

Duke Laidlaw
Scholars Present

“Thetha Nge”
**The Power of
Conversation**



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In Collaboration
with Youth Capital

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Why? We Are All Insiders.

When you have a conversation, you exchange ideas, share perspectives, and troubleshoot together. Conversations are not exchanging words, they are a way of thinking together and creating paths forward, to lead to different outputs.

At their best, conversations can **shift understanding, uncover blind spots, and invite new possibilities**. They are generative not simply about transmitting information, but about creating something between people that didn't exist before.

And ultimately **we are not outsiders to the systems we hope to change**. We are part of them, affected by them, shaped by them, and capable of reshaping them. In that sense, we are all insiders to this issue of youth unemployment and the work of creating behavioral, cognitive, and emotional change together, in pursuit of **recognizing the humanity of us all**.

Thetha nge Unemployment

- *Thetha ngeUnemployment* is “a conversation game that explores what it’s like to grow up and dream in South Africa”
- Through the use of *Thetha ngeUnemployment* and its conversation prompts, Youth Capital aims not only to facilitate deeper thinking about the complex issue of youth unemployment, but also to foster human connection through introspection into one’s life, dreams, and emotions



Research Design

Before beginning our research:

- Practiced our first design with 3 conversants
 - Advocate David Borgstrom
 - Advocate Megan Viljoen
 - Dr. Seeraj Mohamed
- What we learned:
 - To shift the exchange away from feeling like an interview by YC of the conversant towards a conversation between two comparably situated conversants, we need a reader of the cards
 - We have time for more cards (6→9)
- The role of the card reader:
 - Emphasize certain words to ensure conversants did not miss the purpose of the cards
 - Remind conversants of time

Research Methodology

1. Reflect on goals for the research

a. Formulate a **theory of change** about how the game works as an **advocacy tool**:

- i. A person's **investment in advocating for policy change** is preceded by **personal investment** in something about the policy question
- ii. **Personal investment** is both **affective and cognitive**—more investment is likely to happen if a person **feels** or **thinks** there is a problem
- iii. A person's **feelings** or **thoughts** prompt their **actions**
- iv. The more a person believes they have **agency**, the more they are likely to **do**
- v. This is so even in situations where they think or feel that **other entities have more agency and more responsibility**
- vi. A person's **imagination** and **creativity** is sparked by **co-thinking**—that person is more likely to take a given action if they **enjoy talking/thinking** about it with **someone else**
- vii. A person's ability to **grow** (deepen in or change) their **feeling, thinking, acting** is nourished by **experience**—their own and those to whom they listen in an **open-minded, open-affect** way

Research Methodology

1. Reflect on goals for the research

- b. Explore how conversants respond to the game? Does the game fit the theory of change?
 - i. Does the game become a way for conversants to **share different lived experiences** or different **ideologies/framework**
 - ii. Do the conversants **connect** with the other person even **across differences** in lived experience and/or ideologies/frameworks
 - iii. Does the game **provoke expression of feelings** and **thoughts** about key concepts
 1. The importance of youth unemployment as a policy issue to be addressed
 2. Responsibility for addressing youth unemployment (government, business, ourselves in our personal capacities)
 3. The degree of agency individuals have in the face of problems driven by systems
 4. The impact experiences and background have on motivation to address youth unemployment
 - iv. Does the game provoke **actions** in relation to **key concepts**
 1. Do people who express a belief in a greater sense of agency tend to use it?
 2. Do people who express a belief in a lesser sense of agency tend not to use it?
 3. Do people act on their own pre- and post-conversation ideas over a period of time?
 4. Do people act on ideas they gleaned from others (eg ideas expressed by the conversant in the surveys they took) over a period of time?
- c. Does playing the game make a conversant more likely to **engage with Youth Capital** in other ways?

Research Methodology

2. Review deck of cards and select cards to suit theory of change

- a. Provide a rationale for selecting each card (see appendix)
- b. Provide a rationale for ordering the cards in a certain way (see appendix)

3. Create the possibility for sectoral comparison

- a. With Youth Capital, decide from which sector to draw conversants
 - i. Religious Leaders (RL)
 - ii. Business Leaders (BL)
 - iii. Political Leaders (PL)
 - iv. Civil Society
 - v. “Person on the Street”
- b. Draw up lists of prospects for conversants in 3 sectors to recruit in each sector
- c. Conduct preliminary research and write invitations to recruit each prospect

4. Create plan to explore goals of research.

- a. Aim: Facilitate at least 5 conversations with 3 conversant groups (RL, Bl, and PL) with a Youth Capital (YC) representative for a thirty minute **2-way** conversation

