

the **TRAILBLAZER** program

**Skills Development and Social Entrepreneurship
for High School and Post-Secondary Youth**

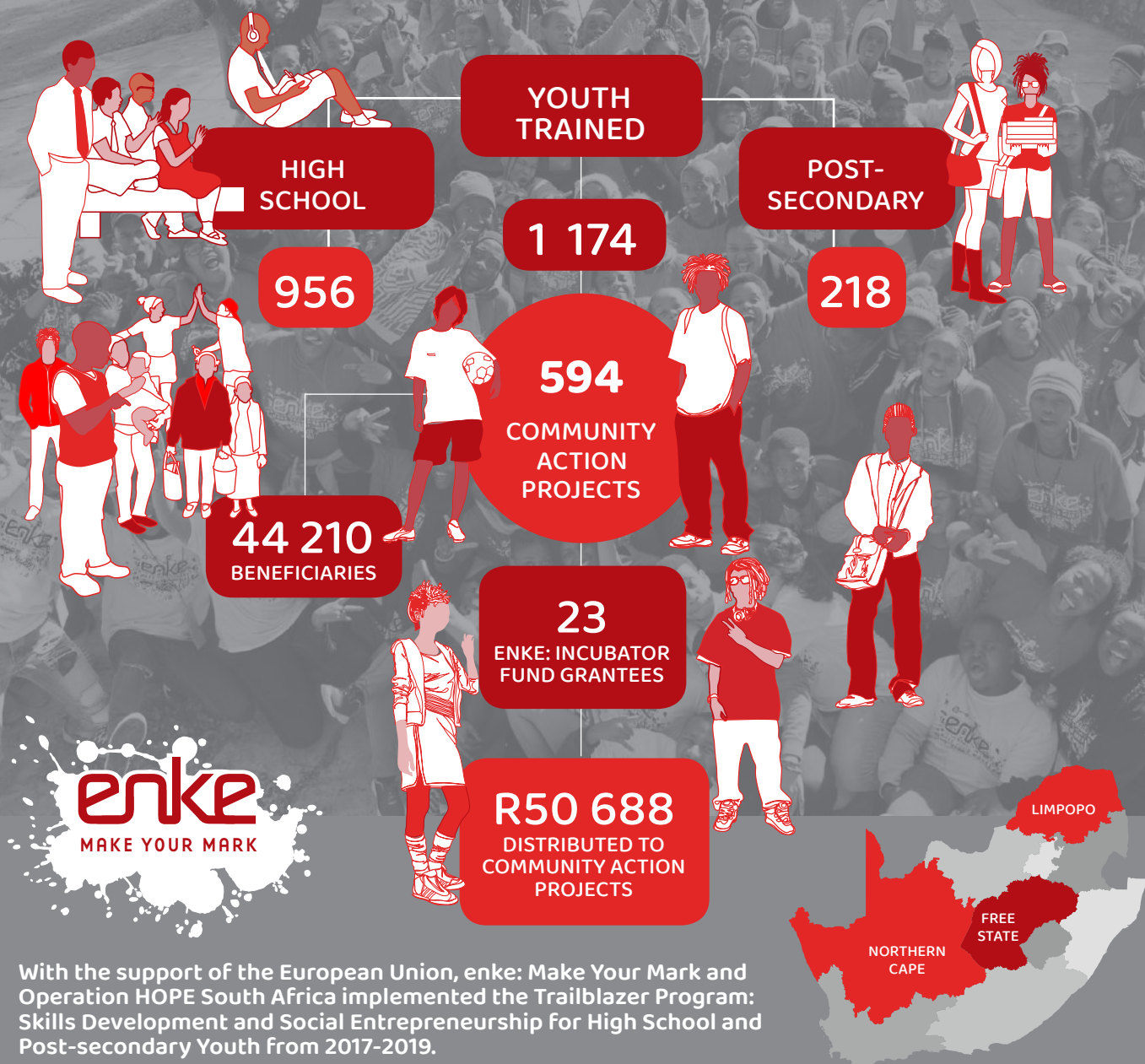
2017–2019





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With the support of the European Union, enke: Make Your Mark and Operation HOPE South Africa implemented the Trailblazer Program: Skills Development and Social Entrepreneurship for High School and Post-secondary Youth from 2017-2019.

This program has demonstrated significant impact, having trained 1 174 youth, leading to 594 community social action projects, which touched the lives of more than 44 000 people in South Africa. These social action projects have contributed to wider national development goals, as well as the thematic areas of the global Sustainable Development Goals.

ABOUT THE PROGRAM

With the support from the European Union, enke: Make Your Mark and Operation HOPE South Africa implemented the Trailblazer Program: Skills Development and Social Entrepreneurship for High School and Post-secondary Youth from 2017-2019.

The program equipped 15- to 30-year-old youth to be active citizens with the skills and capacity to engage with socio-economic activities and have a sense of self-worth, purpose, awareness and social responsibility, which will enable them to actively contribute to more inclusive and sustainable growth.

This program was implemented over a period of three years (2017 – 2019) with a target of benefiting 1,140 youth from Free State, Limpopo and Northern Cape Provinces. In the end the program benefited 1,174 young people, resulted in the implementation of social impact projects that in turn benefited 44 210 people in the participants' local communities.



"First, the enke team took learners out of their circumstances (kids who would otherwise barely leave our small rural town) and offered them HOPE. Sounds even too good to be true. But it is! Secondly, they encouraged me to send disadvantaged and poor performing learners. Even misbehaving challenging ones! Those with whom society has given up. They prompted me to send them."

**NICA SADIE, TEACHER
DE AAR HIGH SCHOOL (NORTHERN CAPE)**

PROGRAM OBJECTIVES

The Trailblazer Program: Skills Development for High School and Post-School Youth project objectives were to:

- Mobilise and engage young people to take action on issues that affect their lives.
- Increase the chances of success of young people in the labour market.

OBJECTIVE 1 Mobilise and engage young people to take action on issues that affect their lives

Provide youth 15-25 years old with training, inspiration and support to identify and act on socio-economic issues within their contexts, thereby practicing active citizenship.

- Both a school-based and post-school interventions have been created in this action. The school-based intervention works with schools and community-based organisations to provide individuals with civic education and social responsibility training. The post-school intervention engages youth in tertiary education to practice social action and philanthropy by volunteering to mentor high school youth.
- We believe that for nation building to occur citizens need to understand each other's real and lived experiences. We will create a space where young people can engage on issues of importance to the future of the nation, where all groups can be heard. The intervention will be representative of national statistics on socio-economic diversity, race, province and gender.

