FRAMEWORK FOR

YOUTH

RESILIENCE WORK

PROJECT TEAM

Project Leaders

Prof. Ruth Mampane – Department of Educational Psychology

ruth.mampane@up.ac.za

Prof. Funke Omidire – Department of Educational Psychology

funke.omidire@up.ac.za

Prof. Liesel Ebersöhn – Department of Educational Psychology/Director, Centre for the Study of Resilience (CSR)

liesel.ebersohn@up.ac.za

Researchers /Postdoctoral fellows

Dr Anna-Barbara du Plessis

Dr Emmanuel Adewoye

Students

Mpho Mthembu (PhD)

Mapule Muzanya (MEd)

Zanele Mpaku (MEd)

Nombali Ngele (MEd)

Technical Assistance

Liz-Marié Basson (Accounting)

Mardeleen Muller (Administration)

Kirsten Dingle (Technical editing)

Marike de la Rey (Technical editing)
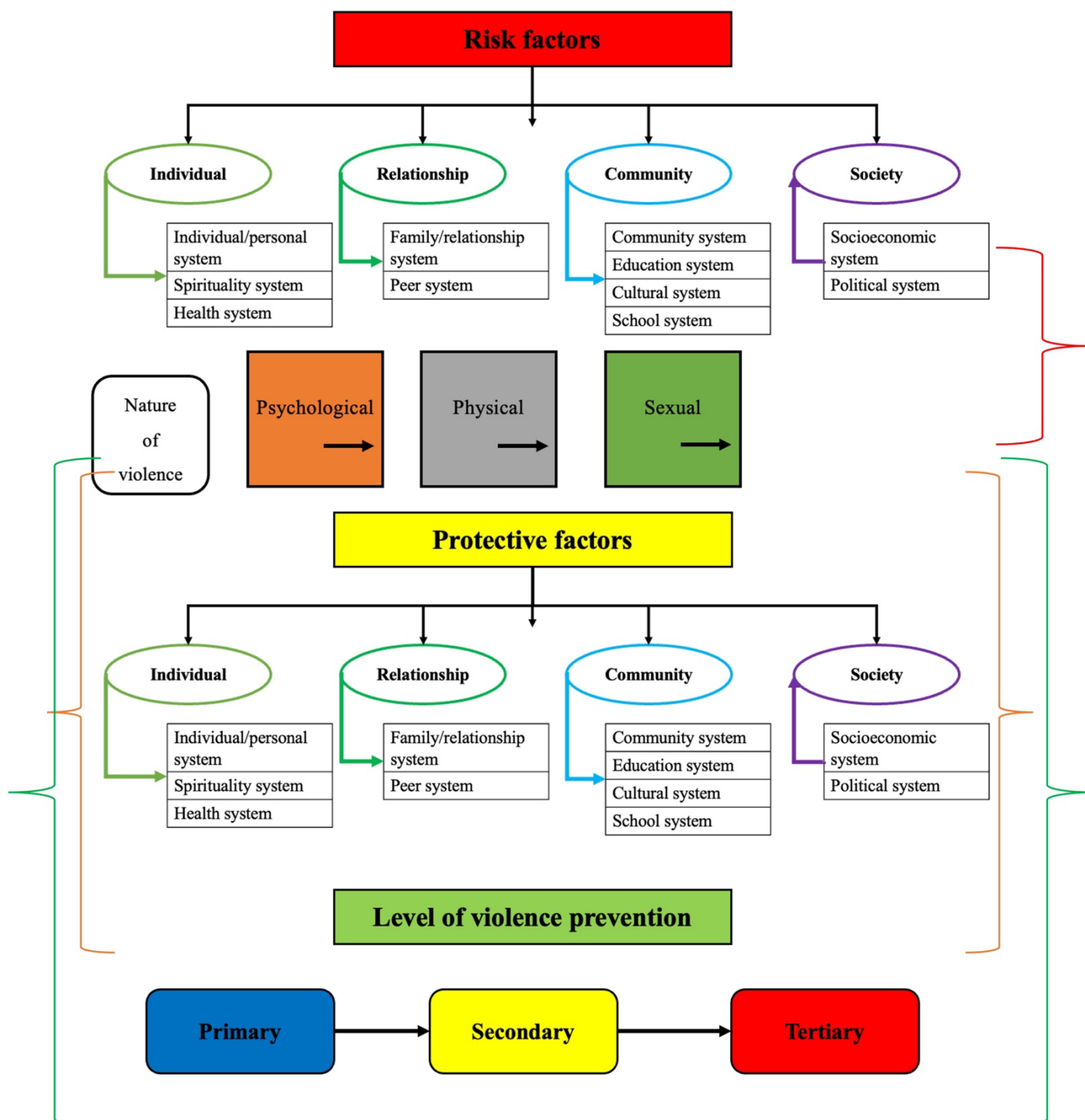
Monique Oosthuizen (Technical editing)

