

# **YOUTH CAPITAL**

## **TRANSITIONS: PART 2**

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In Transitions: Part 1, we spoke about how challenging it is for young people to transition from an educational institution (school, college, or university) into the workforce. We unpacked how the high cost of job-seeking makes getting a job more difficult. We called for the costs of data, access to websites with resources for job-seeking, and transport to be reduced to make job-seeking easier.

In addition to the high cost of job-seeking, Transitions: Part 1 touched on the challenges of limited social networks and an information gap between employers and job-seekers. Transitions: Part 2 elaborates on these challenges in more detail.

In South Africa, using social networks is one of the most effective job-seeking strategies ([Southern Africa Labour and Development Research Unit](#)). Those who get jobs commonly find out about those jobs through people they know - both within and outside of their household ([Centre for Social Development in Africa](#)). Tapping into your social networks can dramatically improve your chances of getting a job. But how are you expected to do this when a substantial number of you come from homes where no one is employed ([Centre for Social Development in Africa](#)), and your network of people who can give you job-related information and support consists of less than three people ([Department of Planning, Monitoring and Evaluation](#))? This is a daunting challenge. One way of dealing with this is by growing the number of caring adults and mentors in your networks. Adults in your community could partner with local high schools to provide career guidance to learners, support you and your peers in looking for work or skills development opportunities, and help improve your chances of success by writing a recommendation letter for you.

The information gap between employers and young job-seekers relates to how employers assess skills and experience, and young people's ability to demonstrate to employers the skills and experience they possess.

Most employers see educational qualifications as the only way to assess your skills. However, dropout rates at school, college, and university are high. But even though many of you may not have obtained formal qualifications, you may still have the right skills for the job. Recent research in South Africa shows the impact of providing employers with information about the full skill set of young job-seekers, not just their educational qualifications, but also their soft skills, strengths, and learning potential. When job-seekers were given a summary report of their skills to share with potential employers, their chances of finding work improved by up to 17%, and their earning potential increased by up to 32% ([Harambee](#)).

Employers should not limit work experience to mean formal work experience. Although many of you may not have formal work experience, you probably have a lot of volunteer or informal work experience, and you should leverage this experience to your advantage. Being able to demonstrate the full range of your experience is a critical factor in finding a job.

Employers need to think differently about how to assess your skills, experience, and

potential. Meanwhile, you need to find creative ways to demonstrate your knowledge, competencies, and experience to employers. Otherwise, many of you may be needlessly locked out of opportunities.

Here are some ideas on how the information gap between you and employers could be minimised:

- Every school, college, university, and youth development programme helps you develop a quality CV before you leave, which takes into account all your skills, competencies, and experience.
- Employers develop closer relationships with local schools, colleges, and universities to help you develop the skills they need.
- Employers learn from one another and think differently about the recruitment process to value all your skills and experience.

If your job-seeking costs are reduced, your social networks are widened, and the information gap between you and employers is reduced, you - as young people - will stand a greater chance of successfully finding your way into the workforce. This, in turn, will mean less of you will remain in waithood and become discouraged work-seekers, and more of you will land your first quality job.

## TERMS TO DEFINE

**Social capital:** The value that comes from being part of and participating in social networks. Social networks are the connections you make at school, church, extracurricular clubs and societies, internships, formal and informal work, etc.

**Soft Skills:** Hard skills are job-specific skills you can gain through education, training programs, certifications, and on-the-job training. Softs skills are interpersonal skills such as adaptability, attitude, communication, creative thinking, work ethic, teamwork, networking, positivity, time management, motivation, etc. These skills are sometimes known as transferable or employability skills.

**Volunteering:** Offering your services and help to organisations, charities, and NGOs for no charge.

**Networking:** The process of interacting with others for the purpose of developing professional relationships to expand your social networks. Networking is not necessarily only for work environments, one can network in various contexts that allow for it.