OBJECTIVE 2 Increase the chances of success of young people in the labour market

Increase the non-cognitive and essential life skills of youth, which research shows contribute to increasing the likelihood of success beyond school by enabling youth to identify and access post-school opportunities.

- Both age-appropriate interventions focus on building transferrable skills and the ability to apply existing skills in a new context – learning how to learn – which are crucial in today's dynamic and fast-changing job market. The action aims to reinforce the positive role that youth can play in society and effectively link them to the structures and systems available to them in school and out of school.

The overall desired impact of the proposed project was for young people to be active citizens with the skills and capacity to engage with socio-economic activities and have a sense of self-worth, purpose, awareness and social responsibility, which will enable them to actively contribute to more inclusive and sustainable growth.

Participation in our programs, particularly the Trailblazer Program, has long-term positive effects on the future of young people. In 2014 we conducted research on our alumni (past participants), which showed:

- Those who complete a community social action project are more likely to show higher levels of 'soft' skills, practical project skills and social support.
- Rates of further education and employment were higher in enke alumni when compared to national averages.
- Those who began a social action project (regardless of finishing it) are approximately three times more likely to be engaged in volunteering or self-directed social entrepreneurial efforts.



PROJECT OUTCOMES & OUTPUTS

OUTCOME:

Young people, 50% being women, are mobilised and engaged to take action on socio-economic issues affecting their lives as well as having improved chances of success in the labour market through an increase in life, non-cognitive and financial skills

OUTPUTS:

1. Youth practice social action
2. Youth receive recognition for their social actions
3. Youth receive training in the Trailblazer Program (TP) & Ignition Program (IP)
4. Youth are trained on financial literacy and financial dignity

SKILLS RESULTS:

30%

Improvement in financial literacy knowledge across the grant

52%

reported an increase in resilience

69%

reported increased frequency of social action

63%

reported improved social and emotional skills

ABOUT THE PROJECT PARTNERS

This project was a collaborative effort of two South African youth development organisations - enke: Make Your Mark and Operation HOPE South Africa. Both organisations share the common motivation of building a society that is more socially and economically inclusive. Additionally, both enke and Operation HOPE South Africa believe that promoting social entrepreneurship and innovation in youth is a powerful way to reduce inequality whilst equipping young people for success in their future endeavours (in the workplace and in education).

enke: Make Your Mark (enke) is a leadership development organisation that generates and incubates youth-led social impact. Our name "enke" means "ink" in SeTswana and "take it" in SeSotho. That's what we're about – empowering youth to be authors of their futures by taking opportunities to change their lives and communities (making their mark. Since 2009 we have worked with over 4,500 young people who have generated over 1,400 social impact projects that have resulted in positive changes for over 96,000 people in communities all over South Africa. enke: Make your Mark was the lead coordinator of this project.

Operation HOPE South Africa (HOPE SA) is part of Operation HOPE Inc., the leading global provider of financial dignity education and economic empowerment programs for low income or moderate income youth, individuals and families in underserved communities. HOPE South Africa has two Youth Empowerment Programs that focus on learners in High Schools – Banking On Our Future and HOPE Business in a Box. Through these interventions, HOPE's goal is to have young people change the conversations they have about money and finances, and encourage the entrepreneurship potential in each participant to work towards a dignified life and career. HOPE SA is the co-applicant in this proposal and implementing partner for the project.

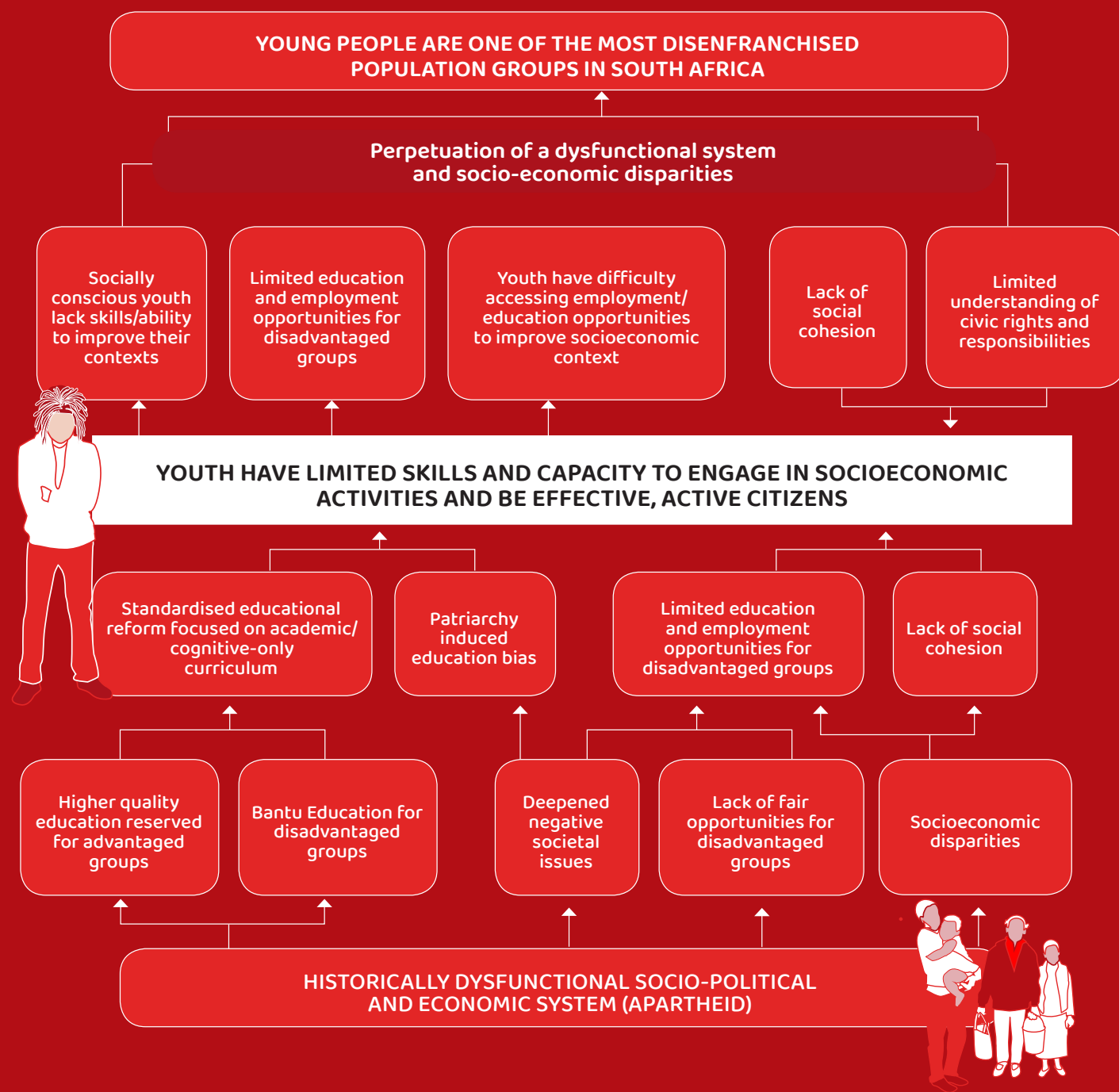
To implement this project, the two organisations merged their expertise, skillsets and programs to create this impactful solution to the issues that affect youth.