Table of Contents

Conceptual framework to address individual, cultural, and systemic risk associated with youth development

Based on findings from empirical studies on risks and protective factors experienced by South African youths, the current study proposes a conceptual framework that includes a set of ideas and practices that promote resilience. A resilience framework is understood as a set of strategies and actions to address individual, cultural, and systemic risks, including violence and crime associated with youth development. The resilience conceptual framework in Figure 3 depicts how the interplay of risk and protective factors along with the individual, family and relationship, community, and society levels flow from one to the other, and how each connects to and is interlinked to addressing individual, the cultural and systemic risk associated with youth development. Specifically, this resilience conceptual framework captures the interconnection between those factors that influence risk factors and those that strengthen resilience among youths to prevent violence and crime in South Africa.

Figure 3 follows on the next page.

Figure 1: A conceptual framework to address individual, cultural, and systemic risk associated with youth development[1]

Strategies to reduce risk factors and prevent youth violence in South Africa

To reduce risk factors, enhance resilience, and prevent violence and crime in accordance with the conceptual framework depicted in Figure 3, the following five strategies are proposed:

Strategy 1: Identify risk and protective factors

It is imperative to identify factors that, if present in an individual's life, may raise the chances of them facing challenges and difficulty. These risks factors may be present at the individual level (individual/personal system, spirituality system, health system); at the family and relationship level (family/relationship system, peer system); at the community level (community system, education system, cultural system, school system); and at the society level (socioeconomic system, political system). The identification of risks factor will give a better understanding of the challenges confronting youths, as well as the opportunity to design and implement prevention initiatives. On the other hand, identifying protective factors will also allow pinpointing resources that need to be harnessed and addressed to empower youths to develop resilience.

For instance, to reduce risks at the individual level, such as living with HIV, mental health issues, academic challenges, low level of school performance, learning difficulties, aggression, conduct problems, criminal behaviour, heightened behavioural and academic performance problems, neglect and suicide risks, it is necessary to identify corresponding protective factors at the individual level. Examples of such protective factors include confidence in own self-regulatory capacity, cognitive flexibility, sense of agency, high expectations, toughness and commitment, perseverance and determination, future dreams, ability to create hope, religious and spiritual beliefs, personal and emotional strength, personal disposition and habit, desire to change, positive attitudes, resourcefulness, and goal orientation.

Strategy 2: Determine the nature of violence

Preventing crime and youth violence requires understanding first of all the nature of violence. Youth violence can be categorised into three categories:

Physical violence: This form of aggression includes any action that causes physical harm, and at the extreme, the murder of the victim. For youth, this may mean receiving any sort of beating by an adult, or youths physically assaulting each other. Examples of physical violence include delinquency, gang involvement, domestic violence, parental maltreatment, intra familiar violence, interpersonal violence, and exposure to community violence.

Sexual violence: This type of violence involves subjecting a victim to sexual activity against their will. Sexual violence can occur within families and is usually, although not always, perpetrated by males. Examples of sexual violence include dating violence, sexual victimisation, and youth intimate partner violence.

Psychological violence: This type of violence involves acts of harassment, threat or intimidation intended to degrade the victim, exert control over them and stand in the way of their autonomy. Examples include school bullying, discrimination, and harassment.

Strategy 3: Establish risk factors peculiar to each type of violence

Once the nature of violence has been determined, it becomes important to link risk factors that are peculiar to each type of violence in order to understand factors that influence or make the youth vulnerable to violence and crime. For instance, risk factors deriving from close personal relationships such as sexual victimisation, teenage pregnancy, dating violence, and youth intimate partner violence could be clustered under the heading of sexual violence. Risk factors deriving from personality traits and dispositional characteristics such as adjustment problems, conduct problems, aggression and criminal behaviour could be linked to physical violence. More so, factors that derive from the immediate social environment and overarching factors affecting the whole of society – such as structural disadvantage, stigmatisation, poverty, deprivation, discrimination, socioeconomic disadvantage, and cultural oppression – could be associated with psychological violence.