**Discouraged work-seekers:** This refers to people who have given up on looking for work.

**Waithood:** The longer-than-usual transition period between childhood and adulthood. It is a period during which you can no longer be considered a child, but because you do not have the "social markers of adulthood", such as a job, you are not considered as having transitioned into adulthood ([Alcinda Honwana](#)). It's a period of feeling like you are in limbo.

**DID YOU KNOW?**

A 2016 study tried to understand how young men in South Africa moved from learnerships and apprenticeships into employment. In the study, while most white men found employment through direct referrals, most coloured men depended on word of mouth to find opportunities, while black men relied solely on print media ([merSETA](#)). This study shows how social networks, as a resource to find work, are limited for black people in South Africa.



There are organisations such as Action Volunteers Africa (AVA), a non-profit organisation, that embrace volunteering as a tool to unlock the potential of unemployed youth (18-25 years). Young people are trained and placed in full-time volunteering positions within different companies.

**BUST THE MYTH!****MYTH**

I should only start expanding my network of mentors and caring adults when I start looking for work.

I can only demonstrate my soft skills by referencing my school, college, or university qualification and formal work.

**FACT**

You can add people to your network while you are still at school, college, or university. This is why partaking in extracurricular activities with societies, clubs, sport, church, and volunteering with local organisations is so important - this is how you can grow your circles!

You can demonstrate your soft skills in various ways. For example, you can demonstrate your leadership skills by referring to a time when you tutored someone, motivated others, or helped resolve a conflict between family members ([National Career Services](#)).

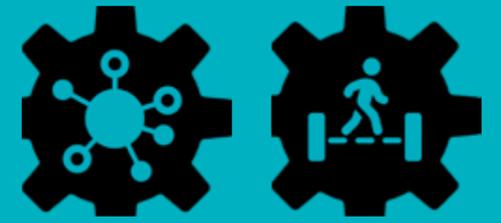
**RESOURCES**

- *Action Volunteers Africa (AVA)*  
<http://www.avafrica.org.za>
- *'Centre for Social Development in Africa, University of Johannesburg'*  
*'Siyakha Youth Assets Study: Developing Youth Assets for Employability:'*  
<https://www.uj.ac.za/faculties/humanities/csda/Documents/Siyakha%20Report%20June%202019%20Web%20LowRes.pdf>
- *Department of Planning, Monitoring and Evaluation*  
*National Income Dynamics Survey. Wave 4 Raw Data:*  
<http://www.nids.uct.ac.za/>
- *Harambee*  
*It's all about employability:*  
<https://harambee.co.za/its-all-about-employability/>
- *merSETA*  
*Tracer Study: Final Report:*  
<http://www.merseta.org.za/KnoRep/ARTISAN%20DEVELOPMENT/Tracer%20Study%20-%20Final%20Report%20-%202016.pdf>

## RESOURCES

- *National Career Services*  
How to develop your soft skills:  
<https://nationalcareers.service.gov.uk/careers-advice/how-to-develop-your-soft-skills>
- *Youth Capital*  
Shift 2020: An Action Plan to Tackle Youth Unemployment in South Africa:  
<https://youthcapital.co.za/>

# YOUTH CAPITAL TRANSITIONS: PART 2 RADIO PRODUCTION GUIDE



## PREPARING FOR THE SHOW

### ANGLES

#### DIFFERENT WAYS TO TALK ABOUT TRANSITIONS

- Why is it important to have a sizable social network as a young person looking for work in South Africa?
- In what ways can youth expand their social networks?
- What is the information gap between employers and young job-seekers?
- How can the information gap be minimised?
- Why is it important that employers think differently about how to assess young job-seekers' skills, experience, and potential?
- What are some of the creative ways that young people can use to demonstrate their knowledge, competencies, and experience to employers?
- What are soft skills? How are they different from hard skills?

### CHOOSE AN ANGLE

Why is it important to have a sizable social network as a young person looking for work in South Africa?

#### WAYS TO TALK ABOUT: WHY IS IT IMPORTANT TO HAVE A SIZABLE SOCIAL NETWORK AS A YOUNG PERSON LOOKING FOR WORK IN SOUTH AFRICA?

