and whether the data is really telling the story about whether things are getting better or worse. A learning workshop could be held to fulfil this purpose.

9 Conclusion

The validation workshop held on the 29th and 30th of July 2021 with stakeholders in the youth sector with an opportunity to reflect on and validate the NYP TOC and M&E plan, and institutional arrangements for reporting on youth development in the country.



Workshop participants participated actively when reviewing the TOC looking specifically at the logic, the appropriateness of existing assumptions and identified gaps with suggestions to address these. In addition, they did a thorough review of the outcome and output indicators focusing on their feasibility, appropriateness for indicator data collection and went through a ranking process to prioritise indicators. The development of the M&E Plan and the TOC is an important milestone and this workshop contributed additional insights to the improvement of both these components for the achievement of the NYP 2020 – 2030.



Annexure 1: Agenda

Day 1: Thursday 29 July

Time	Details
8h45-9h00	Arrivals, orientation & check-in
9h00-9h10	Opening session
9h10-9h30	Overview of NYP 2020-2030
9h30-9h40	Purpose, objectives, agenda of the workshop
9h40-9h50	Short introduction to Theory of Change and assumptions
9h50-10h10	Brief overview of the Theory of Change for the NYP 2030
10h10-11h15	Review of the Theory of Change for the NYP 2030 TOC – breakout rooms
11h15-11h30	Body break
11h30-12h00	Review of the Theory of Change – plenary session
12h00-12h15	Introduction to MEL plan, indicators, data source, MOV
12h15-12h30	Brief overview of the MEL plan for the NYP 2030
12h30-13h45	Validation and prioritising of indicators – breakout rooms
13h45-14h00	Closure

Day 2: Friday 30 July

Time	Details
8h45-9h00	Arrivals, orientation & check-in
9h00-9h15	Opening session
9h15-10h15	Validation and prioritising of indicators – presentation from the groups
10h15-11h00	Institutional arrangements – presentation and discussion
11h00-11h15	Body break
11h15-12h00	Online M&E reporting platform – presentation and discussion
12h00-12h20	Evaluation of the two-day validation process
12h20-13h00	Way forward and next steps Closure



Annexure 2: Participant List

Name	Surname	Department/institution/organisation
Seopa Patricia	Koka	Statistics South Africa
Wilfred	Lunga	Human Sciences Research Council
MPHO	Masebe	Department of Small Business Development
	Duncan-Williams	Youth Capital
Phumlani	Tembe	DWYPD
Tshepo	Tjatjie	Department of Public Enterprises
Natasja	De Groot	Department of Tourism
Aluwani	Mudau	
Mpho	Hloae	Tourism
Ilona	Milner	UNICEF South Africa
Khululiwe	Gumede	Gauteng OOP
Lanwani	Hlasi	
Mario	Meyer	Youth Capital
Mike	Denison	Head Youth WESSA [NGO]
Merle	Voigts	SALsAG
Sekamotho	Mthembu	National Dept of Public works
Desire	MAtsibe	National Treasury
Neo	Nghenavo	Statistics South Africa
Johannes	Radingwana	Science and technology
Ntombizodumo	Mkwanazi	Human Sciences Research Council
Gontse	Morakile	Department of Public Enterprises
Dihlolelo	Phoshoko	Statistics South Africa
Precious	Tirivanhu	HSRC
Mandu	Mallane	
Phintia	Koma	DWYPD
Lungiswa	Zibi	DSI
OJ	Fourie	DWYPD
Dr Pearl	Mlotshwa	National Department of Social Development
Mr Calvin	Mkasi	
Nthambeleni Dahlia	Seshibedi	Department of Small Business Development
Emmanuel	Kganakga	DWYPD
Granny	Lekganyane	Department of Small Business Development
Nanazi	Mkhize	Department of Women, Youth and Persons with Disabilities
Kefuoe	Mohapeloa	Department of Small Business Development
Nondumiso	Zulu	Department of Mineral Resources and Energy
Lesedi Senamele	Matlala	JET Education Services
Mashudu	Nefhere	Dept of Public Works and Infrastructure
Sandisiwe	Tsotetsi	NYDA
Nkululeko	Mahlangu	DWYPD
Smangele	Khanyile	National Department of Social Development
Muzi	Miya	National Department of Social Development
Emilie	Olifant	
Bernice	Hlagala	DWYPD
Thabo	Makupula	Department of Mineral Resources and Energy
Precious	Magogodi	UNFPA



Tshepiso	Matsapola	Department of Transport
Mokhantso	Makoe	Human Sciences Research Council
Tshepo	Tjatjie	Dept of Public Enterprises
Precious	Tirivanhu	Human Sciences Research Council
Pauline	Mathibedi	DMRE
Jessika	Rama	Department of Employment and Labour HQ
Gontse	Morakile	DPE
Fanisile	Cingci	Communications and Digital Technologies
Bernice	Hlagala	DWYD
Rhulani	Ramela	GIZ
Nonhlanhla	Sebola	Department of Tourism
Rudzani	Neshunzhi	DWYPD
Sandisiwe	Tsotetsi	NYDA
France	Mjengu	NYDA
Tshepiso	Matsapola	Department of Transport
Hanlie	Nel	DPISA
Lungiswa	Zibi	DSI
Tshepo	Pilane	Office of The Premier Gauteng
Fulufhedzani	Ravele	UNICEF
Granny	Lekganyane	DSBD
Sarah	Klaas	Deafsa- Sign language interpreter
Charity	Mabona	Deafsa- Sign language interpreter