Research Methodology

5. Design

- a. **Pre-conversation survey** to gauge conversants view gauge conversants' **demographics, experiences, viewpoints** prior to conversation
- b. **Conversation:** between a member of YC team and the invited conversant prompted by 9 Cards/Questions from *Thetha Nge* Unemployment Card Game, with a member of the Duke Team reading the cards
- c. **Post-conversation survey** to identify any changes in conversants' **demographics, experiences, viewpoints** after the conversation and any potential future steps they plan to take because of it
- d. **+1 Year longitudinal survey** to measure longer-term effects of the conversation, including any actions taken since, and to gain insight into the applicability of our theory of change

Pre-Conversation Survey

- **17 questions** (demographics, viewpoints, experiences)
 - 19/20 were sent and filled out before the conversation
 - 1/20: this participant was asked to play the conversation game on the spot and did not get the opportunity to receive the survey until after
 - **Demographic data** results (not including YG conversants)
 - **Mean age:** 48 years; youngest is 31, oldest is 75
 - 70% of the conversants were male; 30% were female
 - 45% grew up in **Cape Town**; 55% are from other areas
 - 85% currently stay in Cape Town; 15% stay in other areas (Franschhoek, Johannesburg, London)

Demographic Information Collected in Surveys

When asked “What is the job your mother does now or the last one she did?”

- Education Sector – 5
- Finance & Business – 5
- Healthcare – 3
- Community & Social Services – 4
- Retail – 1
- Home & Personal Services – 2
- Deceased – 1

What is the job your father does now or the last one he did?

- Education Sector – 2
- Media & Communications – 2
- Engineering & Technical Trades – 3
- Government & Public Sector – 3
- Business & Executive Roles – 3
- Legal & Medical Professions – 2
- Religious/Spiritual – 1
- Skilled Trades (e.g., tailoring) – 1
- Deceased – 3 (marked as deceased or passed on)

“What knowledge sources do you draw on to understand youth unemployment?”

- Most common source: Government reports or official statistics (90%)
 - 2 religious leaders did not select this source
- Least common sources: Academic or school learning and Social media (Facebook, Twitter, WhatsApp, etc.)(35%)
 - 0% of business leaders selected academic or school learning as a source
 - 7 participants selected social media as a source all evenly divided between the 3 sectors

Demographic Information Collected in Surveys cont.

- **100% of participants have had a meal with someone who is from a very different economic background from theirs**
- **55% of participants In the last 30 days, have not had a conversations of 5 minutes or more with a young person (including in their household) aged 16–26**
 - Religious leaders had the highest amount of 5 minute conversations with an average of 8 conversations
- **55% of participants In the last 30 days, have not had a conversations of 5 minutes or more with a young person (including in their household) aged 26–34**
- **When asked “In Cape Town, have you had a chance to visit the “Speak Truth to Power” Exhibit at the Old Granary about the church’s involvement in the struggle against apartheid?”**
 - 50% answered “Not yet, but I would like to” - answers evenly divided between groups
 - 7/20 answered “ No” - answers evenly divided between groups
 - 3 answered “Yes” - 0% of Political Leaders answered yes

Conversation

- **30 minute 2-way conversation** prompted by 9 cards from Thetha ngeUnemployment conversation card game
 - One-on-one conversation **with one of four Youth Capital representatives:**
 - Clotilde Angelucci, Sibabalwe Nobandla, Nape Senong, Zubenathi Pinda
 - **Duke Team member read the cards** to both individuals
 - Conversants could answer in whichever order felt natural
 - We encouraged YC to answer first for question #9
 - Otherwise, encouraged them to go second, especially for question #1
- 13/20 conversations in person; 7 through Zoom
- 9/20 conversations Duke team intervened to remain on time
 - Eg. “just a reminder that we have ___ cards left, and are at __ minutes”

Post-Conversation Survey

1. **15 questions** shared **immediately** after the conversation
 - a. 100% of the conversants completed the post-survey
 - b. 9/20 conversants filled out their survey on the **same day** as their conversation
 - c. 11/20 submitted 2 to **8** days after the conversation
 - d. 16/20 conversants agreed to participate in a **+1 year longitudinal** survey
2. To **measure** any changes in **attitudes** towards youth unemployment after the conversation, 4 questions **mirror** questions asked in the pre-survey

Longitudinal Survey

1. To be adapted by Laidlaw team in **2026**
 - a. To be administered to the **16/20** conversants that agreed to participate in the post-conversation survey

2. The current **longitudinal survey** has a total of **24 questions**
 - a. Some questions cover what the conversant **remembers** from the conversation—what was discussed, details from the YC representative’s life, etc.
 - b. Some questions are the **same** as those asked on the pre and post survey to examine if there are any **changes**—importance of youth unemployment, whether government and business are doing enough, etc.
 - c. Some questions ask about what **actions** the conversant has taken since the conversation, how often they talk about youth unemployment, whether they have **engaged** with YC since the conversation
 - i. These are meant to evaluate the **impact** of the conversation and **compare** the actions the conversant has taken since the conversation to what they said they would do