- In what ways can youth expand their social networks?
- What is networking? How and where can you network?
- How many caring adults and mentors do you have in your networks? How can you leverage these adults and mentors to help you find work?

**FORMATS****VOX POP**

Vox pop aim  
To get many opinions on one topic.



Who do you talk to?  
Anybody in the community.



Question  
How do employers assess young people's skills, experience, and potential? Do you think they should change some of their assessment criteria? Why?

**AUDIO COMMENTARY**

Audio commentary aim  
To get people's opinion about a topic that they care deeply about.



Who do you talk to?

- An individual who found employment because of a direct referral.
- A caring adult in the community who is currently mentoring and helping young people look for work.
- A young person who was able to get a decent job with informal work experience and no school qualification.

Talking points:

- Why is it important to have a sizable social network as a young person looking for work in South Africa?
- In what ways can youth expand their social networks?
- What is networking? How and where can one network?
- How many caring adults and mentors do you have in your networks? How can you leverage these adults and mentors to help you find work?

**AUDIO PROFILE**

Audio profile aim  
To get a first person account of someone's experience, passion or journey. Audio profiles often aim to inspire.



Who do you talk to?

- Ask an individual who found employment because of a direct referral, how that came about.
- Ask a caring adult in the community who is currently mentoring and helping young people look for work about the various ways in which he/she helps them.

**Please see interview questions in "How to present your show".**

**FORMATS****PUBLIC SERVICE ANNOUNCEMENT (PSA)**

The aim of a PSA  
To create a public awareness message.

Create a PSA that raises awareness about how expensive it is for young people to look for work



Nathaniel: Hey Piet, you good? Thanks for meeting up with me.

Piet: All good man. No problem, I am happy to help. What's the problem?

Nathaniel: I need help with looking for work. I am so close to giving up, and I really do not want that for myself.

Piet: No, do not give up. It's tough, but you will find a job soon.

Nathaniel: What did you do to get a job? It looked like you got a job so fast.

Piet: It wasn't easy, but I got really great advice from Mr Beukes, and that helped a lot.

Nathaniel: Our high school soccer coach? I did not know you kept in touch with him!

Piet: Oh yesss, I definitely kept in touch with him. He wrote an amazing recommendation letter for me, and I put him on my CV as a reference. He knows me really well, so he can convincingly speak about my skills and experience. Who is helping you?

Nathaniel: No one, I don't even have a recommendation letter. Maybe I can ask Mr Beukes to write mine too?

Piet: Yes, I am sure he will be happy to help. You should also approach Mrs... ummm what was her name again? The one who led choir practice at church years ago?

Nathaniel: Mrs Douglas? Why?

Piet: I hear that she is really connected. She might keep you in mind if she knows you are looking for work. I asked all the working adults I knew to keep an eye out for work opportunities.

Nathaniel: You are so riiiiight!! Thanks a lot, Piet. This has been so helpful.

**Slogan:**

In South Africa, using social networks is one of the most effective job-seeking strategies. Those who get jobs commonly find out about those jobs through people they know - both within and outside of their household. Help young people find work by helping them expand their social networks.

## HOW TO PRESENT YOUR SHOW



Use your produced radio features, your research and the suggested script and questions to write your own script.

[INTRO:]

**Host 1:** It's just gone [TIME] and you're just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME].

**Host 2:** That's right! And my name is [NAME]. On today's show we will be talking about the information gap between employers and young job-seekers.

**Host 1:** Information gap, what are you talking about?

**Host 2:** I am talking about an information gap that relates to how employers assess skills and experience, and young people's ability to demonstrate to employers the skills and experience they possess. Most employers see educational qualifications as the only way to assess our skills.

**Host 1:** But what about young people who do not have educational qualifications? Dropout rates at school, college, and university are high!

**Host 2:** That's a great question! As young people, we may not have formal qualifications, but that does not mean that we do not have the right skills for the job. Our soft skills, strengths, and learning potential should also be considered. Also, all our work experiences should count, including the experience we gain when we do informal work and volunteering.