Strategy 4: Identify protective factors for each type of violence

It is necessary to identify resources at the disposal of youths that could work to reduce the chances of youths adopting violent behaviour or becoming vulnerable to committing a crime. To prevent physical violence, individual protective factors that could regulate individual temperaments such as coping style, emotion regulatory style and social cognitive processing style, personal and emotional strength, self-regulation, positive attitudes should be identified and promoted.

To prevent sexual violence, protective factors at the relationship level that could enhance positive and trusting relationships with individuals should be identified and strengthened. Lastly, to reduce psychological violence, community and societal protective factors that reduce discrimination, harassment, and income inequalities, and that can boost youth self-esteem should be identified. Such factors could include the provision of work opportunities, policies that support youth participation in economic decision making, and access to post-secondary education opportunities.

Strategy 5: Develop primary, secondary, and tertiary prevention programmes

Once risk and protective factors have been identified, the nature of violence has been determined, and risk and protective factors have been linked to each type of violence, then efforts should be enforced to prevent youth violence, reduce risks factors, and strengthen resilience among youths, based on this progression. Such efforts could be implemented on three levels namely primary, secondary and tertiary prevention.

Primary prevention: Emphasise efforts that seek to stop or prevent risk factors that could lead to violent behaviour from occurring in the first place. Actions may be focused on childhood, through adolescence, and on parents or principal caregivers. Interventions may include parenting initiatives, life and social skills training for children and youth, and mentoring programmes.

Secondary prevention: Try to halt the progression or interfere in the process where risk factors are operating. This could be achieved by early identification of risks, followed by prompt identification, and strengthening of protective factors. Examples include a home visiting programme, drug abuse prevention programmes, gender violence prevention programmes, after-school programmes, poverty alleviation programmes and opportunities for prosocial involvement.

Tertiary prevention: Enable youths to cope better with the risks at hand. Tertiary prevention also involves the rehabilitation of people with an established violent behaviour or those affected as victims. This aim could be achieved by providing health and counselling centres, as well as social services in the community (e.g., rehabilitation centres for drug users, refuge for orphans and rape victims).

Recommended policies to address risks, optimise protective factors, and provide resources

In this section, we recommend a set of policies, actions, and prevention strategies to eliminate or reduce risk factors and to optimise protective factors. Risk prevention entails strategies and actions to prevent risk factors from manifesting in the first place or to halt the progression of risk factors once they have been established. It requires early identification of risk factors and eliminating or reducing the underlying risk factors that could put the youth in danger or subject them to adversity. In other words, risk prevention is designed to address and change the conditions that are capable of making the youth vulnerable to adversities. The following are some of the risk prevention strategies recommended:

Mentoring programme

A fundamental component of a mentoring programme is to raise awareness about the nature and consequences of youth actions that are capable of putting youths at risk. It could involve a partnership in which more experienced adults share knowledge, skills, and perspectives to boost the youth's positive development. The proposed mentoring programme can be designed to focus on academic-related risk at the individual level, such as academic challenges, low level of school performance, high dropout rates, poor educational outcomes, and adjustment problems. The mentoring programme could also be designed to address behavioural problems such as aggression, adjustment problems, conduct problems, criminal behaviour, and prostitution. All of these constitute risk factors at the individual level. The

programme could also aim to improve protective factors in general to promote overall healthy youth development.

Poverty alleviation programme

In South Africa, rising poverty and widening income inequality pose a major risk to youth development. Youth who experience poverty and are victims of income inequality may also experience risks at the relationship and community level, such as delinquency, drug use, gang involvement, homelessness, being raised in a low-income household, anti-social activity, discrimination, marginalisation, and deprivation. Therefore, a poverty alleviation programme should aim to reduce poverty and disparities in income distribution by offering work opportunities, youth empowerment, training for entrepreneurship and income generation, and unconditional cash transfer to youths who are socioeconomically disadvantaged. A poverty alleviation programme is needed to curb hardship and anti-social behaviour.

Access to education

One of the important ways to create resilience against youth criminality and anti-social behaviour is through high-quality education. Programmes that motivate youths to attend and be involved in school activities should be promoted. For example, graduation incentives should be introduced for reducing the rate of drop out and encouraging school completion. Therefore, ensuring that youths receive consistent and high-quality post-secondary education should be the responsibility and objective of the community and government at large.