Annexure 3: M&E plan with comments and ranking

Policy Priority 1: Policy Priority 1: Quality education, skills and second chances

OUTCOME INDICATORS					
OUTCOME STATEMENT 1 - Increase in youth with relevant skills and learning outcomes to meet the present and future needs of the country for improved economic growth					
Indicator	Indicator(s) Description	Data Source	MOV	Comment: Good indicator for tracking change on the policy outcome? Feasible to collect data?	Ranking
a) Percentage distribution of the highest levels of education attained by youth within required time	Highest education level achieved by youth according to gender, province, race and disability status.	(STATS SA, DHET; DBE; DSD; PEDs)	Statistical Reports; Medium Term Strategic Framework (MTSF)	Not clear what the required time is - indicator is not clear this indicator needs to be here but tracking is not happening at TVET or university level of DBE level - need improved tracking of learners when they move at TVET level the publicly available reports only look at completion rates at exit level - not seeing the full journey	1 2
b) Number of young people satisfied with their learning opportunities	Young people satisfied with their learning opportunities provided by work integrated learning according to province, geotype, gender, race, quintile and	(SETA Tracer Studies; HSRC; Universities' student satisfaction surveys; STATS-SA	Medium Term Strategic Framework (MTSF); NYDA reports	Getting information on this is difficult - individual SETAs are tracking this? SETAs are paying stipends and young people go for the stipends	



	disability status	Education Series)		rather than for the work integrated learning Doubtful that this information is being collected and difficult to coordinate between SETAs Feasibility: not feasible	
c) Number of young people satisfied with academic support	Young people satisfied with academic support received according to province, geotype, gender, race, quintile and disability status	(DWYPD Survey; UNICEF Online monitoring); Universities' student satisfaction survey; STATS-SA Education Series)	NYDA reports; SETAs reports	Young people being satisfied - what is this telling us? they often don't know what they are entitled to - don't know they type of support available there are many more indicators we could choose from we want to know if young people are getting the support they need - Suggestion to change to: number of young people making use of academic support	3(if changed) 1 1
d) Number of learners aged 10-19 provided with age-appropriate comprehensive sexuality education curriculum	Number of learners aged 10-19 provided with comprehensive sexuality education curriculum according to province, gender, race, quintile and disability status	(National and Provincial DBE); NGOs; UNICEF)	DBE reports; NYDA	Different views: Sexuality education will help young people keep themselves safe e.g. pregnancy can affect education. Life orientation - sexuality education is covered in this subject at school and thus it fits under the education priority	2



				area.	
e) Percentage distribution of youth with prerequisite digital technology skills at different levels of PSET qualifications	Proportion of youth with prerequisite digital technology skills at different levels of PSET qualifications according to province, geotype, gender, race, quintile and disability status	(DHET, Science Councils)	MSTF 2019-2024; DHET annual reports	<p>Good indicator - COVID19 - digital learning is important to students who are learning from home so they need to engage virtually - help them engage</p> <p>Clarity of indicator: is it ability of how to use digital - not a clear indicator?</p> <p>Feasibility: not sure it is being measured - be very specific about this indicator</p>	2 2 1
f) Percentage increase in the number of youth with knowledge about alternatives to matric qualification (including NQF level 4 qualification)	Proportion of youth with knowledge about alternatives to matric qualification (including NQF level 4 qualification) according to province, geotype, gender, race, quintile and disability status	DHET; NYDA; PDBEs; IEBS)	DBE annual reports	<p>It will be important to compare the number of youth successfully getting through the 3 streams (i.e. academic, vocational, occupational)</p> <p>need to track all 3 streams</p> <p>lack of knowledge of the pathways</p> <p>Feasibility: DBE is not measuring this - need a big push from DBE to measure this.</p>	3 3 3
OUTPUT INDICATORS					



a) Total enrolment in ECD programmes	Total ECD enrolment disaggregated by province, geotype, race, quintile and disability status.	DBE; DSD; CBOs; NGOs; Annual Performance Plans)	MTSF 2019-2024; DSD annual reports; DBE annual reports; Annual Performance Plans	Good indicator Feasibility: yes, this data is being collected as ECDs are linked to schools DSD is collecting data on trained personnel for ECD (quality of ECD)	1 1 1 1
b) The number of youth obtaining 60% and above in mathematics and physical science in NSC by 2024	Number of youth obtaining 60% and above in maths and physical science at NSC according to province, geotype, quintile; gender, race, quintile and disability status	(DBE; PEDs)	MTSF 2019-2024; DSD annual reports; DBE annual reports; Annual Performance Plans	Good indicator Feasibility: yes if we are implementing the grade 9 certificate - we should be tracking learners sooner	1 1 4
c) Gross enrolment ratio (GER) in secondary education	Total enrolment in secondary education as a percentage of the population of official secondary education age	DBE	DBE quarterly/annual reports; Annual Performance Plans	A lot of children are not correct age for their grade Indicator should say: enrolled in any form of education if people are going different routes (e.g. TVET) Feasibility: SatsSA stated it is easy to control with age in statistics and classify their age	2
d) General Education Certificate (GEC) in Grade 9	Proportion of learners who pass Grade 9 General Education certificate examination disaggregated by province, race, quintile and disability status	DBE; Umalusi; First GEC examinations to be piloted in 2022	DBE and uMalusi annual reports; Annual Performance Plans	Good indicator Draft was just out for comment so not sure when this will come into effect Feasibility: not sure	3 2