TRAILBLAZER INTERVENTION

SITUATIONAL ANALYSIS AND OUTCOME FOCI



BACKGROUND

In South Africa, 66% of the population is under the age of 35; 36% of this group is between 15 and 35, the national definition of youth.¹ Of the almost 10 million young people between the ages of 15 and 24, 33% are particularly vulnerable as they are not in employment, education or training (NEET) and therefore unable to improve their future employability through investment in skills, or gain experience through employment.²

In the majority of these instances, young women are more disadvantaged than their male counterparts as confirmed in the National Youth Development plan 2009 – 2014, where they are said to have fewer occupational opportunities.³

Young people face many challenges such as: unemployment and joblessness; high drop-out rates and inadequate skills development; poor health, high HIV/AIDS prevalence, high rate of violence and substance abuse; lack of social cohesion and volunteerism and inadequate framework for youth work.⁴

The South African education system is rooted in a dysfunctional socio-economic and political system that are the legacy of apartheid. Efforts to improve this system have not yielded the required results because the formal education system (schools and tertiary institutions) still focuses almost exclusively on academic and technical skills. The result (the core problem) is that many young people are not adequately equipped with the skills and capacity to engage with socio-economic activities, nor be active and engaged citizens that are able to have positively shape their own future and their communities. Additionally, the majority of youth programs and projects that seek to address some of these challenges are concentrated in urban economic hubs and provinces, with concentrations of interventions for youth in Gauteng, Western Cape and KwaZulu-Natal.⁵

The result is a large number of youth not in employment, education or training (NEET), which in turn leads to greater ills and risks for South Africa.

This EU-supported intervention is designed to solve the problem by promoting active citizenship, social entrepreneurship and innovation through accessible training and support for youth in school (the Trailblazer Program) and post-school (the Ignition Program).

1 Statistics South Africa. (2014). *Mid-Year Population Estimates*. (Statistical release No. P0302).

2 Child Gauge (2015). www.ci.org.za.

3 National Youth Policy 2009-2014 <http://www.thepresidency.gov.za/MediaLib/Downloads/Home/Publications/YouthPublications/NationalYouthPolicyPDF/NYP.pdf>

4 National Youth Policy 2015-2020 www.thepresidency.gov.za/

5 Statistics South Africa (2016), *Vulnerable Groups Series 1: The Social Profile of Youth 2009-2014*



PROJECT WORK



WHY 'SOFT' / NON-COGNITIVE SKILLS?

Part of the inherited history of South African was the systematic and structural marginalization of the majority of its population. One way in which this occurred was through the provision of a substandard Bantu education system for the Black members of the population. Since 1994, the South African education system has been focused on redressing the inequalities and lack of quality basic education that are part of the legacy of apartheid. There have been great strides through the standardization of national curricula, building of schools and tertiary universities, and adoption of policies that promote socio-economic transformation, which have seen more previously disadvantaged youth able to access and attain high education. However, there are multiple structural challenges in the education sector that have combined to create additional challenges that impede learning for young people. One major issue is that the formal education system focuses almost exclusively on academic and technical skills. There is limited formal curriculum where youth learn and build the crucial ability to critically engage and understand their contexts and communities, positively communicate needs for improving their own situation and ability to build one's social capital. This makes it difficult for a young person to engage with democratic ideas and values.

Recent work by Paul Tough pulls together both scientific research and evaluation data that show that children need more than academic skills to succeed. Non-cognitive skills, including persistence, self-control, curiosity, conscientiousness, grit and self-confidence, are more crucial than sheer brainpower in achieving success. Developing these skills in young people has the added benefit of increasing their employability. However, to think of youth leadership development only in terms of contributing to the issue of youth unemployment underestimates the potential of young people to contribute meaningfully and innovatively to their communities. Youth leadership development is a way to equip young people to actively contribute to society through transforming and building system-wide, multi-stakeholder models where individuals form communities that co-create "inspired and connected action".⁶

⁶ Tough, P. (2016). *Helping children succeed: What works and why*. Random House.



PROJECT WORK

The intervention involved the implementation of two programs for youth from the Free State, Limpopo, and Northern Cape provinces. The interventions were as follows:

- The **enke: Trailblazer Program**: a 6- or 9-month social action program for Grade 10-11 high school learners (ages 15-20 years old). The Program inspires, trains and supports high school learners by building leadership capabilities and non-cognitive skills through a week-long 'camp' (enke: Forum) combined with support as they implement their own self-designed and run social impact projects that are implemented in their communities over the program period. enke provides coaching, mentorship and technical support during the project incubation process.
- The **enke: Ignition Program**: a volunteer program for tertiary students and recent graduates (18-25 years old), where they are trained in advanced facilitation, coaching and project management skills, which skills they apply at the enke: Forum. During that week they are responsible for the learning and discipline of the high school youth entering the Trailblazer Program. They become role models and support the growth of the Trailblazers in all aspects, often continuing on after Forum.
- **Operation HOPE SA Banking On Our Future Program** – Banking on Our Future is an intervention style program developed in the United States and adapted to the South African market. The program was further adapted to cater to the needs of the Trailblazers as they were found to have varying levels of financial literacy. The program focused on building financial knowledge and money management skills. The youth in both the Trailblazer and Ignition Program experienced this program which improved their financial literacy.



FOR HIGH SCHOOL YOUTH
ENKE: TRAILBLAZER PROGRAM

The enke: Trailblazer Program is a leadership and social action program for Grade 10 and 11 high school learners. Through this program, we introduce high school students to other like-minded, passionate and enthusiastic young people. Participants learn skills that will help them achieve their goals and ambitions during the enke: Forum, and then use these skills to design and run a project in their community, addressing whichever social issue they feel passionately about.

