

Our foundational development framework: **I** have it, **You** have it, **Youth** have it

The foundational development framework, in-line with our key guiding principles, proposes holistic development and support that can yield both an immediate benefit to the individual, but importantly also influence and affect the individual's long term trajectory towards a successful and fulfilled life.

The framework identifies three core constructs as imperative to the development process. We refer to these constructs “**I** have it”, “**You** have it” and “**Youth** have it” which translates into a development focus of “Self”, “Others”, and “The Collective, including the work and global context”. Within each of these constructs, we have drawn from models that are further detailed in the Appendix: the existing 5C model of indicators for Positive Youth Development (PYD), to enable us to categorise concepts, skills, and attributes for development. We have grouped the categories of the “Youth Development in Five C’s Model” according to their relevance within our construct as follows:



“I have it”
encompasses
Character and
Confidence;



“You have it”
encompasses
Connection and
Caring; and



“Youth have it”
encompasses
Competence.

All people have inherent value, are talented, and have a purpose to discover and enjoy. We believe that individual and collective purpose must be pursued, discovered and valued.

The relationship and detail of the constructs, as well as the categories, skills, and attributes of each, is illustrated in our model diagram are described in detail in the sections below.

Figure 1: Lucha Lunako Framework Development Areas integrated with the 5C Model





“I have it”

The development of Self

The construct of “I have it” is a focus on holistic self-development that includes spiritual, emotional, intellectual, and physical development. Here, the focus lies in ‘character’ and ‘confidence’ development. In this context, character development refers to the process that allows a person to answer key questions centred around who they are, what they believe in, what they stand for and aligning their behaviour to that. This includes the process of forming attitudes and habits that can understand and respect societal and cultural rules that govern society. In turn, confidence development refers to the process of developing an individual’s self-confidence to the point where they can believe in themselves, take ownership of their life and take action to achieve their goals and direct their decisions.

Based on our experience of the current state of unemployment in South Africa, and the psychological effect of unemployment and socio-economic challenges in South Africa, we acknowledge and advocate that this construct will contain space for psychological support and even trauma counselling.

The key outcomes of development in the “I have it” include character and identity formation, positive self-concept and awareness, positive mindset and attitude, emotional maturity, personal wellness (physical, mental, spiritual and mental). To achieve these outcomes, the framework lists specific skills, attitudes, and behaviours under both the Character and Confidence categories.

The key outcomes include character and identity formation, positive self-concept and awareness, positive mindset and attitude, emotional maturity, personal wellness.



“You have it”

A mindset shift to the community within which we live, work, play and learn

The development of “You have it” is a focus to shift our mindsets to a world beyond ourselves. The construct investigates our relationship with communities around us and challenges us with a question of how we connect with others and to what extent we care enough to actively take part. As a category for development, “Connection” is described as the attributes involved in forming and strengthening positive bonds and relationships with people in various contexts, and successfully participating in these contexts. These contexts include, for example, families and communities, government and government departments, places of learning, and workplaces. In addition to connecting with our environments, we also challenge each other to “Care” – to develop feelings and an interest in helping others fulfill their needs and playing an active role in society.

The main objective of this construct is to foster healthy relationships with self and others, understanding and appreciating others’ feelings, understanding and appreciating others’ experiences within their frame of reference, civic contribution and awareness, and having and leveraging social capital.



“Youth have it”

The context of work and the general world within which we function

The final construct “Youth have it” moves to the youth themselves in the context of their workplace and the world in general, within which they function, including global systems, the interconnectedness of economies, and economic participation. This construct relies heavily on the actual skills necessary to navigate our lives through economic participation. We have sub-categorised the competencies into Basic, Functional, Technical, Workplace Readiness skills, and Career Building skills. The technical skills component is very simplistic as we have assumed that technical skills required to perform a certain task at place of work will be provided by the relevant “hosting” education institutions, sectors or workplaces.

Development becomes a progression from entry level work to building an aspirational career. We believe that the fast-changing world of work will require future generations to leapfrog, as Africa has done and continues to do, in their development in order to remain relevant in their economic offering. The Competence sub-categories allow us to imagine and re-imagine the requirements of the current and future world of work to more clearly map development pathways and project future competencies.

Lucha Lunako's "I have it, You have it, Youth have it" Youth Development Framework



I have it

The development of Self.