After-school programmes

After-school programmes might include a variety of activities that engage the youth in meaningful ways. The provision of sports, games and recreation activities have traditionally been the focus of after-school programmes. In addition, activities that offer good decision-making skills, internal competency and cultural awareness, improve self-esteem, and prevent alcohol and drug abuse could be incorporated into the programme. After-school programmes tend to result in better family bonding, confidence in own self-regulatory capacity, prosocial behaviour, emotional awareness and assertiveness, all of which can strengthen resilience in youths. Programmes that encourage the youth to get involved in extracurricular activities like sport will reduce their involvement in crime and violence.

Parent education programmes

Parent education programmes aim to improve their monitoring and disciplinary skills, but also to increase their confidence. The content of such programmes should include positive parent-child communication skills, conflict resolution skills, counselling skills and anger management skills. Family

life centres in South Africa offer some of these types of training. However, much is still needed to be done regarding equipping parents with the parenting skills that are required to improve family values and loyalty, Ubuntu and relationality, staying connected to family history, values and principles, supervision, strong family and social relationships within the family, and to secure attachment.

A home visiting programme

As part of a home visiting programme, social workers can visit identified homes regularly in support of a single parent, teenage mothers or youths in foster care to provide them with information about parenting practices, the health system, social functioning and the importance of a supportive family and friends. In the long run, home visits could be an effective tool for preventing or reducing crime and violence. This is because a programme that improves parenting practices can also have a positive impact on child behaviour.

Drug abuse prevention programme

A programme to prevent drug abuse should consider causal factors that promote the use of drugs and alcohol and should respond accordingly. For instance, providing a safe haven where youth can be protected from the influence of community drug dealers in high drug traffic regions can be helpful. Also, such a programme should raise awareness about the dangers of substance abuse.

Gender violence prevention programme

Gender violence often begins in early adolescence and a meaningful preventative programme aimed at pre-teen youths should be implemented. Such a programme should include changing young people's attitudes regarding sexism, raising awareness of fallacies and myths about gender violence, and teaching non-violent relationship skills, such as learning how to communicate and manage anger.

Policies that support youth participation in society and the economy

Enacting policies that promote youths' political participation and support for youth leadership and development programmes can enhance the inclusion of the youth in running political and economic affairs in their local society. This could help to reduce risk factors and to create a sense of belonging, a sense of safety, the assurance of survival, feelings of usefulness, feelings of hope and optimism about the future. It can also give youth the forum to express and air their views on important issues.
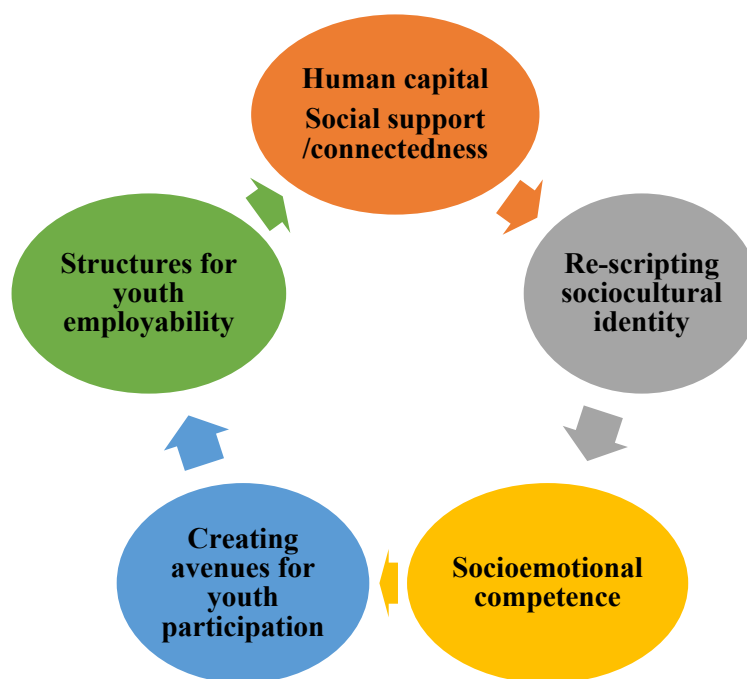
Figure 4: Systemic support framework to promote youth resilience[2]

Table 10: Systemic support framework to promote youth resilience[3]

