START-UP STRATEGY
2017 – 2020
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South Africa is part of a world that is changing rapidly – but not rapidly or positively enough for the billions of people who live in abject poverty daily. Inequality both within South Africa and across the world has increased in the past 20 years. As we set our strategy for the coming years, research and trend analysis show that we are facing a volatile decade full of challenges and opportunities.

The economic and educational challenges and opportunities facing young people in South Africa are many and we are deeply concerned and aim to address these challenges and opportunities through our strategy.

The plight of young people in our country, including their marginalisation, begins at birth. Increasingly, access to early childhood development has been prioritised as a means to provide a solid foundation for children (of whom more than 40% live in abject poverty) and to enable them to maximise their potential and reduce the deprivation gap in later life (Early Childhood Development Policy, 2015).

The deprivation gap is further exacerbated by the schooling system, which fails many young people. The National Development plan (NDP, 2012) recognises that the schooling system requires urgent attention and needs fundamental direction for it to perform optimally. More learners need to be retained in the school system. Currently, half of all learners are lost by the end of the 12-year schooling period. South Africa should aim to have between 80% and 90% of learners complete secondary school or an equivalent level of meaningful vocational training. Compulsory education should be extended to successful completion of Grade 12 or equivalent. South Africa has done well in systematically expanding access to education, but has not provided access to good quality education for the majority of the population.
The country’s socio-economic inequality is reflected in the diversity of backgrounds and academic performance of learners, and its poor performance in international and national tests is a strong indicator of problems with quality in the system.

Furthermore, the NDP argues that the post-school system is not well designed to meet the skills development needs of either the youth or the economy. The Technical and Vocational Education and Training (TVET) college sector is viewed as an anchor for initiatives to establish a competitive base of human resources. The NDP proposes that the TVET college sector needs to be expanded from the current participation rate, which it is estimated will be around 7% to 25% by 2030.

While recognising the need for expansion of the TVET sector, the NDP states that strengthening colleges, addressing quality of teaching and learning and improving performance must take priority. Students entering universities every year outnumber those entering TVET colleges approximately three to one. While the TVET college sector is intended as an alternative for those who do not follow an academic path, it suffers from a poor reputation due to the low rate of employment of college graduates, which itself is due to a number of factors. The failure of the TVET college sector to perform further contributes to the marginalisation of young people, which manifests primarily in high youth unemployment.
The Quarterly Labour Force Survey published in June 2017 indicated that of the 433,000 people who joined the ranks of unemployment, approximately 58% were young people aged 15 – 34 increasing the youth unemployment rate by 1.6 percentage points to 38.6%. The proportion of those in short term unemployment (i.e. those who have been looking for work for less than a year) increased by 2.4 percentage points to 34.2%, a further indication that these were young people who joined the labour force at the beginning of the year.

According to Statistics South Africa (2016), about 30.1% of the population is aged younger than 15 years and approximately 8.0% (4.47 million) is 60 years or older. Of those younger than 15 years, approximately 23.0% (3.86 million) live in KwaZulu-Natal and 20.4% (3.43 million) reside in Gauteng. This presents a powerful resource, provided the youth are supported and able to become active members of society. The NDP states that, “Having a relatively young population can be advantageous, provided the majority of working-age individuals are gainfully employed. The challenge is to convert this into a demographic dividend. This will only be possible if the number of working-age individuals can be employed in productive activities” (2012: 98). Yet social norms continue to sideline young South Africans, treating political and economic participation as the prerogative of older people, which is why there is a continued need for interventions that pay deliberate attention to young people.

The World Bank has stated that South Africa is not doing enough to get young people into employment. According to Catriona Purfield from the World Bank, “If these people can find jobs, the second step in this will accelerate economic growth and yield what we call a first demographic dividend. It doesn’t stop there, when there are more people working in the age bracket 15 to 64, there are less children who are unsupported by their parents, less old age people to support, people are working and there is more space for savings”

Without a doubt, this state of affairs signals a need for a dedicated, collective, urgent response to the challenges and opportunities faced by our young people. The response must take the form of a strategy for this Foundation where its activities can help South Africa to harness its “demographic dividend”.

1 Newspaper article, The Citizen, 17 August 2015, “South Africa not doing enough to get young people into employment – World Bank.”
The Standard Bank Tutuwa Community Foundation (the Foundation) has its primary focus on youth as a target group. In order for the Foundation to succeed in the coming years, we need to take advantage of the fact that the “window is still open for South Africa to reap demographic dividend” (World Bank, 2015). South Africa’s working age population is high and will rise by another 9 million in the next 50 years, and the deadline is set for the achievement of the Sustainable Development Goals. New frameworks and new ways of working and organising are needed. Alternative knowledge theories are being developed every day on every issue and in different spaces. With our communities around the country the Foundation is committed to harnessing these theories and converting them into strategic solutions for our young people.