e) National Senior Certificate examination with Bachelor level pass rate	Proportion of learners with Bachelor-level passes in National Senior Certificate examinations per year disaggregated by province, race, quintile and disability status	DBE	DBE annual reports; Annual Performance Plans	Good indicator Feasibility: yes	4 3 2
f) National Qualification Framework (NQF) and NQ(V) Level 4 pass rate	Proportion of learners who pass National Qualification Framework (NQF) and NQ(V) examinations per year disaggregated by province, race, quintile and disability status	DHET; TVET; National Examinations Database, November 2019	DHET, TVETs - Annual reports; Annual Performance Plans	Good indicator There is no NQV should be NCV level 4 What is November 2019 for? Feasibility: not sure – it is poorly tracked	4 3
g) Number of young people enrolled in Matric (grade 12) re-write programme	Proportion of learners enrolled in Matric re-write programme disaggregated by province, race, quintile and disability status	DBE; NYDA; IEBS	DBE Annual reports; Annual Performance Plans	Good indicator Feasibility: not sure - the data is available but not being collated - may be double counting some learners	1 4
h) Number of learners who obtained subject passes towards a National Senior Certificate or NQF 4 through the Second Chances programme	Proportion of learners who obtained subject passes towards a National Senior Certificate or NQF 4 through the Second Chance programme disaggregated by province, race, quintile and disability status	(DBE)	DBE; NYDA annual reports	Good indicator Not sure about NQF level 4 - remove this part - it should be NCV4 (TVET and vocational schools)	2 2
i) Number of university and TVET college students who drop out in the first year of study	Proportion of university and TVET college students who drop out in first year of study disaggregated by province, race, quintile and disability status	(DHET; TVETMIS; National Examinations Database)	DHET, TVETs - Annual reports; Annual Performance Plans; Universities/TVET annual report; Council on Higher Education (CHE)	Good indicator - able to give second chance Feasibility: not feasible - data is not being gathered	3 6



j) Number of young people supported through the NYDA life skills programmes	Number of young people supported through the NYDA life skills programmes disaggregated by province, race, quintile and disability status	(NYDA)	NYDA; SETAs, Sector Skill Plans (SSPs)	Not sure why we would track this? NYDA is at forefront of NYP so should track this should be feasible to collect	2 5
k) Number of young people supported through the NYDA job preparedness programmes	Number of young people supported through the NYDA job preparedness programmes disaggregated by province, race, quintile and disability status.	(NYDA)		Same comment as above	3
l) Number of young people supported through individual career guidance interventions	Number of young people supported through individual career guidance interventions disaggregated by province, race, quintile and disability status.	(DHET, NYDA, DSD, Premier Offices)		Not clear who is providing these interventions? Unclear indicator so not sure who would report on it	2 3
m) Number of young people supported through group career guidance interventions	Number of young people supported through group career guidance interventions disaggregated by province, race, quintile and disability status.	(DHET, NYDA)		Repetition of above?	
n) Number of young people supported through the NYDA job placement programme	Number of young people supported through the NYDA job placement programme disaggregated by province, race, quintile and disability status.	(NYDA)		Same as indicator k) above	1
o) Number of university students who obtained NSFAS and private sector financial assistance	Proportion number of university students who obtained NSFAS and private sector financial assistance disaggregated by province, race, quintile and	(NSFAS; DHET)		Good indicator Feasibility: not sure there is tracking of private sector financial assessment -	5 7



	disability status.			universities may have this information Should be feasible to track through universities	
p) Number of students enrolled in PSET institutions	Proportion number of students enrolled in STEM subjects and Humanities subjects in tertiary institutions disaggregated by province, race, quintile and disability status.	(DHET; (lead), DSI, NSA DEL, DALRRD NSF, SETAs, FBOs, DBE, DSD, PEDs, Provincial DPW, NYDA, QCTO, Third stream income university	Institutions' Annual Enrolment Plans (universities); CHE	Good indicator Not sure why lumping STEM and humanities together? - maybe 2 separate indicators (it is feasible) The focus should be on STEM - more aligned to outcome of the priority area	2 5 4
q) Number of students enrolled for a 3-year university qualification who graduate within three years	Proportion of students enrolled for a 3-year qualification who graduate within three years disaggregated by province, race, quintile and disability status.	(DHET)	CHE Annual Studies; South African National Resource Centre	Feasibility - universities are tracking this could change to: minimum time +2 - this is more practical Good indicator	5
r) Number of youth aged 17-35 years with 4IR relevant PSET qualifications	Proportion of youth aged 17-35 years with 4IR relevant PSET qualifications disaggregated by province, race, quintile and disability status.	(DHET); Higher Education Technology South Africa	MSTF 2019-2024; DBE annual reports; DHET annual reports	Good indicator Feasibility: Need to be more specific so will be feasible if we know what we are looking for?	3