Human capital Social support/connectedness	Structures for youth employability	Re-scripting sociocultural identity	Emotional regulation/ socioemotional competence	Creating avenues for youth participation
Mentorship and a sense of belonging	Career centres (career fairs, information sessions)	Cultural values Challenge the sociocultural scripts	Integrating mental/emotional health and wellbeing	Engagement at a primary school level
Levels of youth leadership	Skills development	Challenging the culture of crime and violence through re-scripting and reorientation	Creating avenues for emotional expression and avoidance of crime and violence	Participation at a high school level
Structured activities (sports, arts and crafts)	Skills for job seeking	Parent webinars and support series (ending patriarchy and GBV)	Youth-led initiatives for emotional support	Involvement at tertiary level

---

[2] Figure 4 as referenced in the full report
[3] Table 10 as referenced in the full report

Human capital Social support/connectedness	Structures for youth employability	Re-scripting sociocultural identity	Emotional regulation/ socioemotional competence	Creating avenues for youth participation
Support programmes (e.g., Head Start)	Entrepreneurial skills	Reaffirming positive identity Core self-alignment to solution-focused ideology	Intermittent health and wellbeing assessment and intervention	Post-school youth partnership
Freedom to use opportunities	Building a mindset for success	Youth-led centres for support and rehabilitation in cases of substance abuse	Health and wellbeing proactive interventions	Alignment of policy to youth-school partnerships

Framework to address individual, cultural, and systemic risk associated with youth development

Based on findings from empirical studies on risks and protective factors experienced by South African youths, a conceptual framework that includes a set of ideas, practises, key actions that promote resilience, implementation plan, lead agency and stakeholders to be involved is proposed.

Drug use/Substance abuse

Incidences of drug and alcohol use were common experiences of South African youth who engaged in street life.

Protective factor

- Personal and emotional strength; cultural values, religious beliefs, supportive peer relationships; and participation in sports activities.

Key actions/implementation plan

- Protective, resilience resources should be strengthened in health promotion interventions with a focus on mental health, substance use, and daily physical activities that seems to provide meaning and hope.
- Effective substance abuse programmes should be implemented.

- This programme should consider causal factors that promote the use of drugs and alcohol to respond accordingly.

- Development of educational campaign and awareness for targeted groups and the general population about the causes and consequences of substance abuse

- Provision of a safe haven where youth can be protected from the influence of community drug dealers in high-drug-traffic regions.

- Strengthening of rehabilitation centres as a tertiary prevention measure for youth with an addiction problem.

- Strengthen institution capacity to prevent drug use

- Proper regulation and monitoring of import and export of precursor chemicals and other substances

Stakeholders

The following role players are identified for the purposes of implementation, monitoring and evaluation: Youth welfare department, through inter-ministerial committee on youth at risk; to be assisted by other key role players such as

- NGO's like SANCA, to acts as partners in the implementation of primary prevention measures; to supply information regarding the trends of drug abuse to the youth welfare department

- Academia; to partner with youth welfare department and NGO'S in capacity building

- SAPS; to enforce the law in relation to drug use

- Department of trade and industry; to work with stakeholders such as the Local drug action committee, National Institute on Drug Abuse, International Narcotics Control Board to control the inflow of drugs and other substances.

Exposure to community violence

Exposure to community violence is a risk factor for internalising and externalising problems. South African youth in low-income, urbanised communities are exposed to high levels of daily stressors, which increase their risk of negative outcomes. Exposure to community violence put young people at risk for negative outcomes.

Protective factors

- Positive peers and family support; kinship support; parental involvement, maternal monitoring, caring adults, positive relationship with mothers as well as peers, spirituality caring and supportive relationships, a sense of confidence and high expectations, toughness and commitment, social and adaptive skills.