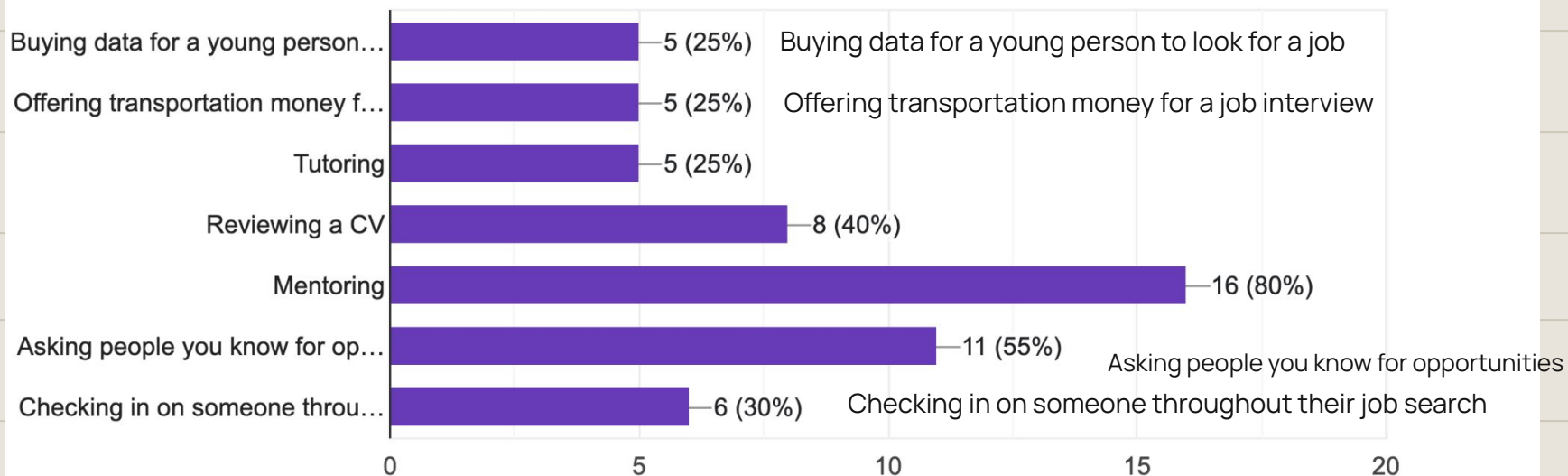
YC Conversant Demographics

- 4 YC conversants
- Mean age: ~29 years; youngest is 21, oldest is 42
 - 50% of the conversants were male; 50% were female
 - 25% grew up in Cape Town; 75% are from other areas
 - 100% currently stay in Cape Town

Post-Conversation Survey - Actions

What actions would you consider taking to help your community in the next year? Check all that apply.

20 responses





Political Leaders (PL)

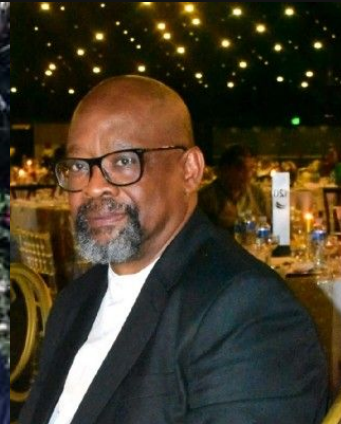
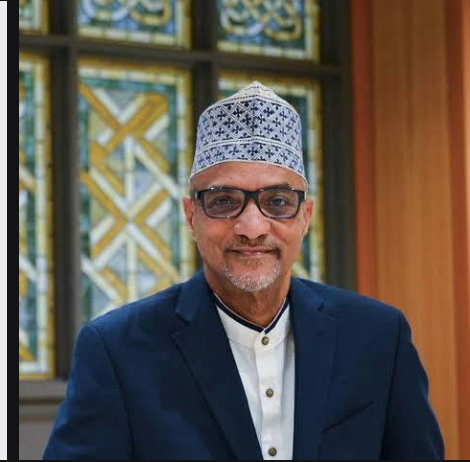
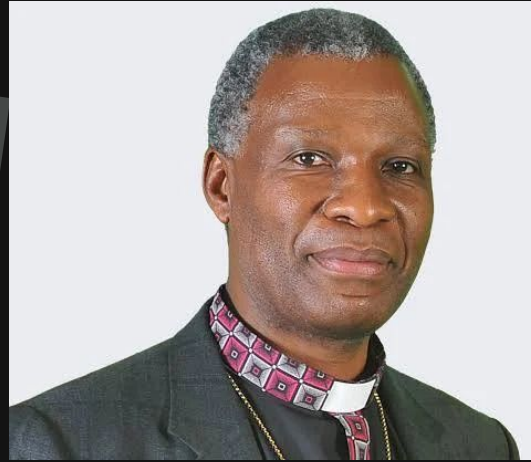
1. **Nadia Rinquist** - Manager: City Performance Management for the City of Cape Town
2. **Brett Herron** - Secretary-General of Good Party
3. **Khalid Sayed** - Deputy Chief Whip of the Official Opposition (ANC)
4. **Cameron Cyster** - Public Policy Analyst and Strategist for the Western Cape Government
5. **Cameron Dugmore** - Member of ANC in Western Cape Provincial Parliament

Individuals who hold public office or are appointed/hired to serve in roles within governmental institutions (Western Cape Provincial Government and City of Cape Town).