s) Number of TVET students who received NSFAS, SETA, Funza Lushaka bursary, and private sector financial assistance	Proportion of TVET students who received NSFAS, SETA and private sector financial assistance disaggregated by province, race, quintile and disability status.	(NSFAS; DHET; SETAs; DBE, PEDs, uMalusi; SACE,	MTSF 2019-2024	Good indicator Feasible	3 5
t) Number of TVET college enrolled students completing National Accredited Technical Education diploma or National Curriculum Vocational NCV	Proportion of TVET college enrolled students completing National Accredited Technical Education diploma or National Curriculum Vocational NCV disaggregated by province, race, quintile and disability status.	(DHET; Statistics on Post-School Education and Training in South Africa, 2018	TVETMIS database 2019,	Not saying how many qualify \ Should rather track those who finish the qualification	7 6
u) Number of youth who completed university and TVET qualifications with requisite digital technology skills	Number of youth who completed university and TVET qualifications with requisite digital technology skills disaggregated by province, race, quintile and disability status.	(DHET Statistics on Post-School Education and Training in South Africa (2019); SETAs; TVET)	HEMIS database	Feasibility: TVET MIS Not clear what this is measuring so difficult to assess	6
v) Number of learners entering artisanal programmes annually	Number of learners entering artisanal programmes annually disaggregated by province, race, quintile and disability status.	(DHET; SETAs; DBE; DSD; NYDA; PEDs; NSFAS; DSI; DEL; NSA; NSF; DALRRD; FBOs; Provincial DPW; QCTO; Third Stream income universities)	Report on Third Stream Income (HESA et al, 2009)	Good indicator Feasibility: data exists but no one pulling it together	5 7



w) Number of youth who completed TVET qualifications with requisite artisanal trades	Number of youth who completed TVET qualifications with requisite artisanal trades disaggregated by province, race, quintile and disability status.	(DHET; SETAs; DBE; DSD; NYDA; PEDs; NSFAS; DSI; DEL; NSA; NSF; DALRRD; FBOs; Provincial DPW; QCTO; Third Stream income universities)	Report on Third Stream Income (HESA et al, 2009)	What are requisite artisanal trades? need apprenticeship/internship training Feasibility: tracking of this will be difficult	7
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Policy Priority 2: Economic transformation, entrepreneurship, and job creation

Notes were taken directly into the M&E plan contained in a separate excel spreadsheet

Policy Priority 3_Physical and mental health promotion including COVID-19

OUTCOME INDICATORS					
Outcome statement 3: Improve the physical and mental health and wellbeing of young					
Indicator	Indicator(s) description	Data source	MOV	Comment: Good indicator for tracking change on the policy outcome? Feasible to collect data?	Ranking
a) Morbidity rate caused by tuberculosis amongst the youth	Morbidity rate caused by tuberculosis amongst the youth disaggregated by race age groups, (guided by policy document), province, geotype, gender, and disability status.	(STATS SA, DoH, DHA, MRC, HSRC, DSD)	DoH Annual Reports; Annual Performance Plans	Yes Yes	3



b) Mortality rate caused by tuberculosis amongst the youth	Mortality rate caused by tuberculosis amongst the youth disaggregated by race, age groups, province, geotype, gender and disability status.	(STATS SA, DoH, DHA, MRC, HSRC)	DoH Annual Reports; Annual Performance Plans	Yes Yes	3
c) Morbidity rate caused by COVID-19 amongst the youth	Morbidity rate amongst the youth caused by COVID-19 disaggregated by race, age groups), province, gender and disability status.	(DoH, DHIS)	DoH Annual Reports; Annual Performance Plans	Yes Yes	3
d) Mortality rate amongst the youth caused by COVID-19	Mortality rate amongst the youth caused by COVID-19 disaggregated by race, age groups, province, gender and disability status.	(DoH, DHIS)	DoH Annual Reports; Annual Performance Plans	Yes Yes	3
e) Percentage of youth who are obese (BMI 30+)	Percentage of youth who are obese (BMI 30+) disaggregated by race, age groups, province, gender and disability status.	(MRC; HSRC; STATS SA; South African National Health and Nutrition Survey, DHIS?)	DoH Annual Reports; Annual Performance Plans	Yes Yes	3
f) HIV prevalence rate amongst the youth	HIV prevalence rate amongst the youth disaggregated by race, age groups, province, gender and disability status.	(MRC; HSRC; South African National HIV Prevalence, Incidence and Behaviour Survey, SADHS?)	DoH Annual Reports; Annual Performance Plans	Yes Yes	2
e) Number of mental health disorders for 18 year olds and under amongst the youth	Number of mental health disorders for amongst the youth 18 year olds and under disaggregated by age groups, (guided by policy document) race, by province, gender and disability status.	(DoH; DHIS, SADHS, DSD)	DoH Annual Reports; Annual Performance Plans	Yes Yes	1