Trailblazers are supported by the enke: Trailblazer Support Team throughout the life of their community action project, and then take part in a reflection and celebration event at the end of the nine-month program.

In this EU Project, there were a total of 8 intakes of the Trailblazer Program with 956 high school youth trained.

“enke equips these young learners into being entrepreneurs. Learners come back with a distinct perspective on what they want to be post schools, they become inspired and motivated. Such youth development and skill programs actually prepare learners for being true leaders and influential in the future”

LUNGISA KLASS, IKAMVA YOUTH

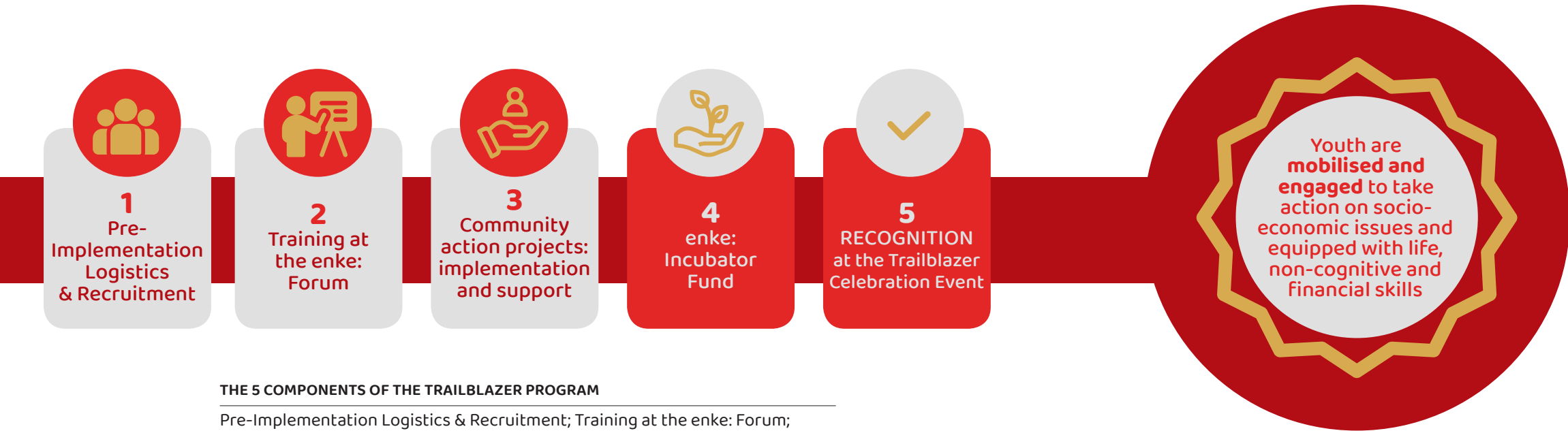
FOR POST-SECONDARY YOUTH
ENKE: IGNITION PROGRAM

The enke: Ignition Program is usually run and funded as part of the Trailblazer Program. Igniters are University and tertiary students who are provided training and practical experience in mentorship, project management, and leadership. These exceptional young adults are also connected to a diverse, active network, which together with the skills and experience gained increase employability, and inspires entrepreneurial thinking.

Running the Ignition Program – apart from equipping a total of 218 participants with life skills has:

- Enabled enke to effectively run the Trailblazer Program with consistent quality
- Resulted in enke having a pool of facilitators to choose from for our Bespoke work or work tailor made for Partner organisations
- Resulted in revenue making opportunities for Alumni who are in our Facilitator pool, this feeds directly to our Employment, Education or Training targets
- Created members of our Alumni who continuously want to engage with enke.

Examples include relationships with partners and partner organisations that are a direct result of recommendations by our Alumni.



THE 5 COMPONENTS OF THE TRAILBLAZER PROGRAM

Pre-Implementation Logistics & Recruitment; Training at the enke: Forum; Community Action Project Implementation & Support; enke: Incubator Fund for High School Learners; and, Recognition at the Trailblazer Celebration Event.

FINANCIAL LITERACY OPERATION HOPE SA BANKING ON OUR FUTURE PROGRAM

Operation HOPE South Africa implemented the youth leadership development initiative, Banking on Our Future, providing program participants with financial literacy skills. Over the full course of this grant, HOPE South Africa provided financial literacy skills to a total of 973 youth from Limpopo, Northern Cape and Free State Provinces.

Banking on Our Future is an intervention style program developed in the United States focused on building financial knowledge and money management skills. The mission of the program is to give economically disadvantaged youth the ability to take positive steps towards improving their lives through financial skill-building and small business development. Educational programming is inclusive of six-hour Banking on Our Future – Adult financial inclusion courses for individuals and organizations. Course concepts include Banking, Budgeting, Saving, Investments, Entrepreneurship, Financial Esteem, and Developing a Spending Plan.



PROJECT COMPONENT SPECIAL FOCUS INCUBATOR FUND

The main goal of the enke: Incubator Fund was to provide financial support to participants in the enke: Trailblazer Program to increase the likelihood of success for their Community Action Projects. Across the project, 23 Community Action Projects were funded, with R50 688 disbursed across the grant period.

Funded items included: Tables, chairs, colouring books and other equipment for a Health and Risk behaviour project, sanitary products for a Gender discussion group, painting equipment for a Youth Empowerment Project, Rugby equipment for a substance abuse prevention project, participants' lunches and snacks for an after-school maths and science classes project, -gardening equipment, vegetable seeds, a rainwater tank at a school, chess sets for after-school diversion club.





SUCCESS STORIES



TRAILBLAZER: CANDICE POSHOKE

SCHOOL: Mokhapa High School

PARTNER: Mr Mphalane

AREA: Limpopo

SOCIAL ISSUE ADDRESSED: Lack of science equipment at school

Candice left Forum feeling motivated and inspired to address the issue of the lack of science equipment in her school. Prior to starting the community action project, Mokhapa High School in Limpopo did not have a science lab, which meant learners had to write about investigations and experiments without conducting them. As a result the overall exam and test outcomes were poor.

Her first task back after enke: Forum was to discuss this with the principal and inquire if a space could be made available to utilize as a science lab. The principal was very excited about the initiative and assisted with an empty classroom to use as a lab. With the support of the science educators she was ready to set up the science lab in school.