Religious Leaders (RL)

1. **Archbishop Thabo Makgoba** - Anglican Archbishop of Cape Town
2. **Imam A. Rashied Omar** - Imam of Claremont Main Road Masjid
3. **Rev. Sikawu Makubalo** - Minister of the Central Methodist Mission
4. **Jaamia Galant** - Board Secretary of Claremont Main Road Masjid
5. **Rev. Desmond Lesejane** - PILO Learning and Design Executive, Former Dean of Evangelical Lutheran Church in Southern Africa
6. **Anonymous Sangoma**

Individuals who are leaders in their religious communities or respected spiritual leaders. They can either have current leadership within a religious/spiritual space or have in the past and continue to engage in religious communities.












Business Leaders (BL)

1. **Joy-Marie Lawrence** - CEO of Boardvisory
2. **Nicola Galombik** - Executive Director of Yellowwoods Holdings
3. **Nadia Mansoor** - Program Specialist at Harambee
4. **Raymond Ndlovu** - Co-founder of Black Elephant Vintners and Serendipity Ventures
5. **Bongani Khuzwayo** - Enterprise Development Assistant Manager at the V&A Waterfront
6. **Derek Pead** - CEO of Derek Pead and Associates; Former Non-Executive director of Telesure Investment Holdings
7. **Darrell Dawson** - Former CEO and founder of Echelon Private Client Insurance
8. **Mesh Pillay** - Founder and CEO of YW Capital
9. **Sebastian Daniels** - Founder and CEO of Ground Culture

Individuals who work in the private sector or in an initiative/organization that is predominantly supported by or partners with the private sector and business people.

Quantitative Analysis

Survey Analysis: Pre and Post Conversation

Group	How important of an issue is youth unemployment?	Do you think the South African government is doing enough to lessen youth unemployment?	Do you think the South African business sector is doing enough to lessen youth unemployment?
	1 to 7 (7 = one of most)	1 to 7 (7 = enough)	1 to 7 (7 = enough)
Political Leaders	Pre-Conversation: 7 Post-Conversion: 7	Pre-Conversation: 3.6 Post-Conversion: 3.4 	Pre-Conversation: 2.6 Post-Conversion: 2.6
Religious Leaders	Pre-Conversation: 6.8 Post-Conversion: 7 	Pre-Conversation: 2.2 Post-Conversion: 2.6 	Pre-Conversation: 2.5 Post-Conversion: 2.3 
Business Leaders	Pre-Conversation: 7 Post-Conversion: 6.7 	Pre-Conversation: 2.7 Post-Conversion: 2.4 	Pre-Conversation: 3.4 Post-Conversion: 3.5 

Statement Agreement

1 to 7 (7 = most)

Individuals can make a difference in the way we tackle unemployment.

Political Leaders: 6

Religious Leaders: 4.5

Business Leaders: 5

I am motivated to take action to reduce youth unemployment

Political Leaders: 6.6

Religious Leaders: 5.8

Business Leaders : 6.2

I know how I can use my resources to reduce youth unemployment.

Political Leaders: 6

Religious Leaders: 4.7

Business Leaders: 5.7

Quantitative Takeaways and Patterns

Of the three groups, **Religious Leaders** had the lowest confidence in the government and the business sector, along with the statement agreement questions (eg. I know how I can use my resources to reduce youth unemployment. Rate your agreement with this 1-7), while **Political Leaders** had the highest average among the statement agreement questions

In three cases, confidence in a sector “doing enough” **decreased** after the conversation

- The Political Leaders' confidence that the government is “doing enough” decreased by 0.2
- The Business Leaders' confidence that the government is “doing enough “ decreased by 0.3
- The Religious Leaders' confidence that the business sector is “doing enough” decreased by 0.2

In two cases, confidence in one of the sectors “doing enough” **increased** after the conversation

- The Religious Leaders increased by 0.4 for “government is doing enough”
- The Business Leaders increased by 0.1 for “business sector is doing enough”

Qualitative Analysis

Card Selection Pathways

Pathways:

- 1. Emotional**
- 2. Cognitive**
- 3. Behavioral**

Card Selection and Rationale

Question 1

What qualities do you associate with living a **good** life?

(Cognitive + Emotional)

Question 2

What has been your **personal** experience of making money and accessing opportunities? **Why**?