**Host 1:** That's very true! We also need to think of creative ways to demonstrate our knowledge, competencies, and experience to employers. Otherwise, many of us may be locked out of opportunities.

**Host 2:** I am keen to hear from the community about their thoughts on how this information gap can get minimised.

[PRESENT WHO IS BEING INTERVIEWED]

[PLAY THE INTERVIEW]

[ENGAGE AUDIENCE BY ASKING QUESTIONS AND GIVING THEM A CHANCE TO SHARE THEIR THOUGHTS ABOUT WHAT THEY'VE HEARD]

[OUTRO:]

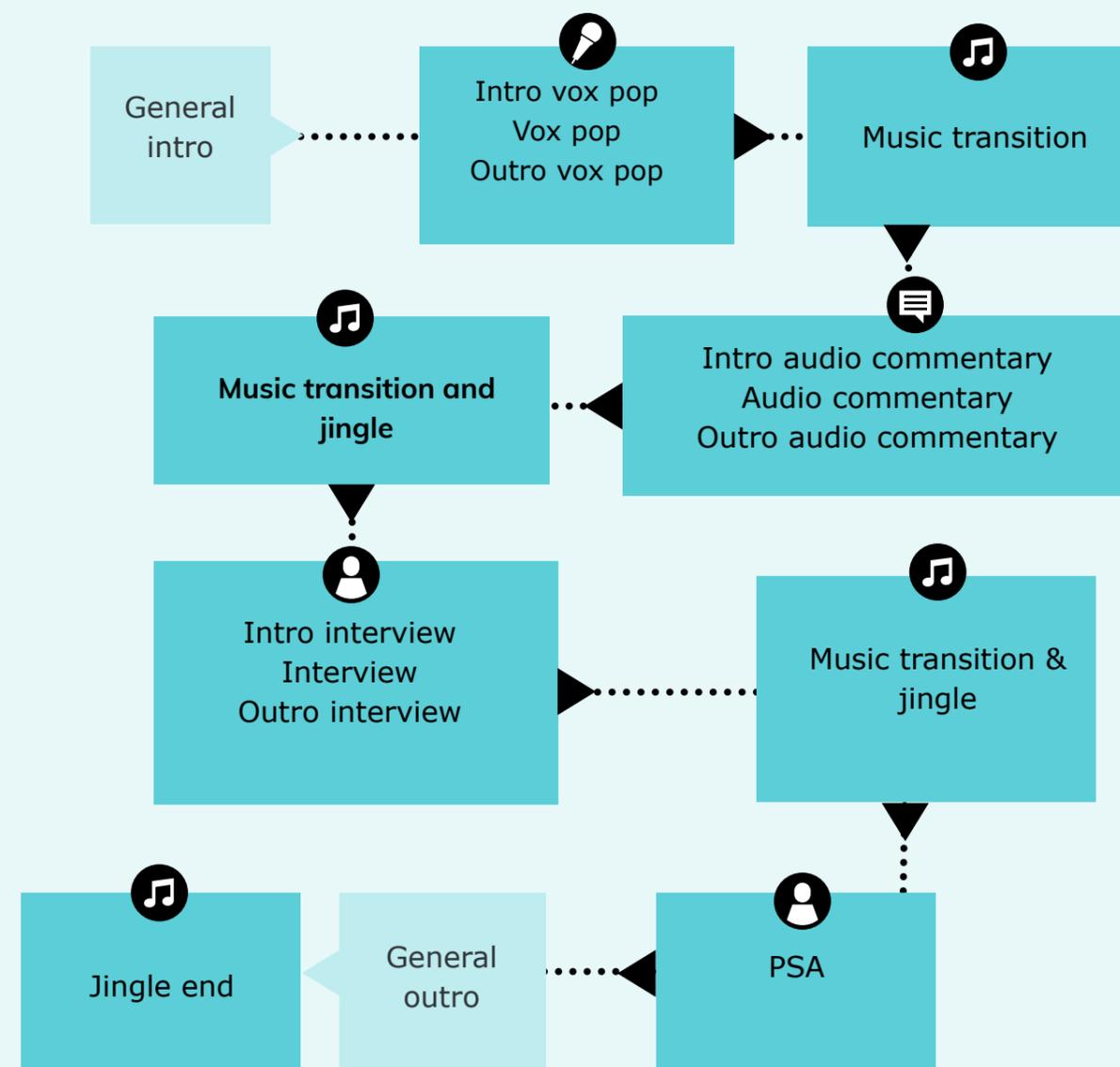
**Host 1:** Today, we've learnt so much about the information gap between employers and young job-seekers, and the various ways that this gap can be minimised.