f) Number of young people who feel they have access to information about health services	Number of young people who feel they have access to information about health services including digital information disaggregated by race, age groups, province, geotype, gender, and disability status	(DWYPD; U-report, UNICEF)	Research report	Yes Yes	1
g) Young people's willingness to use health services	Number of young people who adopt health services disaggregated by race, age groups, province, geotype, gender, and disability status	(DWYPD Survey; U-report, UNICEF, STATS SA, SABSSM)	Research report, SABSSM report	Yes Yes	1
h) Number of young people who feel they have access to information on sexual and reproductive health services	Number of young people who feel they have access to information on sexual and reproductive health services disaggregated by race, age groups, province, geotype, gender, and disability status	South Africa Demographic and Health Survey, STATS SA)	DoH Annual Reports; Annual Performance Plans, STATS SA Surveys	Yes Yes	2
i) Number of teenagers (adolescents) who become pregnant per year	Number of teenagers (adolescents) who become pregnant per year disaggregated by race, province, geotype, and disability status	South Africa Demographic and Health Survey	DoH Annual Reports; Annual Performance Plans	Yes Yes	3
j) Number of young people aged (by age groups) between 18-35 yrs who are experiencing interpersonal violence (including gender-based violence) per year	Number of young people (by age group) aged between 18-35 yrs who are experiencing interpersonal violence (including gender-based violence) per year disaggregated by race, province, geotype, gender, and disability status	(STATS SA, SABSSM, SAPS, DSD, DoH, GBV NGOs, Presidential GBV Council?)	(SAPS, DSD and DoH Annual Reports, MTSF 2019-2024; Annual Performance Plans)	Yes Yes	1



k) COVID-19 impact on morbidity of youth living with HIV, TB and mental health	Morbidity rates caused by COVID-19 on health of youth living with HIV, TB and mental health disaggregated by (by age groups), race, province, geotype, gender and disability status.	(DoH, DHIS, SADHS)	DoH Annual Reports; Annual Performance Plans	Yes Yes	3
l) COVID-19 impact on mortality of youth living with HIV, TB and mental health	Mortality rates caused by COVID-19 on health of youth living with HIV, TB and mental health disaggregated by (by age groups), race, province, geotype, gender and disability status.	(DoH, DHIS, SADHS)	DoH Annual Reports; Annual Performance Plans	Yes Yes	3
OUTPUT INDICATORS					
a) Number of PHC facilities implementing AYF programmes	Number of PHC facilities implementing AYF Strategy disaggregated by province and geotype	(DOH; DHIS)	DoH Annual Reports; Annual Performance Plans	Yes Yes	Ranking 1
b) Access to PHC headcount for 10-19 year olds	Proportion of 10-19 years old accessing PHC by headcount disaggregated by age, race, province, geotype, gender and disability status.	(DOH; DHIS)	DoH Annual Reports; Annual Performance Plans	Yes Yes	1
d) Number of learners aged 10-19 provided with age-appropriate comprehensive sexuality education curriculum	Proportion of 10-19 years old accessing age-appropriate comprehensive sexuality education curriculum by headcount disaggregated by age, race, province, geotype, gender and disability status.	(National and Provincial DBE)	DBE Annual Reports, Annual Performance Plans	Yes Yes	1



e) Percentage of sexually active respondents in the 15-24 age group who had more than one sex partner in lifetime	Proportion of sexually active respondents in the 15-24 age group who had more than one sex partner in lifetime disaggregated by race, province, geotype, gender and disability status.	(MRC/HSRC, PHC services)	DoH Annual Reports; Annual Performance Plans	Yes Yes	3
f) Number of adolescents aged 10-19 years who obtained modern contraceptives from PHC facilities	Number of adolescents 10-19 years who obtained modern contraceptive from PHC facilities disaggregated by race, province, geotype, gender and disability status.	(National and Provincial DoH, DHIS)	DoH Annual Reports; Annual Performance Plans	Yes Yes	2
g) Number of adolescents aged 10-19 years who obtained Sexual and Reproductive Health (SRH) -related counselling from PHC facilities	Number of adolescents aged 10-19 years who obtained SRH-related counselling from PHC facilities disaggregated by race province, geotype, gender and disability status.	(National and Provincial DoH, DHIS, PHC services)	DoH Annual Reports; Annual Performance Plans	Yes Yes	2
h) Number of deliveries for 10-14 years old in health facilities	Percentage of deliveries for 10-14 years old in health facilities disaggregated by race, province, geotype and disability status.	(DOH; DHIS)	DoH Annual Reports; Annual Performance Plans	Yes Yes	7
i) Percentage of deliveries for 15-19 years old in health facilities	Percentage of deliveries for 15-19 years old in health facilities disaggregated by race province, geotype and disability status.	(DOH; DHIS)	DoH Annual Reports; Annual Performance Plans	Yes Yes	7
j) Number of Termination of Pregnancy (TOP) in health care facilities for 10-19 years old	Number of Termination of Pregnancy (TOP) in health care facilities for 10-19 years old disaggregated by race, province, geotype and disability status.	(DOH; DHIS)	DoH Annual Reports; Annual Performance Plans	Yes Yes	5