Key actions and implementation plan

- Development of a culture of peaceful co-existence that promotes peaceful conflict resolution to reduce permissiveness of violence.
- Strengthening of citizen participation in strategies for violence prevention that seek to create social cohesion
- Promoting institutional support for families and households for the recoveries of values, improvement of communications, peaceful conflict resolutions, family and community life
- Design, organisation and promotion of organisation of cultural, educational and sporting activities that foster community social cohesion.
- Development of a central information system for timely intervention for youth at risk and violence driven vulnerability.
- Strengthen the capacity of institutions responsible for violence prevention by creating awareness, education and training on violence prevention strategies.
- Researchers and clinicians should continue to study the poly-victimisation/ psychopathology relationship, and also design measures, interventions and prevention programmes that incorporate the most relevant resilience resources.
- Strengthens and building developmental assets within the family, peer, and community environments for high-risk youth who have been exposed to violence (ETV).
- Discourage the possession, carrying and use of firearms. Strengthens the rules and regulations of the marketing and possession of firearms
- Create awareness for the elimination of toy arms and other games that promote violence

Stakeholders

- Law enforcement agency; to regulate and control the use of firearms
- Private sector; service group; safety and security authorities; supported by religious groups and NGO's: to empower sectors and communities prone to victimisation
- Institute for peace and alternative conflict resolution: to promote non-violence conflict resolution

Youth Unemployment

In South Africa, rising poverty and the widening income inequality pose a major risk factor to youth development. Youth who experience poverty and are victims of income inequality may also experience risks at a relationship and community level such as delinquency, drug use, gang involvement, homelessness, being raised in a low-income household, anti-social activity, discrimination, marginalisation, and deprivation.

Protective factor

- Community support
- Social support networks
- Hope
- Compassion

Key actions and implementation plan

- Implement a poverty alleviation programme to reduce poverty and disparities in income distribution by offering work opportunities, youth empowerment, training for entrepreneurship and income generation, unconditional cash transfer to youth who are socioeconomically disadvantaged.
- Design training for employment. For instance, skill training for income generation and entrepreneurship especially in the small and medium enterprise sector.
- Increase learnerships and apprenticeships to fast-track youth development, offer youth opportunities to acquire accredited qualifications and serve as an entry point for young people into jobs.
- Promote youth engagement through arts, sports, recreation, and community participation. Programmes that encourage youth to get involved in extracurricular activities like sport will reduce their involvement in crime and violence.
- Development of professional and vocational guidance that will allow South African youth to participate in the productive life of their country and enable suitable provision for their families.

Stakeholders

- Government: to provide an enabling environment, facilities, and infrastructures to implement training programmes
- Training providers: to design and implement suitable occupation centred training for employment.
- Employers: to complement government and training providers' efforts by supporting greater transparency in selecting youth for entry-level job opportunities.
- NGOS: to facilitate partnership development by bringing together relevant employers, youth trainees and government agencies for the purpose of job creation.

Intimate partner violence/ sexual victimisation/dating violence

Protective factor

- Parental responses

- Positive relationship with mothers as well as peers
- Emotional regulation
- Positive relationship with caregivers

Key actions and implementation plan

- Prioritise education of girls to expand their capacity to navigate for resources within their environments rather than depending on their male counterparts for survival.
- Encourage the organisation and participation of youth in the development of regional policies, programmes, strategies, and actions to prevent violence at a primary level.
- Develop comprehensive programmes for the prevention of early pregnancies in girls and adolescents and protective measures against sexual victimisation
- Development and implementation of local, regional, and national policies, programmes and actions for the comprehensive prevention of violence against women.
- Implementation of mechanisms and care services to address family, domestic and dating violence.
- Strengthen the recovery of values, communications, equity, equality, and conflict resolution.
- Provision of expert legal advice to victims of sexual violence

Stakeholders

- Municipal and national institutions: to operate at the local level, as well as act as agents of change, to prevent violence through training programmes. Such preventative programmes should include changing young people's attitudes towards sexism and raising awareness of fallacies and myths about gender violence, teaching non-violent relationship skills such as learning how to communicate and manage anger
- NGO's: to contribute to strengthening the capacity of the government institutions to address the issue of youth violence.
- Educational institutions: to communicate active and passive strategies for conflict resolutions.
- South African communication services, supported by various NGOs, religious groups: to create awareness of causes and danger of gender-based violence in the communities.

Homelessness

Protective factors

- Informal work such as panhandling, squeegeeing, flying a sign, and/or busking
- Social assistance
- Support from family/friends for food, shelter, and money

Key actions and implementation plan

- Provision of shelter for homeless youth
- Implement health promotion interventions with a focus on mental health, prevention of violence, substance use, and daily physical activities that seem to provide meaning and hope.
- Ensure accessibility to education. One of the important ways to create resilience to youth criminality and anti-social behaviour among homeless youth is through high-quality education.
- Programmes that motivate youth to attend and be involved in school activities should be promoted. For example, graduation incentives for reducing the rate of drop out and encouraging school completion should be introduced.