(Emotional + Cognitive)

Question 3

Do you **think** where you lived and grew up shaped your **aspirations** and goals? Explain .

(Cognitive + Emotional)

Question 4

Do young people face **challenges** to find work because of South Africa's **unequal** past? How often do you **think** about these challenges?

(Cognitive + Emotional)

Question 5

How do you **feel** when you hear young people are **lazy** and **waiting for handouts**?

(Emotional + Cognitive)

Question 6

"My humanity is **bound up** in yours, for **we** can only be human **together**." - Desmond Tutu How can we **practice** this in South Africa?

(Cognitive, Emotional + Behavioral)

-
-
-
-
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-

Card Selection and Rationale

Question 7

Thinking about the 1976 Uprising, what are you **standing up for** today?

(Cognitive, Emotional + Behavioral)

Question 8

How could you **support** young people **more**, today?

(Cognitive, Emotional + Behavioral)

Question 9

What's one thing the **other person** has **taught** you today, and what do **you** want to **do** because of it?

(Cognitive, Emotional + Behavioral)

Youth Manifesto

In analyzing our qualitative data, we also tracked the moments in which the topics from the [YC Youth Manifesto](#) were raised

1. Certify Us
2. Catch Us Up
3. Make Us Count
4. Support Us Beyond The Classroom
5. Make Job Seeking Affordable
6. Grow Our Circles
7. Bridge The Information Gap
8. All Experience Must Matter
9. Unlock Opportunities For Us
10. Make Public Employment Work

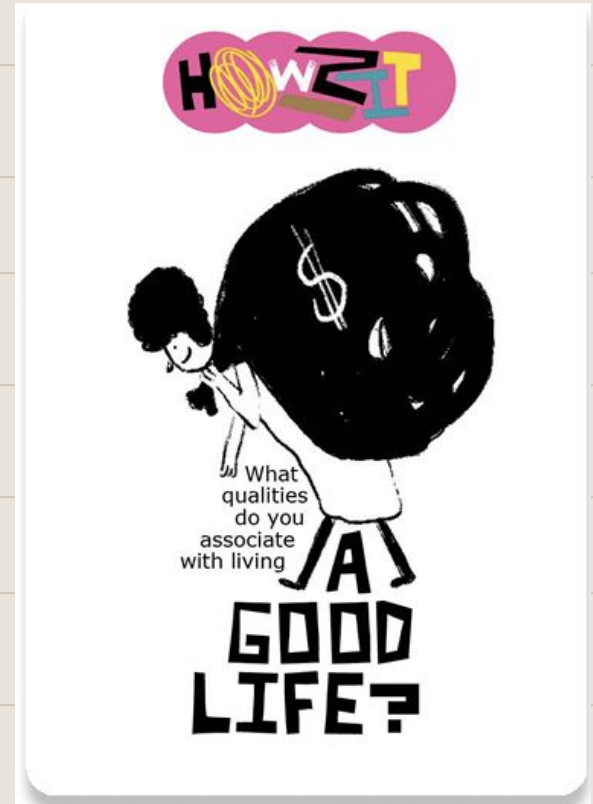
**“Did I eat today vs. did
I eat the food I *wanted*
to eat today”**

Religious Leader: Anonymous Sangoma

When thinking about basic needs, people often forget to think about the nuances that couple along with them. In this quote, the Sangoma highlights the deeper thinking that people should engage in when thinking about the struggles others may endure or about what people should be entitled to, and in this case it is having the ability to choose.

Analysis of Card #1

- **Main Question:** Was there a change in thinking or a grounding moment after Youth Capital shared their answer? Money vs. Basic/Material Needs vs. Values and Qualities?
- **Eight conversations:** when Youth Capital initiated or responded with a mention of “basic needs,” the other participant followed by also referencing basic needs, creating a moment of grounding and resonance
- In these “grounding moments,” we see that participants truly connect and learn from one another — often feeling **moved to reframe their responses** to align with Youth Capital’s way of thinking
- Every **Religious Leader** valued **community and social connection:** 4 of 6 foregrounded the value
- Across all groups, freedom or freedom to choose, contributing to society and living with purpose were common themes
- In rare instances, conversants noted having access to transportation or enjoying nature as elements of the good life



Analysis of Card #2

- **Main Questions:** Was the question genuinely/actually answered? Do they answer about their own lives or were they speaking in generalities? Do they offer more surface level/micro-stories or offer a more comprehensive story about their life? Any follow up questions asked?
- **All conversants answered the question fully**
- They differ in **how** they offer their experiences and whether they rely on **generalities** (“we” or “society”) or **personal** views (“I”)
- **Five BL’s, Four PL’s, and Two RL’s** offer especially **intimate details/stories** of their life in an effort to connect
 - followed up, used metaphors (“pulled up rug,” “Roller Coaster,” “planted seeds”), used each other’s names, validated each other’s statements
- This card also raised other concepts like the use of barter arrangements as a form of capital, the relationship between **success and responsibility** (“Rise in success comes with great responsibility”), and the **privileges** of being able to pursue entrepreneurship (“because, [if I fail,] I know I am marketable as a fall-back [position]”)
- Parts **4 and 6 of the YC Manifesto** were also often raised by this Question



What has been your personal experience of



MAKING MONEY AND ACCESSING OPPORTUNITIES? WHY?