The second task was to get the equipment, Candice wrote multiple letters to companies and individuals asking for science equipment but was unfortunately not able to get the assistance she needed. She then applied for the Incubator Fund and was granted the equipment she required to equip the science lab. The students are now able to conduct experiments. The first to use the lab were the Grade 10s with 46 learners, followed by the matriculants and Grade 11's with 22 and 28 learners respectively.

Since then the learners at Mokhapa High have been doing very well and are able to do the experiments themselves. She thanks her family and enke for the constant support she received during the process of initiating the CAP as it is what kept her going and prevented her from giving up. Candice hopes that more learners will be able to utilize the equipment and that the school will be able to acquire more equipment for the science lab in the future.

Before Candice's project, Mokhapa High School in Limpopo did not have a science lab, which affected exam and test outcomes as learners could not conduct investigations and experiments. Through Candice's CAP and Incubator fund the school now has equipment and science marks have improved.



TRAILBLAZERS:
MBULELO GOBO, TREMAINE GEDULD AND KARABO
BEKEBEKE

PARTNER: My Sister My Keeper
COMMUNITY ACTION PROJECT: He Empowers Her
AREA: Northern Cape
SOCIAL ISSUE ADDRESSED: Gender-based violence



"We come from a community where young women have lost their essence or true being, due to violence against them and that had to change."

Tremaine, Mbulelo and Karabo wanted to start a community social action project (CAP) to address gender-based violence, focusing on their peers, and in their community in the Northern Cape. Mbulelo worried that, "We come from a community where young women have lost their essence or true being, due to violence against them and that had to change."

The desire and, the tools acquired at Forum, to bring about change in their community gave birth to a CAP called *He Empowering Her*.

Karabo explains that they decided on this name because they wanted to bring about an innovative approach in addressing gender based violence in communities: "In many programs you will find that the focus is usually on women on what they do should or shouldn't do, but we wanted to do it differently we wanted to involve young men."

This, along with the fact that men are young leaders in their community, is that is what makes *He Empowering Her* standout from other programs.

In order to change perceptions on gender-based violence, the project focuses on building emotionally and mentally strong young people using some of the new knowledge they learned at the Forum about Self and Others.



"In a country where there is often a huge sense of helplessness and in some quarters, a degree of entitlement and the belief that our challenges are for government or someone else to solve, enke is a much-needed offering. Youth development programmes such as enke are important not only in meeting basic physical, developmental, and social needs but also in helping to constructively channel young people's energies into being a force for good – better preparing them for the future – where they will take their rightful places as socially and morally conscious leaders in their chosen fields."

Setlogane Manchidi, Head of CSI, Investec

The project aimed to help build people emotionally through self-development activities. The aim is to build a community where young men and women work together towards a greater good and young people understand who they are and their values.

The project had one workshop every month that focused on a specific topic discussed by different speakers. Additionally, they held debating competitions, with gender based violence as an argument. Thus far the CAP has directly impacted more than 30 young people in their communities, who are part of the activities that the group plan and execute.

The team plans to continue running the program after the official end of Program and to increase their impact. One day they'd like to hand it over to other young people in the community who will continue to address the issue of gender based violence.



IMPACT & RESULTS



We are happy to report that we were able to meet overall majority of our targets, as well as start to see progress toward the ultimate impact of young people becoming active citizens and engaging in socio-economic activities. This has had large effect on communities across south Africa, with 44 210 secondary beneficiaries interacting with Community Action Projects (CAPs).

Participants in the intervention have reported an increase in most social and emotional skills and financial literacy, and most (81%) were able to complete their social responsibility endeavours. Additionally, participants, parents, schools, and community members interviewed during site visits reported experiencing a positive change in learners who attended the training programs. Overall, the program has had the desired impact on both the participants, and the beneficiaries (schools and community members).

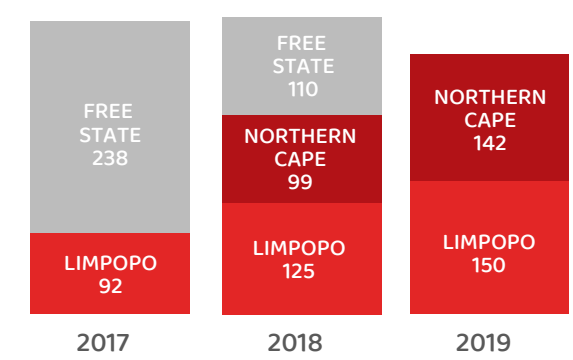
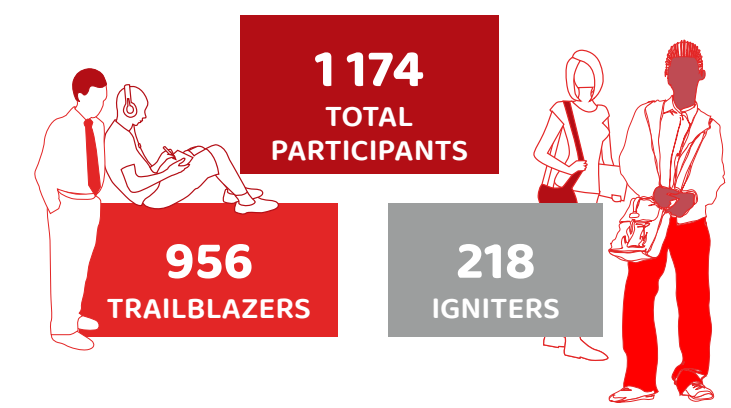


FIG. 1: TRAILBLAZERS PER YEAR

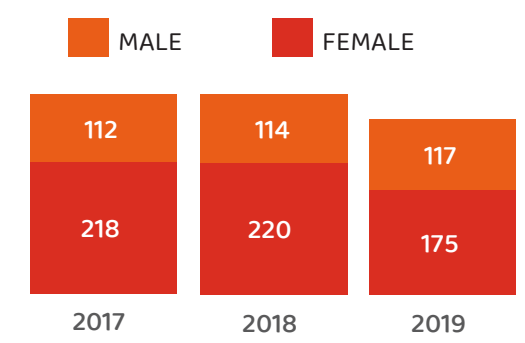


FIG. 2: BREAKDOWN BY GENDER



PROGRESS AGAINST SUCCESS MEASURES

■ TRAILBLAZER PROGRAM

The results chain for this program assess success as the number of people who access the program (including Ignition, Incubator Fund and Operation Hope's BOOF), as well as the ability of participants to enact the new skills learnt by starting a community action project (CAP). Having an equal, or weighted gender breakdown toward females is also part of our measures of success.