The Foundation aims to make its contribution by focusing on youth. More specifically, it aims to invest its resources and focus its activities in three main spheres: early childhood, schooling and youth work readiness.

**Early childhood development**
To contribute to educational interventions in children’s earliest years.

**Schooling**
To contribute towards a more effective schooling system.

**Youth work readiness**
To support young people’s transition to the working environment.

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1 The World Bank South Africa Economic update, August 2015.
The purpose of the Standard Bank Tutuwa Community Foundation is to benefit communities in South Africa through the promotion of economic development and the alleviation of poverty. The Foundation seeks to finance projects run by developmental institutions such as non-profit and non-government organisations that are predominantly for the benefit of historically disadvantaged people, in accordance with the framework established by the BBBEE Act and the Financial Services Sector Code. It will concentrate most of its resources on working with young people from their earliest years to their schooling and post-schooling years. It aims to make long-term commitments to advance their growth so that they can reach their full potential and be productive citizens who contribute to the economic development of their communities.
OUR VISION

“A South Africa whose youth are inspired and supported and working to reach their full potential as productive citizens contributing to the economic development of their communities.”

OUR MISSION

“To inspire and support the growth and development of young people so that they can reach their full potential of being productive citizens who contribute to the economic development of their communities.”
The specific objectives of the Foundation are as follows:

- To benefit communities in South Africa through the promotion of economic development and the alleviation of poverty.
- To focus the Foundation’s activities primarily on the youth of South Africa for the purpose of:
  - contributing to educational interventions in children’s earliest years;
  - contributing towards making the schooling system more effective; and
  - supporting young people’s transition to the working environment.
- To promote cooperation between profit and non-profit organisations in the activities listed above.
- To support and assist projects run by development institutions, including non-profit organisations and non-governmental organisations, that are predominantly for the benefit of black people, in accordance with the objectives stated above and the framework established by the BBBEE Act and the Charter.
Our theory of change (TOC) maps out the logical impact pathways of what we aim to achieve – in this case it depicts how the Foundation’s programmes and related activities support South Africa’s youth from their earliest years so that they can reach their full potential, be productive citizens and contribute to economic development and the alleviation of poverty in their respective communities throughout their lives.

The Foundation TOC describes the overall objectives of the Foundation at a macro level. There are three broad outcomes:

1. Crowding in and expansion of investments
2. More efficient allocation of resources
3. Improved intervention implementation.

In addition to this TOC, the Foundation has developed theme-level TOCs to describe the impact pathways of projects. The theme-level TOCs are designed to align with the three outcomes as articulated above.

The ultimate goal of the Foundation is to act as a form of incubator or catalyst for innovative interventions. The Foundation will try to invest in interventions that other investors may not have the risk appetite or capabilities to invest in. Tutuwa will provide the initial capital to initiate and set in motion innovative projects that seek to improve the economic and social outcomes of the youth in South Africa. It will then engage external parties to help it run and implement the intervention.

The progress of the project can then be benchmarked against the theoretical causal chain as predicted by the TOC. This will provide insight into where the intervention has been successful or where it has gone wrong (whether it be through poor implementation or fallible logic). While the outcomes of the projects themselves are important, they also serve as input into the Foundation’s wider purpose of being a learning foundation.

In this role, the Foundation will try to capture and formalise important lessons learnt throughout each intervention. These lessons will then be disseminated to relevant stakeholders and will inform discussions, future interventions and possible policy interventions in each of its thematic areas.

Thus the Foundation can contribute to systematic change in South Africa by reducing risk and uncertainty for social investors through the demonstration of workable interventions that can be scaled up or replicated.
1. Identify and research new ideas, models and approaches
2. Form partnerships with like minded organisations
3. Identify interesting existing interventions
4. Pilot new innovative interventions
5. Fund or scale up existing interventions
6. Commission external evaluations and conduct internal evaluations of implemented interventions
7. Extract practical lessons on implementation and implementation models from evaluations
8. Determine the impact and drivers of impact for evaluated interventions
9. Disseminate information, insights and lessons on proven impactful interventions and disproven unsuccessful interventions
10. Funders fund proven interventions
11. Funding of ineffective interventions is reduced
12. Implementers adapt and learn from best practises
13. Crowding in and expansion of interventions
14. More efficient allocation of resources
15. Improved intervention implementation
16. South African youth are supported from their earliest years and throughout their lives to reach their full potential, to be productive citizens and contribute to economic development and the alleviation of poverty in their respective communities.
Key Focus

EARLY CHILDHOOD DEVELOPMENT

To contribute to educational interventions in children’s earliest years:

- Support partners as they implement and roll out the ECD social impact bond innovation.
- Identify and support ECD innovations.
- Conduct research on a review of ECD services in the country.
- Conduct research on monitoring progress on the implementation of ECD Policy commitments.
- Convene a platform on which to co-ordinate and disseminate findings of research and to build networks.
Key Focus

SCHOOLING – HIGH SCHOOL SCHOLARSHIP

To contribute towards effective schooling:

• Support Allan Gray Orbis Foundation to implement and roll out the high school scholarship programme.