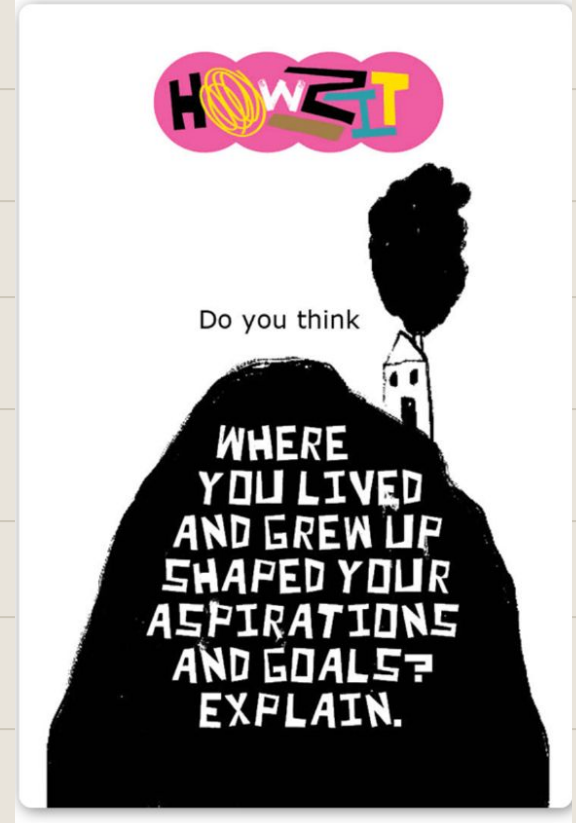
**“I don’t think I can ever
claim to be who I am without
acknowledging the context
in which I grew up.”**

Religious Leader: Jaamia Galant

When people fail to recognize and reconcile with where and how they grew up, they often fail to understand how these factors play an important role in not only their life but others. However, this quote from Jaamia recognizes this.

Analysis of Card #3

- **Main Questions:** How does this card allow the conversants to share more about themselves in a vulnerable way? Do they take that opportunity? If so, what impact does it have on the rest of the conversation?
 - Most conversants saw the answer to the questions as a given:
 - “Definitely yes” -BL # 3
 - “The answer to that question was kind of **obvious**. I don’t think it’s even debatable” -PL #2
 - “**Definitely yes**, goodness. Do I need to say more?” -RL #3
 - Conversants who were able to find commonalities in this question were more likely to go back-and-forth with answers and to reference that point throughout rest of conversation
 - Example: A conversant shared his complicated feelings about “being from the ‘burbs and being from the hood” BL#3
 - In response, YC member Clotilde shared her story of being in this in-between zone with countries (her birthplace Italy and home, South Africa). The conversant mentioned this moment as his learning for question 9
 - Common word: **Conscientize** (especially used by those who were involved with the anti-Apartheid struggle) (RL #2, PL #5)