**Host 2:** Yes! We really have!

**Host 1:** Next week on [DAY] at [TIME] we'll be talking all about [NEXT WEEK'S SHOW TOPIC]. Until then, it's bye from us!

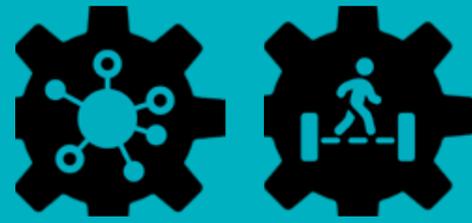
## SHOW OUTLINE

Full show on 'Transitions: Part 2' (1 hour).



### ETHICS AND CONSENT

This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.



## PREPARING FOR THE SHOW

### ANGLES

#### DIFFERENT WAYS TO TALK ABOUT TRANSITIONS

- Why is it important to have a sizable social network as a young person looking for work in South Africa?
- In what ways can youth expand your social networks?
- What is the information gap between employers and young job-seekers?
- How can the information gap be minimised?
- Why is it important that employers think differently about how to assess young job-seekers' skills, experience, and potential?
- What are some of the creative ways that young people can use to demonstrate their knowledge, competencies, and experience to employers?
- What are soft skills? How are they different from hard skills?

### CHOOSE AN ANGLE

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## OUTREACH FORMATS



### GUEST SPEAKER



#### Guest speaker aim

A guest speaker is someone who can share expert knowledge about the impact statement or tell a personal story related to the impact statement.

Some questions for the guest speaker to think about ahead of time

- Is there an information gap between employers and young job-seekers?
- How can young people demonstrate their skills and experience without a school qualification or formal work experience?
- Why is it important that employers change their outlook on educational qualifications as the only way to assess young people's skills?
- What are some of the creative ways that young job-seekers can demonstrate their knowledge, competencies, and experience to employers?



### INTERVIEW



#### Interview aim

An interview is a one-on-one conversation where questions are asked by the interviewer and answers are given by the interviewee.

Ask an individual who found employment because of a direct referral about their job-seeking experience.



Suggested questions for a young person who is currently unemployed about their strategy for finding work, as well as the challenges they face.

- Why is it important to have a sizable social network as a young person looking for work in South Africa?
- In what ways can youth expand their social networks?
- What is networking? How and where can you network?
- How many caring adults and mentors do you have in your networks? How can you leverage these adults and mentors to help you find work?



### IMPACT JINGLE



#### Impact jingle aim

A jingle is a short song or tune that is easy to sing along to and remember, it has a clear message.

**OUTREACH FORMATS** **ROLEPLAY**

-  **Roleplay aim**  
To provide a scenario that allows the audience to “act out” a point about the impact statement. Decide how many characters are needed and set the scene for the “actors” to play out the statement. It is really an improvisation, and the audience “actors” make it up as they go along.

Characters  
Duduzile, Mohao

Scenario  
Duduzile and Mohao share the various ways they go about enhancing their soft skills.