k) Percentage of youth who report binge drinking	Percentage of youth who report binge drinking disaggregated by age groups, race province, geotype, gender and disability status	(MRC/HSRC; South African National Youth Risk Survey)	DSD Annual Reports; Annual Performance Plans	Yes Yes	1
l) Number of youth who are accessing treatment for substance abuse from registered treatment centres	Percentage of youth who are accessing treatment for substance abuse from registered treatment centres disaggregated by age groups, race, province, geotype, gender and disability status	(South African Community Epidemiology Network on Drug Use, (SACENDU); DSD,	DSD Annual Reports; Annual Performance Plans	Yes Yes	2
m) Number of youth participating in sport and recreation activities	Percentage of youth participating in sport and recreation activities disaggregated by age group, race, province, geotype, gender and disability status	(DSAC; South Africa Demographic and Health Survey; STATS SA)	DSAC and DBE Annual Reports; Annual Performance Plans	Yes Yes	1
n) Percentage of young women (18-34) who experienced sexual and/ or physical violence	Percentage of young women (18-34) who experienced sexual and/ or physical violence disaggregated by race, province, geotype, gender, sexual orientation and disability status	(STATS SA, SABSSM, SAPS)	SAPS, DoH and DSD Annual Reports, Annual Performance Plans		1
o) Number of youth receiving health support from COVID-19 related health problems	Number of youth receiving health support from COVID-19 related health problems disaggregated by province, geotype, gender and disability status	(DoH)	DoH Annual Reports; Annual Performance Plans		6
p) Number of young people aged 18-34 who have access to Covid-19 vaccine per year	Number of young people aged 18-34 who have access to Covid-19 vaccine per year disaggregated by province, geotype, gender and disability status	DoH; DHIS	DoH Annual Reports; Annual Performance Plans		
q) Number of young PLHIV on ARVs per year	Number of young PLHIV on ARVs per year disaggregated by province, geotype, gender and disability status	South African National HIV Prevalence, Incidence, Behaviour and Communication Survey	DoH Annual Reports; Annual Performance Plans		



		(SABSSM)			
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Policy Priority 4 Social cohesion and nation-building

OUTCOME INDICATORS					
Outcome statement 4.1: Increase in patriotic participation and meaningful inclusion of youth in the affairs of the country					
Indicator	Indicator(s) Description	Data source	MOV	Ranking	comment - is this indicator feasible? - is this a good indicator for measuring the outcome for this policy priority area?
b) Percentage of 15-35 years old reporting participation in volunteer work	Percentage of 15-35 years old reporting participation in volunteer work disaggregated by province, geotype, gender and disability status	STATS SA	Volunteer Activities Survey (VAS)		It is a good indicator and feasible to collect. It is module and is collected only once every 4 years we think. The baseline was for 15-24 year old - can we get STATS SA to collected for the 25-35 year old as well? - Rather number



<p>b) Number of youth (18-35 years old) who voted in most recent national, provincial, and or municipal elections</p>	<p>Number of youth (18-35 years old) who voted in most recent national, provincial, and or municipal elections disaggregated by province, geotype, gender and disability status</p>	<p>(IEC; HSRC) https://www.elections.org.za/pw/StatsData/Voter-Registration-Statistics</p>	<p>Voter Registration Documents</p>	<p>2</p>	<p>Baseline is for 30-39 years old can they do 30 - 35 as well so we get the whole range of 18-35 years old. It is a good indicator. They are also measuring no of registration and not number who actually voted.</p>
<p>c) Number of youth who participate effectively in Integrated Development Plans (IDPs) for their municipalities for decision-making and service delivery</p>	<p>Youth participation in IDPs disaggregated by province, geotype, gender and disability status</p>	<p>CoGTA</p>	<p>Municipality Integrated Development Plans</p>	<p>1</p>	<p>We need this indicator but measurement might be challenge. Does the municipality keep registers during IDP? Could it be the UNICEF platform of youth reporting instead? Or should we turn it in to a qualitative indicator.</p> <p>Number of examples where youth have engaged in IDPs.</p> <p>Is there a process that engage in IDP process?</p>



<p>d) Outreach initiatives to change behaviour in relation to gender and xenophobia</p>	<p>Outreach initiatives to change behaviour in relation to gender and xenophobia disaggregated by Province</p>	<p>DWYPD, DoJ&CD</p>	<p>DWYPD Annual reports</p>	<p>Need to read as an indicator - e.g. number of...It is a good output indicator and feasible. Should include DSD as well as they also conduct these programmes as well. Is this not an output indicator? Unemployment lead to young people not feeling pride or cohesion. Are we talking to them? I would like to expand to include other areas of discrimination as of result of culture as well. Rather for outcome say number of youth who have behaviour changed.</p>
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OUTPUT INDICATORS

<p>a) Number of youth participating in NYS projects</p>	<p>Number of youth participating in NYS projects disaggregated by province, geotype, gender and disability status</p>	<p>NYDA, NDPW, SETAS</p>	<p>NYDA Annual reports</p>	<p>Rather look at what these project achieving? is this bringing the changes we want to see for youth - rather type of projects we offer. Number of NYS meaningful projects that are addressing youth needs and have been found to be effective.</p> <p>Or same indicator but specify that the 'project' need to be meaningful and addressing youth needs and have been evaluated as being effective.</p>
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					<p>Should be covered with youth survey - national youth service projects.</p> <p>Question is whether disaggregation is feasible.</p>
b) Number of youth dialogues held	Number of youth dialogues held per province disaggregated by geotype, gender and disability status	DSD, NYDS, DSAC, OTPs	DSD Annual reports		<p>It might good but description need to include that dialogue needs to be about youth issues. Feel it is a tick box exercise.</p> <p>No of youth dialogue that have resulted in action plan</p>
c) Number of youth attending provincial youth camps	Number of youth attending provincial youth camps disaggregated by geotype, gender and disability status	Department of Sport and Recreation South Africa (SRSA), DSD, DBE, Provincial Governments, SASCOC NGO's.	SRCA Annual reports Should be SRSA		<p>Don't think just engage youth for sake of engaging but should be for changing lives of young people.</p> <p>Depends on the topic of camp - must be promoting civic engagement.</p> <p>Could also be number of youth who finds them useful.</p> <p>There are camps where good activities which would lead to e.g. community service.</p>
d) Number of youth attending national youth camps	Number of youth attending national youth camps disaggregated by province, geotype, gender and disability	Department of Sport and Recreation South Africa	SRCA Annual reports Should be SRSA		Same as above