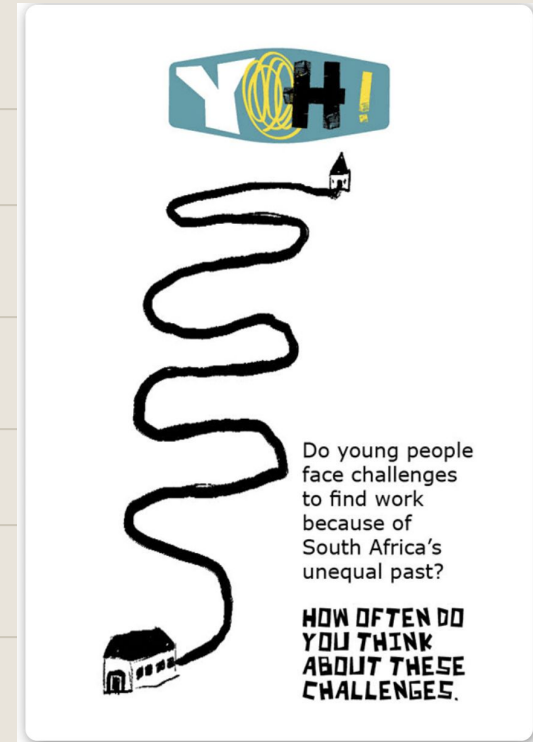


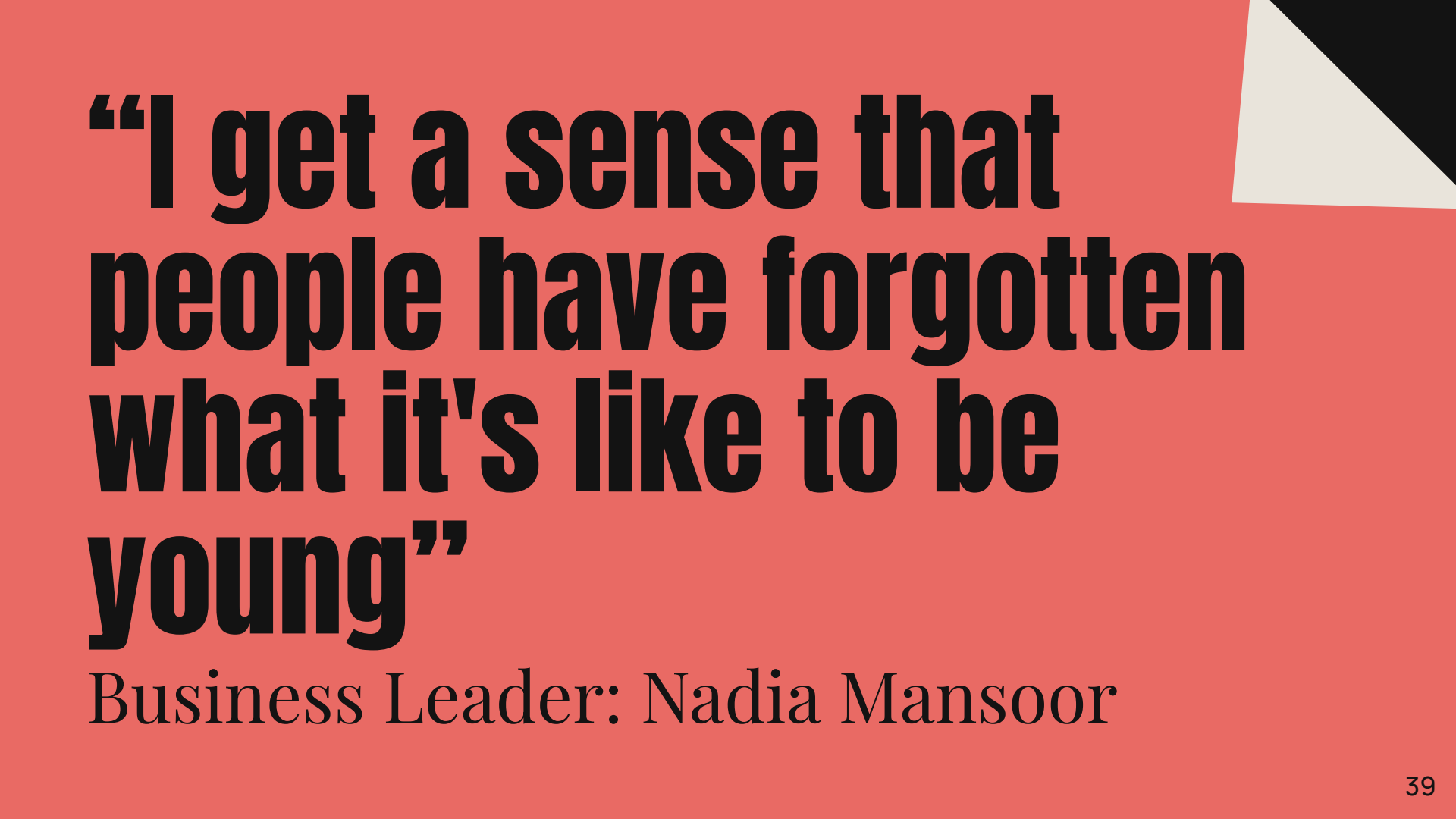
Analysis of Card #4



Analysis of Card #4 -

- **Main question:** Do people think inequality is a systemic issue? How will the conversant's answer to this question compare to their answer to the next question? Can thinking be challenged during a short ~3 minute dialogue?
- **17/20** conversants **agreed** with this card
 - 2 Conversants raised similar **concerns** when asked this question:
 - “To an extent I feel a lot of people wait for **handouts**” - BL#9
 - “Not only because of unequal past, but because we have a government that treats entrepreneurs with **disdain**” - BL #7
- In both instances, YC was able to say something that made the conversant **take a step back** and **consider the systemic challenges better**
 - “And also the youth is not involved in the running of the country. Older people [in the government] don't get it.” - BL #9
 - There's been a **failure** to turn things around” - YC
 - “okay, I agree with all of that” - BL #9
- Parts **5** and **8** of the **YC Manifesto** were also often raised by this Question