 **PANEL DISCUSSION**

-  **Panel discussion aim**  
A panel discussion involves a group of people discussing one topic in front of an audience. There is usually time for questions from the audience afterwards.
-  **Who is on the panel:**
- An individual who found employment because of a direct referral.
  - A caring adult in the community who is currently mentoring and helping young people look for work.
  - A young person who was able to get a decent job with informal work experience and no school qualification.
-  **Examples of opening questions for the panel:**
- Why is it important to have a sizable social network as a young person looking for work in South Africa?
  - In what ways can youth expand their social networks?
  - What is networking? How and where can one network?
  - How many caring adults and mentors do you have in your networks? How can you leverage these adults and mentors to help you find work?

**OUTREACH FORMATS** **QUIZ**

-  **The aim of a quiz**  
To test and reward your audience’s knowledge on the topic.

Things you need for this activity:

- Prepared quiz questions and answers
- Small prizes

-  **Process**  
Present some quiz questions, and hand out prizes to those who answer correctly.

From the fact-sheet, we have created the following two quizzes for you to ask during your outreach. Once you are done with these two, feel free to create more to put your listeners to the test!

Quiz 1:

Question: In South Africa, ... is one of the most effective job-seeking strategies.

- A. Using a recruitment agency
- B. Using social networks
- C. Ranking well on Google

Correct answer is B

Quiz 2:

Question: When job-seekers were given a summary report of their skills to share with potential employers, their chances of finding work improved by up to ... and their earning potential increased by up to 32%.

- A. 17%
- B. 0,7%
- C. 70%

Correct answer is A

## HOW TO PRESENT YOUR OUTREACH



Use your outreach formats and your research to write your own script. Here is an example of part of a script. Use it as a guide to create your own script for your outreach activity.

[INTRO:]

**Host 1:** Hello and welcome to [NAME OF OUTREACH EVENT] at [NAME OF SCHOOL]. My name is [NAME] and I will be one of your hosts.

**Host 2:** That's right! And my name is [NAME], and today's show we will be talking about the information gap between employers and young job-seekers.

**Host 1:** Do you know what that is?

[GET OPINIONS FROM THREE OR FOUR PEOPLE IN THE ROOM. THINK OF IT AS A "LIVE" VOX POP]

**Host 2:** The information gap we are talking about relates to how employers assess skills and experience, and young people's ability to demonstrate to employers the skills and experience they possess. Most employers see educational qualifications as the only way to assess our skills.

**Host 1:** But what about some of the young people who do not have educational qualifications? Dropout rates at school, college, and university are high!

**Host 2:** That's a great question! As young people, we may not have formal qualifications, but that does not mean that we do not have the right skills for the job. Our soft skills, strengths, and learning potential should also be considered. Also, all work experiences should count, including the experience we gain when we do informal work and volunteering.

**Host 1:** That's very true! We also need to think of creative ways to demonstrate our knowledge, competencies, and experience to employers. Otherwise, many of us may be locked out of opportunities.

**Host 2:** I am keen to hear from the community about their thoughts on how this information gap can get minimised.

[PLAY RE PRE-RECORDED AUDIO]

[PLAY THE INTERVIEW]

[ENGAGE AUDIENCE BY ASKING QUESTIONS AND GIVING THEM A CHANCE TO SHARE THEIR THOUGHTS ABOUT WHAT THEY'VE HEARD]

[OUTRO:]

**Host 1:** Today, we've learnt so much about the information gap between employers and young job-seekers, and the various ways that this gap can be minimised.