FOCUS AREAS

- Individual (self)

OBJECTIVE/OUTCOMES

- Positive self-concept and awareness
- Character and identity formation
- Positive mindset and attitude
- Emotional maturity
- Personal wellness (Physical, mental, spiritual and mental)

BUCKETS FOR DEVELOPMENT

Character

Developing a clear sense of who you are, what you believe in and what you stand for. This includes forming attitudes and habits that understand and respect societal and cultural rules.

Confidence

Believing enough in yourself to: take ownership of your own life, take action and achieve your own goal, and to direct your life for the better.

ACTUAL SKILLS NEEDED

- | | |
|------------------------------|--|
| • Identity | • Beliefs |
| • Purpose | • Financial savviness |
| • Talents and Strengths | • Proactive/self-motivation/takes action |
| • EQ and emotional awareness | • Assertive |
| • Values | • Positive self-concept |
| • Leadership | • Self-awareness |
| • Physical wellbeing | • Self-control and self-regulation |
| • Mental wellbeing | • Personal goal setting |
| • Spiritual wellbeing | • Personal hygiene and wellness |
| • Emotional wellbeing | • Personal branding |
| • Visioning | • Boundaries with self |
| • Resilience | • Self-Belief |
| • Adaptability | |



You have it

A mindset shift to the community within which we live, work, play and learn.

FOCUS AREAS

- Others (Community)

OBJECTIVE/OUTCOMES

- Healthy relationships with self and others
- Understanding and appreciating other's feelings
- Understanding and appreciating other's experiences within their frame of reference
- Civic contribution and awareness
- Having and leveraging social capital

BUCKETS FOR DEVELOPMENT

Connection

Forming and strengthening positive bonds and relationships with people in: families and communities, governments, places of learning, workplaces; and successfully participating in these environments.

Caring

Feeling concerned about being interested in helping others fulfill their needs, and playing an active role in society.

ACTUAL SKILLS NEEDED

- | | |
|--------------------------|----------------------|
| • Networking | • Servant leadership |
| • Relationship building | • Active citizenry |
| • Sense of belonging | • Pay it forward |
| • Social awareness | • Empathy |
| • Cultural awareness | • Community service |
| • Family concept | • Kindness |
| • Boundaries with others | |

Lucha Lunako's "I have it, **You** have it, **Youth** have it" Youth Development Framework



Youth have it

The contribution of the youth in the context of work and the world in general.

FOCUS AREAS

- Work
- World (Global Economy)

OBJECTIVE/OUTCOMES

- Work competence
- Relevant skills to apply
- Ability to translate skills into all life situations

BUCKETS FOR DEVELOPMENT

Competence

Having the necessary skills, abilities and behaviours: to secure and perform in a job, and develop a career. This includes having basic, functional, technical and workplace readiness skills; and ability to successfully apply them.

- 1. Basic** – Core skills required to become a functional adult.
- 2. Functional** – Skills that can be productively applied to achieve results.
- 3. Work readiness** – Non-technical and non-functional skills required to operate in the workplace and do your job.
- 4. Technical skills** – Knowledge-based skills needed to perform specific tasks, including industry or job specific tasks.
- 5. Career building skills** – The skills required to adapt to the world and build sustainable livelihoods and a future.

ACTUAL SKILLS NEEDED

1. Basic

- English literacy
- Maths literacy
- Numeracy literacy
- Technology literacy
- Computer literacy
- Financial literacy
- Entrepreneurial literacy
- Social media, social media awareness and etiquette
- How the world works/'The world and money' (Political awareness, economic awareness)

2. Functional

- Resourcefulness (Information gathering, filtering, analysing, scrutinizing)
- Time management skills
- Communication skills (body language, verbal, written)
- Decision making
- Active learning
- Dealing with conflict
- Creative thinking (lead into problem solving)
- Assessment of information
- Questioning, curiosity, thinking for yourself

3. Work readiness

- Team work and collaboration
- Presentation and public speaking

- Planning
- Organising
- Prioritising
- Career goal setting
- Getting things done (executing)
- CV writing
- Cover letter
- Interview preparation
- Navigating workplace dynamics
- Engaging with feedback
- Working with people
- Communication in the workplace
- Values and ethics in the workplace

4. Technical skills

- Critical thinking
- Analytical thinking
- Complex problem solving, reasoning and propensity to simplify.

5. Career building skills

- Management, strategy, execution
- Leadership and influence
- Persuasion and negotiation
- Ideation
- Innovation
- Global awareness
- Conflict resolution
- Responsible business practices