• Fund and support research in schooling with a view to disseminate findings.
Key Focus

EDUCATION LEADERSHIP

To contribute towards effective schooling:

• Identify and support educational leadership and schooling innovations.
• Facilitate implementation partnerships and collaborations on schooling.
• Fund research and convene a platform on which to coordinate and disseminate findings of research and to build networks.
Key Focus

YOUTH WORK READINESS – ICT EDUCATION

To support young people’s transition to the working environment:

• Identify, fund and support partners to implement and roll out ICT – Coding training programmes for young people.

• Facilitate implementation partnerships and collaboration between key stakeholders.

• Fund research and convene a platform on which to coordinate and disseminate findings of research and to build networks.
Key Focus

YOUTH WORK READINESS – ARTISAN APPRENTICESHIP

- Identify, fund and support partners to implement and roll out artisan training programmes for young people.
- Facilitate implementation partnerships and collaboration between key stakeholders.
- Fund research and convene a platform on which to coordinate and disseminate findings of research and to build networks.
The Foundation will programme its activities according to the following categories of interventions within ECD, schooling and youth work opportunities:

- Fund existing interventions that work
- Fund the assessment of the impact and efficacy of existing interventions
- Identify and research new approaches
- Provide a platform for disseminating the findings of these evaluations and activating and strengthening networks and linkages

The Foundation aims to select interventions and partners in adherence to the following criteria:

- There must be a need for enduring impact
- There must be a need for innovation
- There must be potential for leverage
- There must be opportunity to contribute to systemic change
- There must be a case for the additionality\(^3\) of the Foundation’s involvement

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\(^3\) Something has additionality if it is unlikely to happen spontaneously, without some involvement. It is a measure of whether an intervention has an effect when the intervention is compared to a baseline.
The Foundation aims to partner with existing reputable institutions and interventions to address the challenges with regard to early childhood development, schooling and youth work readiness.

It will therefore enter into partnerships with non-profit organisations – local, national or international – that share the Foundation’s vision, mission, goals, values and strategic focus. These organisations must have a clear constituency, that is, communities they work for, relate to, and advocate for, and they must demonstrate clearly articulated and practised accountability mechanisms for its constituency.

They must be trusted, valued and recognised for their work.

For greater synergy and impact, the Foundation will seek partnerships with groups or agencies that share its vision, values and strategic focus areas. In cases where no shared vision, mission and values exist, where no partners exist in a particular “space” or where it is deemed more effective to engage directly with our beneficiaries and donors and with government, the Foundation may work alone.

Our programmes and activities will be focused nationally, starting mainly in the Western Cape, the Eastern Cape, KwaZulu-Natal and Gauteng. We will work in a variety of contexts, with provincial governments, adjusting our processes where necessary while remaining consistent and coherent with our core values and approach.

With regard to the education system, we will be involved at the national, provincial and district/local level.
Priority 1: Promotion of networks/platforms for disseminating research findings, impact evaluations and knowledge in our thematic areas

The Foundation will be a thought leader and strategic player and will be an active, engaged and proactive facilitator in its programme focus areas. This role is also that of an activator, funding what works and promoting the formation and coordination of networks, partnership building and knowledge sharing.

In other words, the Foundation will not only concentrate on funding programmatic interventions itself, but it will also be actively involved in using a rigorous evidence base to influence broader change by investing in growing an evidence base around what works and, crucially, what does not work, and by disseminating this evidence widely to the private sector, the public sector and government.
Priority 2: Measuring our impact through our Learning Framework

Our Learning Framework as described below serves as a general approach by which the Foundation will seek to achieve its objectives. The purpose of this approach is two-fold:

1. To establish the Foundation as an organisation that is designed to implement innovative programmes to address youth development programmes.

2. To serve as a basis from which to learn and to share learning with a broader community of like-minded organisations.

Furthermore, the Foundation uses the theoretical framework of Results Based Management (RBM) as a backdrop against which it designs its monitoring, reporting and evaluation.
The process followed within the Learning Framework

To facilitate active learning by the Foundation, a two-step approach will be implemented. The two steps are:

- project monitoring, reporting and evaluation; and
- synthesis and M&E reporting.

### Project monitoring, reporting and evaluation

- Track programme against the indicator list
- Assess project activities, outputs, outcomes, use of resources and the causal links
- Identify implementation successes and challenges
- Identify any risks to the sustainability and potential impact of the application
- Provide recommendations to ensure effective implementation
- Identify key learning outcomes

### Synthesis and M&E reporting

- Provide a more consolidated perspective of attainment of overall objectives through the project-level interventions in order to monitor the Foundation’s progress against its strategic objectives
- Identify areas for improvement or continued support
- Guide strategic decisions at management and board level
- Identify areas for further research