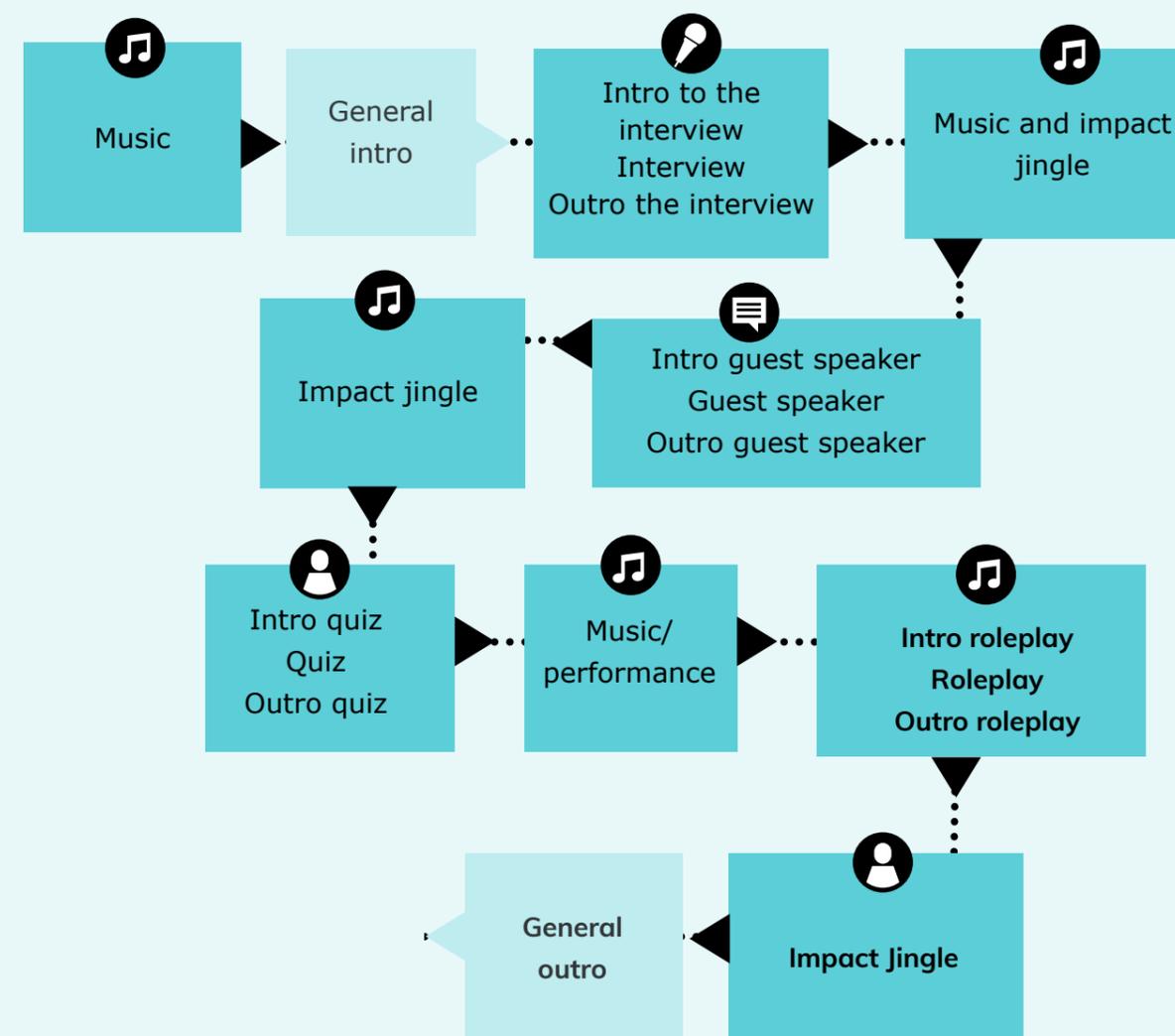
**Host 2:** Yes! We really have!

**Host 1:** Until the next school outreach you can catch us on the radio! Next week on [DAY] at [TIME] we'll be talking all about [NEXT WEEK'S SHOW TOPIC] on [NAME OF RADIO STATION]. Until then, it's bye from us!

## OUTREACH OUTLINE

An outreach plan helps you stay on track during your event. It is a list of the activities and the order in which they will happen in the outreach activity. Allocate a time to each item so that you keep to the time allocation of the outreach activity.

Below is an example of an outreach plan that is one hour long.



### ETHICS AND CONSENT

This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.

If any incorrect information comes up in any of your formats, like the quiz, roleplay or panel discussion, you must correct it. Don't let your audience leave with myths.

Once you've finalised your script, your performance artists, your outreach outline and prepared all your formats, it's time to start your live event! Enjoy!