Stakeholders

- Community and government: to ensure that homeless youth receive consistent and high-quality post-secondary
- Child welfare agencies: to make effort to ensure that homeless youth have adults in their life whom they can trust and turn to for help
- Service providers: to support homeless youth in exploring work and employment options

Suggested action steps

In this section we highlight in Table 11 and Table 12, the evidence-based suggestions that include:

- Relevant Youth Resilience Outcomes and how to measure;
- Buffers and support that promote Youth Resilience; and
- A supportive framework

Table 11: Youth resilience outcomes and measures[4]

System	Outcome	Definition	Measure	Description
Individual/Personal	Socio-emotional competence (including grit, self-efficacy and positive affect).	Capacity to self-regulate emotions and cognitions to establish and maintain relationships as a pathway to give and receive social support. Capacity to make meaning of adversity, keep positive outlooks, rise above small problems and nurture spirituality, demonstrate flexibility, stay connected, find social and economic resources, clear communication, openly share emotional expression, solve problems.	- Social Competence Questionnaire (SECQ); - Bar-On Emotional Quotient Inventory: Youth Version (Bar-On EQ-i: YV).	- Assesses how children and adolescents are aware of themselves as well as others and how they respond to the contexts of family, school, and community personally, socially and ethically. - Measures emotional intelligence, including the ability to understand feelings, empathise with others, and adapt to new and changing environments and contexts.

---

[4] Table 11 as referenced in the full report

System	Outcome	Definition	Measure	Description
Individual/Personal	Socio-ecological resilience.	Capacity to experience recovery, sustainability, and growth after the experience of adversity by being able to navigate to and negotiate access to relevant sectoral (health, education, welfare, labour) opportunities (policies, programmes, services), necessary to support resilience.	The Child and Youth Resilience Measure (CYRM-R).	Self-report measures of social-ecological resilience.
Individual /Personal	Income generation competence.	Capacity to access employment opportunities and entrepreneurial competence.	The Entrepreneurship Competence Framework (EntreComp).	Reference framework to explain an entrepreneurial mindset (developed by European Union).
Family and Community	Socio-cultural competence	Capacity to use salient socio-cultural values, beliefs and practices to access social connections and/or community resources to promote resilience.	- Afrocentric Pathways to Resilience Measure; - Walsh Family Resilience Questionnaire.	- Adaptive Socio-cultural Processes Scale (salient sociocultural resources; social support; sociocultural governance pathways), and Adaptive Pathways to Well-Being Scale (pathways to well-being: leisure activities; maintaining physical health; education; spirituality);

System	Outcome	Definition	Measure	Description
				- Measure families who have changed over time, in the course of dealing with an adverse situation.
Structural (macro-system)	Structural competence.	System capacity to promote positive youth development outcomes by: - absorbing, adapting or transforming in response to changing external conditions; and - sustaining required operations or adjusting functioning prior to, during, or following adverse events.	Resilience Analysis Grid (RAG).	Measure the system's ability to adjust its functioning to expected and unexpected conditions including the ability to, respond, monitor, anticipate and learn.

Table 12: Promoting positive youth resilience outcomes: buffers and support5

System	Outcome	Buffers Against Risk / Violence and Crime	Support Services / Resources
Individual / Personal	Socio-emotional competence - Capacity to self-regulate emotions and cognitions to establish and maintain relationships as a pathway to give and receive social support. Capacity to make meaning of adversity, keep positive outlooks, rise above small problems and nurture spirituality, demonstrate flexibility, stay connected, find social and economic resources, clear communication, openly share emotional expression, solve problems.	Access to: - Information - Internet / media - Mental health - Social clubs - Mentorship / Peer education mentors - Empowerment - Good communication skills - Networking - resources e.g., funds, supportive structures Increased opportunity Free resources – counselling Strengthen education systems so they are aligned with life skills and soft skills and help youth emerge into the bigger world with greater ease - Make a conscious decision (if not you will repeat the same mistakes as parents) - Choose right - Know what you want to gain	- Increased opportunity to Counselling - Strengthen education systems -aligned with life skills and soft skills (help youth emerge into the bigger world with greater ease - Social workers/ psychologist - Community health care facilities /primary health care