	status	(DSRSA), DSD, DBE, SASCOC NGO's.			
e) Number of youth participating in community conversations/dialogues held to foster social interaction social cohesion	Number of youth participating in community conversations/dialogues held to foster social interaction social cohesion, disaggregated by province, geotype, quintile, gender and disability status	MTSF, DSAC	DSD Annual reports		Rather use this indicator than the one above b)
f) Number of programmes implemented to promote Rights and Responsibilities and to teach learners on common citizenship and nation building	Number of programmes implemented to promote Rights and Responsibilities and to teach learners on common citizenship and nation building nationally and disaggregated by province	DBE	DBE Annual reports		Feel these interventions are not at heart of young people. Keep indicator.

Outcome statement 4.2_ Increase in participation by youth in cultural and creative industries for social cohesion

OUTCOME INDICATORS					
Outcome statement 4.2: Increase in participation by youth in cultural and creative industries for social cohesion					
Indicator	Indicator(s) Description	Data source	MOV	Comment - is this indicator feasible? - is this a good indicator for measuring the outcome for this policy priority area?	Ranking



<p>a) Percentage of youth participating in cultural and creative industries through the Mzansi Golden Economy project</p>	<p>Percentage of youth participating in cultural and creative industries through the Mzansi Golden Economy project disaggregated by province, geotype, gender and disability status</p>	<p>DSAC Annual Performance Plan; MTSF 2019-2024; Parliamentary Monitoring Group</p>	<p>DASC Annual Report</p>	<p>It is a good indicator if afford young people opportunities to benefit. Will DSAC be able to report on the youth? Dedicated budget benefiting greater good of young people.</p> <p>Rather say number....</p>	
<p>b) Number of Provincial Community Arts Development Programmes implemented per year</p>	<p>Number of Provincial Community Arts Development Programmes implemented per year disaggregated by province, geotype, gender and disability status</p>	<p>DSAC Annual Performance Plan; MTSF 2019-2024; Parliamentary Monitoring Group</p>	<p>DASC Annual Report</p>	<p>This is an output indicator</p> <p>Good indicator as based on proposal coming. Are they going to be able to report on youth specific figures? Should have partnerships with banking sector to support these initiatives.</p>	
<p>c) Number of Culture-aware and culture-sensitive policies and activities likely to yield equitable outcomes and inclusiveness</p>	<p>Number Culture-aware and culture-sensitive policies and activities likely to yield equitable outcomes and inclusiveness disaggregated by province, geotype, gender and disability status</p>	<p>DSAC</p>	<p>DSAC Annual report</p>	<p>This is an output indicator</p> <p>Keep as same reason as above. Are they going collect this indicator for youth group. This is compounded indicator - too many components in it. Too complicated.</p> <p>Rather No of Policies/plans/programmes that promote youth in the creative and cultural industries that have been actioned.</p> <p>Number of departments that provide evidence that they promote (policy and implementation) youth in these industries.</p>	



				This would require a review from the DWYPD	
d) Number of youth focused cultural projects and programmes implemented	Increased number of youth focused cultural projects and programmes disaggregated by province, geotype, gender and disability status	DSAC	DSAC Annual report	This is an output indicator Same as above - where. Number of youth benefiting from cultural projects And number of youth who participate	
OUTPUT INDICATORS					
a) Number of cultural innovations and productions led by youth	Number of cultural innovations and productions led by youth disaggregated by province, geotype, gender and disability status	DSAC	DSAC Annual report	That is good indicator. It is outcome indicator. All the one above are output.	

Policy Priority 5: Effective and responsive youth development machinery

OUTCOME INDICATORS					
Indicator	Indicator(s) Description	Data source	MOV	comment - is this indicator feasible? - is this a good indicator for measuring the outcome for this policy priority area?	Ranking