As we consider 'soft' skill development an essential skill for social action and entrepreneurialism this is measured through pre- and post-program quantitative surveys. The Trailblazer Support Team supports and tracks the progress of Trailblazers as they implement their CAPs, which are considered to be 'started', planned but not started, 'ongoing' or 'completed'.

And how did we do ...?

The Trailblazer Program saw high levels of learners starting and completing community action projects, with 2019 being a particularly impactful year, having a 1:56 ratio for secondary beneficiaries (meaning every one trailblazer affected approximately 56 people with their CAP). As discussed later, there is significant variation across years and provinces. Overall, 77% of Trailblazers started social action projects and 81% of those completed them (including those continuing post-program). This is a key success indicator for the program and represents strong impact.

SECONDARY BENEFICIARIES AND MULTIPLIER EFFECT BY YEAR AND PROVINCE			
	Province	Number	Multiplier Effect
2017	Free State July	5 045	1:43
	Free State December	8 606	1:93
	Limpopo	3 982	1:32
	Total	17 633	1:53
2018	Northern Cape	2 943	1:30
	Free State	4 301	1:39
	Limpopo	8 195	1:65
	Total	15 439	1:46
2019	Northern Cape	2 943	1:28
	Limpopo	8 195	1:88
	Total	11 138	1:56



The Trailblazer Program saw an improvement in social responsibility, but a varied change in resilience and emotional intelligence between intakes. As noted in previous reports, negative changes in these measures are not necessarily reflective of decrease in personal resilience or emotional intelligence, but may rather reflect a greater understanding and honesty of the concepts and the self. Both of which as positive outcomes in another form. Due to this discrepancy in interpretation however, future indicators of non-cognitive growth will require either a new measurement instrument or removing it from the outcome.

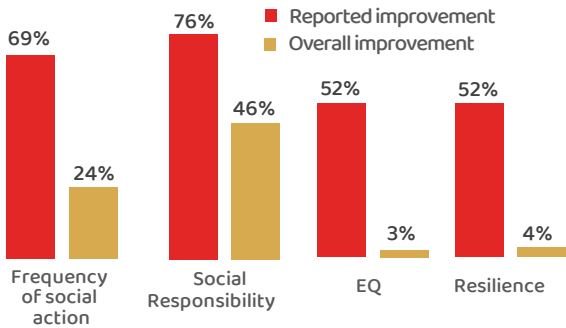


FIG. 3: NCS CHANGES ACROSS TRAILBLAZER YEARS

Co-applicant partner Operation Hope ran training with Trailblazers in all eight intakes, i.e., 956 participants. The results of this was a minimum 23% increase in financial skills under the Banking on Our Future curriculum – skills included: Banking, Budgeting, Saving, Investments, Entrepreneurship, and Financial Esteem and Developing a Spending Plan.

Further, these skills were considered especially relevant to the 23 Incubator Fund recipients who were able to successfully plan and implement a small budget in order to run their social action projects. In all cases, there was substantial improvement in financial literacy among Trailblazers with a percentage increase in their post-test scores of between 23 – 40 percent. It is of course, too early to know how this improved skill set however there is ample research to suggest that social entrepreneurs – and South African youth in particular – are lacking in basic financial and money management skills.

FINANCIAL LITERACY: BANKING ON OUR FUTURE					
	Number	Intakes included	pre-score	post-score	Improvement
2017	117 98	Free State – July Limpopo	48% –	61% –	27% –
2018	125	Free State – Dec 2017	50%	65%	30%
	115	Free State – July 2018	–	–	–
	99	Northern Cape – 2018	–	–	–
2019	126	Limpopo Dec – 2018	47%	66%	40%
	151	Limpopo – 2019	–	–	–
	142	Northern Cape – 2019	47%	58%	23%



Social Action Projects

The basis for beginning a social action project within the Trailblazer Program is the social action plan. This is a done as one of the last activities at Forum, and consolidates the thinking and planning skills developed during the 5 days. Social action project plans were handed-in to Igniters and a result of 100% is usually achieved. This did not discount the fact that a proportion of Trailblazers changed their projects after returning home, but in the first instance, this output indicator has been achieved.

We have noted over the years that one of the biggest hurdles to social action is starting and for that reason, a key indicator of success for the Program is the proportion of participants who manage to start their projects. Further, those that managed to fully implement their social action project plans were counted as success in the completion indicator as this is a marker of being able to overcome numerous hurdles, indicate successful attainment of new skills such that a social impact is felt. Across the grant period, 77% of Trailblazers started a project, and 81% of those successfully completed that project (completion indicator). This number also includes those Trailblazers whose social action projects will be continuing after the life of the program and no longer require the support of enke.

There were however significant differences between provinces and years. For example, the conversion rate in Limpopo went from 88% in 2017 to 62% in 2019. A suggested reason for this may be the increasing number of participants from rural schools who struggle to access the necessary resources a) implement their CAP and b) communicate the results of it to the TST. The next intakes in Limpopo will need to trial a modified type of support in order to overcome some of the challenges faced by young people in very rural South Africa.

COMMUNITY ACTION PROJECT STATUS		
	% of Trailblazers who started projects	% of projects completed*
2017	84%	84%
2018	79%	70%
2019	68%	91%
Total program	77%	81%

NUMBER OF
COMMUNITY ACTION
PROJECTS BY
CATEGORY



EDUCATION
258



ENVIRONMENT
77



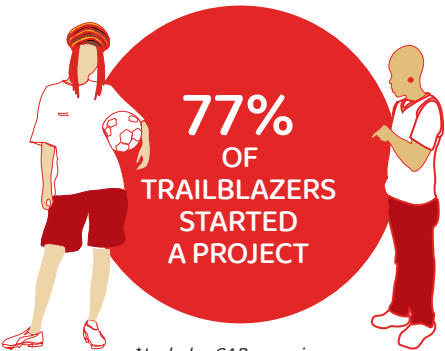
COMMUNITY
DEVELOPMENT
265



HEALTH & RISK
BEHAVIOUR
198



HUMAN RIGHTS
& GOVERNANCE
81



*Includes CAPs ongoing post-program



*NB: Includes both individual and group CAPs



As an indicator of engagement and commitment to the program, and in order to participate in the reflection and recognition component of the program, qualifying for and attending the Trailblazer Program Celebration event was tracked.

Across the grant period approximately 70% qualified for and attended the Celebration Event, exceeding the target of 50%. This demonstrates a high level of engagement with, and commitment to, the program.