---

5 Table 12 as referenced in the full report

System	Outcome	Buffers Against Risk / Violence and Crime	Support Services / Resources
		- Channel – to the right path - Entrepreneurship - Active citizenship - Openness/being encouraged to speak up - Equality	
Individual / Personal	Socio-ecological resilience. Capacity to experience recovery, sustainability, and growth after the experience of adversity by being able to navigate to and negotiate access to relevant sectoral (health, education, welfare, labour) opportunities (policies, programmes, services), necessary to support resilience.	- Capacity building - Awareness workshops - Informal/formal education - Resilient youth (young people who push beyond boundaries) - Information (taking it out there) - Campaigns (to educate, inform people in general) - Collaboration amongst young people - Community support - Proper mentorship will evoke youths to become active participants in community meetings - Improve knowledge. - Access to information (information huts IDP) - Peer educators in the community	- Water and sanitisation - Skills development - Recreational facilities -Different for context (rural/urban) - Schools -SGB "Meetings" - Functions Ward Meetings, - Celebrations– Ward committee - Stadium – Soccer events, cricket – Municipality - Library "Research, readings, journalism – Librarian - Police station "Legal march, escorts, reporting crime" – Station commander - Churches, "events, meetings, religion" – Pastor, Priest - Local councils "Community meetings"/ municipality

System	Outcome	Buffers Against Risk / Violence and Crime	Support Services / Resources
			- Traditional leaders "Advisory committee"
Individual/ personal	Income generation competence. Capacity to access employment opportunities and entrepreneurial competence.	- Good governance will lead to fewer illegal strikes, and employment (This will affect the community growth positively) - People empowerment - create chances of being exposed. - People can also have the motive to become entrepreneurs/ refrain from being dependent on the government. - Good communication from the society, (crime will be reduced as the community will be unified, acting as one) - Networking will assist in exposure to various fields of occupation and skills development. - Peer education will assist in reducing teenage pregnancy, peer counselling and role model. - Enforcement of policies reduce discrimination and nepotism - Looking for more economical opportunities that are presented - Creating/coming up with business	- Education (formal and informal) / Vocational education - Social events – Funding - Visibility, collaboration, and participation. - Social club (where young people meet to discuss youth-related issues). - Social Events (be active and request a platform to discuss youth issues). - Creating SMME's (small businesses) - Community development - Empowerment and education - Resources e.g., funds, supportive structures - Exposure to governmental policies - Inclusive policies, internal drive, and knowledge
Family and Community	Socio-cultural competence. Capacity to use salient socio-cultural values, beliefs, and	- Community support - Youth development programmes	- Youth centres - Religious organisations - Government clinics

System	Outcome	Buffers Against Risk / Violence and Crime	Support Services / Resources
	practices to access social connections and/or community resources to promote resilience.	- Police station / Functional police services and response to protect citizens against GBV, abuse of all kinds, crime - Local councils Access and awareness of: - Healthcare facilities - Recreational parks - Multipurpose centres - Youth skill centres - Department of social development – food parcels, grant Supporting adults at risk/not - The concept of resilience for youth is different to the older generation e.g., Accepting abuse in marriage – seen as resilient - Different ideas of being resilient/ staying in an abusive situation is seen as being resilient - "Bring" back family structure (change mindset around family structure) - A sense of community	- Police stations - Community policing forums - Anti-drug forums - Libraries - Sports grounds
Structural (macro-system)	Structural competence.	- Good governance - Enforcement of policy - (Unemployment, nepotism, discrimination)	- Civic society organisations – lifeline gives counselling, TB, HIV and healthcare primary services.

System	Outcome	Buffers Against Risk / Violence and Crime	Support Services / Resources

	System capacity to promote positive youth development outcomes by:
	 - absorbing, adapting or transforming in response to changing external conditions; and
	 - sustaining required operations or adjusting functioning prior to, during, or following adverse events.
		- Mini-parliament legislature (Lebowakgomo)
		 Government programmes:
		 - NYDA
		 - SETA's
		 - SEDA's
		 - SEFA
		 - Inclusion in policy-making structures – funding with the right focus
		 - HRC (Human Rights Commission)
		 - Restructure TRC
		 - Race unity
		 - Race identification through segregation
		     o Black
		     o Coloured
		     o Include minority in programmes
			- Police services
			 - Digital library/ coding and robotics programmes
			 - Thuthuzela centres/ Sizakala centres – GBV safety house
			 - SEDA – skill development
			 - DUT – public school programmes – social entrepreneurship
			 - Peace club
			 - Matric programme