<p>a) Number of programmes implementing youth responsive planning, budgeting, monitoring, evaluation and auditing</p>	<p>Number of programmes implementing youth responsive planning, budgeting, monitoring, evaluation and auditing disaggregated by province, geotype, gender and disability status.</p>	<p>DWYPD, DPME, National Treasury</p>	<p>DWYPD Annual Reports</p>	<p>The target is quantitative and should be feasible to track. We should consider qualitative</p> <p>Youth responsive planning , budgeting, M&E and auditing framework draft is available.</p> <p>What exists also is assessment of strategic documents</p> <p>How many ??</p> <p>The target must be clear</p>	<p>1 * * * *</p>
<p>b) Systems in place for coordination and reporting of youth development priorities</p>	<p>Systems relating to planning, implementation and accountability for coordination and reporting of youth development priorities, disaggregated by province and district.</p>	<p>(CoGTA, DPME, DWYPD, Premiers' Offices)</p>	<p>DWYPD Annual Reports</p>	<p>Definition of what we mean by system (Structure? Tool?)</p> <p>Indicator is too loaded and may not clarify what is being tracked. It needs to be simple</p> <p>We need to have a column with targets</p>	
<p>c) Number of youth development programmes and projects which include youth participation in decision making</p>	<p>Number of provincial youth development programmes and projects which include youth participation in decision making.</p>	<p>DWYPD; CoGTA, SALGA, Office of the Premier</p>	<p>DWYPD Annual Reports</p>	<p>Should this be by District/ provinces?</p> <p>How would we measure youth participation in decision making?</p> <p>Participation in decision making can also be a standalone indicator</p> <p>The aspects of youth led and youth owned programmes is crucial</p>	<p>* *</p>



				<p>(define full participation). Many programmes and projects only see youth as beneficiaries.</p> <p>Data collection tools to unpack further</p> <p>Needs to be rephrased.</p>	
d) Number of functional youth units	Functional youth units established at national, provincial and local levels.	DWYPD; COGTA; SALGA; OTPs.	DWYPD Annual Reports	<p>Would require the definition of the standard for “functional”. Not just about having a directorate. (sufficient warm bodies, budgets.)</p> <p>Counting is not enough. What about effectiveness? projects; Impactfulness?</p> <p>It is a good indicator if one understands where it comes from. Issues of limited capacity.</p> <p>Primary data collection needed. Data source can be DPSA.</p> <p>yOUTH focal points guidelines implementation</p>	2 * * *
e) Number of Youth Work Associations	Number of Youth Work Associations established at national, provincial and local levels.	<u>DWYPD</u>	<u>DWYPD Annual Reports</u>	<p>Indicator definition/ description is important</p> <p>One YWA is envisaged</p> <p>Need to revisit MOVs</p>	



f) Number of youth desks and directorates and amount of related budget	Number of youth desks and directorates and established and supported with adequate budget allocations at national, provincial and local levels.	(CoGTA; DWYPD; NT; DCOG; Municipal Councils)	DWYPD Annual Reports; Treasury annual reports	Need to revisit MOVs Must be reworked. Probably look at the issue of budget allocation. Indicator description not clear and is congested	<u>3</u> * * *
g) Annual budget for youth initiatives	Annual budget for youth initiatives	(National Treasury), DPME	Treasury annual report	Description must be changed/ strengthened as it repeats the indicator/ provide function. Baseline with figures needed	* *
OUTPUT INDICATORS					
a) Youth Development Act and guidelines, norms and standards in place for youth development	Enactment of the National Youth Development Act and development of guidelines, norms and standards	(DWYPD)	National Youth Development Act and guidelines, norms and standards	Draft South African Youth Development Bill is available. Will need to be processed for consultations and then to Cabinet and Parliament The variables being measured are too many for one indicator	3 * *
b) Amended NYDA Act	Amended NYDA Act	DWYPD	Amended NYDA Act	Description must be amended to provide one Should the legislation not be combined? Team agreed to keep them separate as they serve different purposes	2 * * *



c) Integrated Youth Development Strategy 2021-2024 developed	Integrated Youth Development Strategy 2021-2024	NYDA	Integrated Youth Development Strategy	Unpack the description in order to clarify the expectation Ensure SMAART is adhered to	*
d) NYP M&E framework, plan, guidelines and tools	NYP M&E framework, plan, guidelines and tools	DWYPD	NYP M&E framework, plan, guidelines and tools	Unpack the description in order to clarify the expectation Must be specific	1 * * * *
e) An established and sustainable National Youth Employment Accord	Youth Employment Accord	DTICC	Youth Employment Accord	Ascertain the status of the Accord from the Department NYDA and DWYPD to be included as data sources	
f) Annual budget allocations for youth units at provincial level	Annual budget allocations for youth units at provincial level	DWYPD; NT; DCOG; CoGTA; Municipal Councils; OTP	DWYPD	Description must change Outcome vs output?	4 * *
g) National and Provincial Technical Youth Development Coordinating Committees Development in place	National and Provincial Technical Youth Development Coordinating Committees Development in place	DWYPD; OTPs; DCOG	National and Provincial Technical Youth Development Coordinating Committees	Revisit the wording of the indicator (development) Description to be clarified. (Machinery Forum vs this provision of technical committees) Why is local level left out? That is where service delivery takes place.	
h) Annual joint youth development plan	Annual joint youth development plan	(DWYPD; OTPs; DCOG)	Annual joint youth development plan	Description to be revisited. We must repackage the indicators The group debated what is the value of having this plan in the	*



				context of the IYDS	
i) Adoption of Professionalization of Youth Work Bill	Adoption of Professionalization of Youth Work Bill	(DWYPD)	Professionalized Youth Work Bill	Draft is in place.	*
j) An established Youth Work Association	An established Youth Work Association	(DWYPD; Southern Africa Youth Movement)	Youth Work Association constitution	Outcome (e) may be redundant as a result of this. Revisit the context of these 2 indicators	5 *

*** Highlighted text denotes contributions from the workshop