■ IGNITION PROGRAM

In the Ignition Program – the post-school Program – 219 people were trained in skills that aim to improve their ability to facilitate and coach young people, and improve their social and emotional skills. In year one, 52% of participants reported a greater understanding of social capital, and reported an increase in the breadth of their networks, however, measuring changes in social and emotional competencies and social capital was not done in Y2 and Y3 due to a desire to revise the questions and harmonise across enke programs. This has now been done, but due to this its possible to compare baseline to endline. At the end of each intake/Forum 100% of Igniters were in education, employment or training which exceeds the 80% target, however this is perhaps a false positive due to the fact that Ignition Program participants are drawn from Universities.

Ignition Program (IP) participants volunteer to train and support TP

Targets for numbers of Igniters trained were met In the first two years, however in 2019, student protests at universities affected the attendance of some university students at the April intake of Ignition. Although we had learnt to oversubscribe training events, it seemed that many students were unable to attend do to both the shifting academic calendar (resulting from protests and university closure) or financial difficulties.

However, each cohort of post-secondary school program (Igniters) yielded sufficient new candidates for Forum (20 needed for each Forum), and over 95% turned-up to Forum and delivered training to Trailblazers.

100% of Ignition Program Participants trained are engaged in EET activities (target was 80%)

HOW enke's WORK CONNECTS TO GLOBAL GOALS



SDG Goal 4: Ensure inclusive and equitable quality education and promote life learning opportunities for all

Building non-cognitive skills alongside cognitive skills like leadership, project management and entrepreneurial skills complements the mostly cognitive skills learnt at school. This increases the likelihood of youth success in accessing life opportunities for training, employment and enterprise. Our focus on leadership development, self-directed learning and non-cognitive skill development (particularly resilience, improved emotional intelligence, improved self-esteem and social responsibility), combined with practical application and support all contribute to ensuring a high likelihood for sustainability. If applied over the life of our participants, the skills learned would contribute to ensuring lifelong benefits.

Access to, and improved quality of education were also the largest types of community action projects done by Trailblazers. Education CAPs had an 80% conversion rate (above target) and were more likely to be complete with the support of the school or staff members. Some examples of CAPs that address SDG 5 include:

- Repairing school libraries and increasing access to textbooks
- Improving grades, particularly in maths and science, through tutoring clubs
- Community development projects that address the underlying issues of learners dropping out of school
- Using the Incubator Fund to purchase science equipment improve science lab facilities
- Providing information and awareness on commerce career opportunities and improving enrolment in necessary subjects



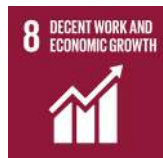


SDG Goal 5: Achieve gender equality and empower all women and girls

We place a deliberate bias towards female participants and the achievement of gender equality whilst also being aware and sensitive to their needs during the residential training. This is evident in both our content and practical provision of female participant requirements. Program content speaks to various rights, which are particularly empowering for our female participants. The result of this has been seen through participants creating projects that address women empowerment, gender-based violence and low-cost sanitary. Our programs contribute to the eradication of inequalities by creating young people that not only strive for self-improvement but also for community and social development of those in their sphere of control.

During the program, a number of community action projects have emanated from Trailblazers learning about power analyses and the social determinants of health. While these projects have had varying levels of success, some examples include:

- Teenage pregnancy campaign aimed at increasing awareness of women's rights and access to contraception.
- Teenage pregnancy project to help pregnant girls stay in school.
- Improving access to sanitary items and basic toiletries to ensure they can attend school.
- Support groups to help improve self-esteem amongst young girls in primary schools, because that is a contributing factor to teenage pregnancy.



SDG Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Both the Trailblazer and Ignition programs (including Banking On Our Future) directly feeds into this goal as youth Employment, Education and Training outcomes are tracked. The youth NEET problem is addressed from a preventative as well as remedial approach. Youth achievement of life outcomes – including ability to start social action projects - feeds into the achievement of this goal.

The target regarding development-oriented activities such as entrepreneurship, creativity and innovation is directly included in the philosophy and practice of enke's programs. We believe that equipping young people with necessary non-cognitive skills (eg, resilience, social capital) and capacity to develop their ideas will bring about the development of both their communities (through CAPs) in the short-term, and South Africa at large as they become active citizens creating and accessing socio-economic opportunities.

ACKNOWLEDGEMENTS



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The European Union contributed 68% towards this EUR 528,642 project, which enabled the expansion of access to our youth leadership development programming to Free State, Limpopo and Northern Cape.

Additional Funders

A combination of funding partners contributed 32% to project costs across the 36 months of program implementation.





Collaborative Partners

Our collaborative partners are schools, community-based organisations and other civil society organisations that assist with identifying, recruiting and supporting our participants for our programs. Thank you to the principals, teachers, tutors, directors, managers, chaperones, volunteers and other representatives of our collaborative partners that made this project implementation possible.

SCHOOLS	ORGANISATIONS
Bankhara Secondary School (Limpopo)	Africa Accelerate Group (North West)
Batswana Commercial Secondary School (North West)	Bophelong Young Art & Mentoring Centre (Free State)
Birdswood Secondary School (KwaZulu-Natal)	Bukho Bam Youth Club (Limpopo)
Bokamoso Secondary School (Limpopo)	Capricorn District Municipality (Limpopo)
De Aar High School (Northern Cape)	Dreamfields Project (Limpopo)
Dendron Secondary School (Limpopo)	Ga-Mokaba Reading Room (Limpopo)
Derek Kobe Senior Secondary School (Limpopo)	Hope2Educate (KwaZulu-Natal)
Enoch Mthetho Secondary School (Northern Cape)	Ikamva Youth Chesterville, Durban (KwaZulu-Natal)
George Tladi Technical High School (Limpopo)	Ikamva Youth Joza, Grahamstown (Easttern Cape)
Glen Cowie Secondary School (Limpopo)	Junior Achievement South Africa (National)
Hoerskool De Aar (Northern Cape)	Kliptown Youth Program (Gauteng)
Kola Leboho Secondary School (Limpopo)	Kutlwanoong Promaths Centres (National)
Libertas Combined School (Free State)	Mosamaria Aids Ministry (Free State)
Makhanda Black Kollektive (Eastern Cape)	Mr Mashile Phalane, Bathlabine Foundation (Limpopo)
Manoe Secondary School (Limpopo)	Mr Peter Sebake, Kodumela Bokomoso Foundation (Limpopo)
Mashalaza High School (KwaZulu-Natal)	My Sister My Keeper (Northern Cape)
Mmabatho High School (North West)	Ntwenhle Majozi, Young Professionals League (Mpumalanga)
Nkarabeng Secondary School (Free State)	Tidimalo Moeketsi (Individual, Gauteng)
Noupoort Combined School (Northern Cape)	Ubuntu Education (Eastern Cape)
Pax College Brothers of Charity (Limpopo)	University of the Free State (UFS) Schools Project (Free State)
	Yeast City Housing, Pretoria (Gauteng)

Partner Champions: We appreciate the following individuals from our partners who have made a special impact and in support our Trailblazers and helping us to reach project goals: Ofentse Monnapula, Sphamandla Mbovane, Kelebamang Holele, Nandi Khumalo, Mr Marvelous Jore, Thokozani Zuke, Nica Sadi, Francolin Du Plessis, Peter Sebake, Mpho Mathe

Speakers and Panelists - We thank our speakers and panelists who volunteer their time to contribute to the learning and leadership exposure of our program participants.

- Speakers:** Guest speakers at the enke: Forums play a vital role as inspirational role models for the young leaders involved in our programs. We believe hearing from leading South African and international thought- and action- leaders helps to ignite and sustain our passion for social change. (alphabetical order)
- Emmanuel Bonoko, Founder & CEO of Bonoko Industries
 - Graeme De Bruyn, CEO of The Influence Company (Speaker at 3 enke: Forums)
 - Lebang Nong, Founder & CEO of Go Maths and Katleho Pele Education Foundation
 - Lesego Ndala, enke Alumnus and Monitoring & Evaluation Specialist, Tshikululu Social Investments
 - Lilly Rose Beckett, Radio Personality & Motivational Speaker
 - Murendeni Mafumo, Founder & CEO of Kusini Water
 - Nthabeleng Modiko, former captain South African Women's National Team and Head Coach of Wits University Football Club Women's Team
 - Seth Mazibuko, Leader in the 1976 Soweto Student Protests; Chairman of the June 16th Youth Foundation (Speaker at 3 enke: Forums)
 - Dr. Shakira Choonara, Public Health Activist & Member of African Union Youth Advisory Council
 - Silindile Mncube, Professional Speaker, President of Junior Chamber International Cape Town
 - Dr. Tiisetso Lephoto, 2017 Women in Science Award Winner, and COO of Go Maths and Katleho Pele Education Foundation
 - TT Mbha, Property Investment Maverick and CEO of Black Real Estate

Panelists: At each enke: Forum we hold Panel Discussions to expose our youth participants to different careers and opportunities, expanding their scope and understanding about how they can make a difference in the world.

Action Setaka	Moeketsi Komane	Royzanne Kampher
Bandile Ngidi	Mojaki Mothbi	Sandra Makoasha
Fadzayi Matongo	Mokgadi Matlakala	Shirley Ntjana
Fana Roux	Nadia Florry	Stephanie Pretorius
Janette Phasha	Nandipa Khumalo	Sumaya Hendricks
Joseph Mpyana	Nondumiso Phenyane	Tebogo Thelele
Kim Posthumus	Nongcali Zibi	Thembalihle Matthews
Kleinboy Nekgotha	Peter Sebake	Tlou Mashitish
Lebohang Matlabe	Peter Simon Meyer	Tom Parry
Letshego Walter Motsamai	Phumzile Sokhela	Trust Sefako
Luana Malan	Rachel Rayner	Tshepo Mabuya
Lubabalo Satsha	Refilwe Matsaneng	Yoliswa Jacobs
		Zviko Mudimu

Project Implementation Team (previous & current)

The enke: Make Your Mark and Operation Hope teams are made up of passionate, young professionals who are committed to creating a world where all young people have the self-belief, freedom and ability to create a positive future for and with each other. We would like to thank the current and previous individuals that have been part of the project implementation:

Current enke Staff (full-time)

Rufaro Mudimu (CEO of enke)
Freddy Makuwa (Head of Operations)
Gontse Moalafi (Business Development Officer)
Malilomo Nkhabu (Program Officer: Trailblazer & Ignition)
Ngata Holele (Program Officer: Training & Engagement)
Nosipho Mabaleka-Nongogo (Business Development Lead)
Prudence Erens (Program Manager: Catalyst)
Skhumbuzo Moodaley-Mpisane (Head of Programs)
Tidimalo Moeketsi (Trailblazer Liaison)
Zamokuhle Dlamini (Finance & Admin Officer)

Previous enke Staff & Volunteers

Natasha Asbury (Head of Programs 2015-2018)
Athini Nyatela (Program Coordinator 2017)
Lettie Makola (Program Coordinator 2017-2018)
Londiwe Khuzwayo (Business Development Coordinator 2018)
Ndumiso Caba (Trailblazer Liaison 2018)
Nic Borgese (M&E Volunteer 2016-17)
Prince (Trailblazer Liaison 2016-17)
Prudence Morudu (Admin Intern 2019)
Naledi Mpanza (Program Coordinatoer, 2019)
Zamagela Magoso (Program Coordinator, 2018)

Trailblazer Support Team Interns:

Dwaine Fish (2019)
Katlego Llale (2017)
Linda Gabela (2018)
Bafana Skhosana (2018-2019)
Monde Mkhonza (2019)
Tebogo Peega (2018-2019)
Victoria Legwale (2019)

Previous Operation Hope SA Staff & Facilitators

Zvikomborero Mudimu, (MD of Operation Hope South Africa)
Tintswalo Mashimbyi (Lead Facilitator)

Banking On Our Future Facilitators

Lilly-Rose Beckett
Njabulo Dlomo
Nqobile Rikhotsohi
Petros Maneje
Tebogo Makgoshi
Thulisile Nyakame
Chloe Louw
Busani Moyo
Itumeleng Morobela

Service Providers & Suppliers

Venues: Kingshaven Retreat Centre (Bloemfontein, Free State), HeronBridge Retreat Centre (Johannesburg, Gauteng), Maranatha Retreat and Conference Centre (Johannesburg, Gauteng), Golden Sands Lodge (Krugersdorp, Gauteng), The Central University of Technology (Bloemfontein, Free State), The University of the Free State (Bloemfontein, Free State), Hoerskool Upington (Upington, Northern Cape), Pax College (Vaalkop, Limpopo), Louis Botha Technical High School (Bloemfontein, Free State), and Capricorn High School (Polokwane, Limpopo).

Printing: Printgility (Esedran Chetty)

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Report writing & design: Cara Waller