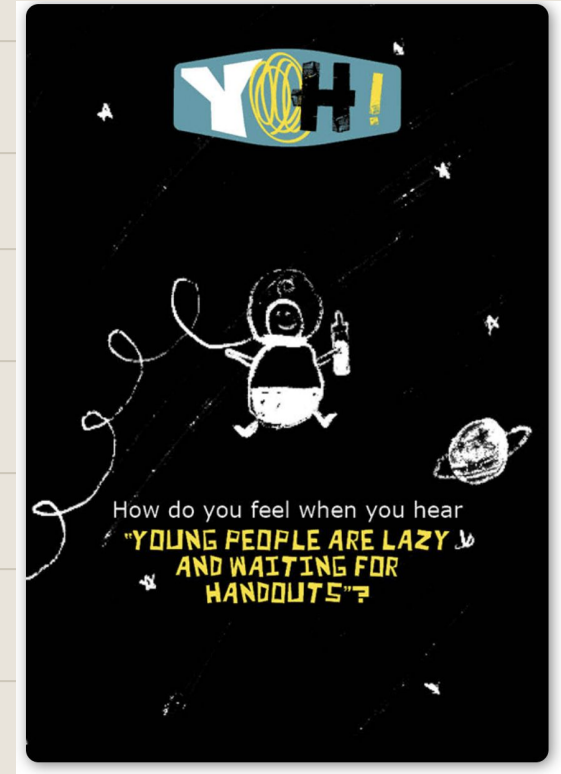
**“I get a sense that
people have forgotten
what it's like to be
young”**

Business Leader: Nadia Mansoor

Youth are often antagonized as lazy and waiting for handouts. Often, this criticism comes from older individuals who seem to forget the hardships that come with first entering the workforce, especially without a network supporting them.

Analysis of Card #5

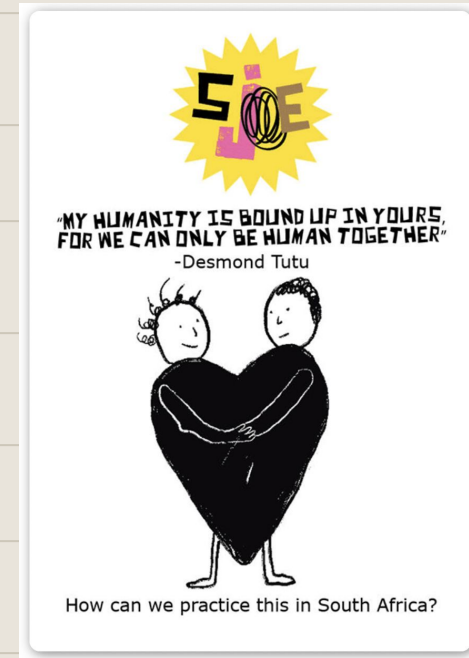
- **Main questions:** Will they offer **examples** to support their answer? Will their answer reveal they believe youth unemployment is a **systemic** issue rather than an **individual** issue?
- 17/20 conversants **disagree** with this statement
 - A number of **emotions** were displayed and owned: it makes me “**angry,**” “**sad,**” “**frustrated**”
 - “**It’s anti-poor, anti-black, anti-woman**” - RL #6
 - This card provides YC with the opportunity to **challenge** a conversant who believes that “people are waiting for handouts”
 - YC questioned the very definition of a **handout** and pointed out particular examples of overwhelming amount of applications for work opportunities or university seats
 - Conversant later reframed his view in his post survey and declared the “[lack of] opportunities that are **grabbable**” as the main **cause** of youth unemployment
 - Parts **5** and **9 of the YC Manifesto** were also often raised by this Question



Analysis of Card #6

- **Main Questions:** Do they connect their answer with the concept of **Ubuntu** either by using the word or by describing the concept (mutual responsibility, common humanity, practical help to each other, “seeing” each other/“Sawubona*,” sensibility that we rise and fall together)? Do they use “I” or “we” pronouns in their answer? Do they offer a practice to engage in in order to answer the 2nd part of the question?
- **All participants answered the question**
- Two kinds of answers: more **pessimistic** or more **positive**
 - Examples of Pessimism: “We have not moved forward in nation building.” (PL #3) or “I have never encountered a more selfish environment.” (BL #8)
 - Examples of Positivity: “I love that quote, and for me I turn Maslow [hierarchy of needs] upside down” (RL #2)
- This question served as a great **opportunity for connecting**
 - In **eight conversations**, where Youth Capital initiated or responded with a mention of Ubuntu, the other participant agreed and also referred to Ubuntu
 - Some told **small stories or anecdotes to appeal to the others’ emotions:**

“Some get out of a warm bed into a hot shower, walk down stairs, have a full breakfast, hop into a car, zip on down the highway and head to work within twenty minutes, and some live in a shack, have to get up at 4am, without running water, walk 30 minutes, catch a taxi for 2 hours, get to the office, and they don’t have a chance to have a meal, and are expected to have started from the same place!” (BL#4)

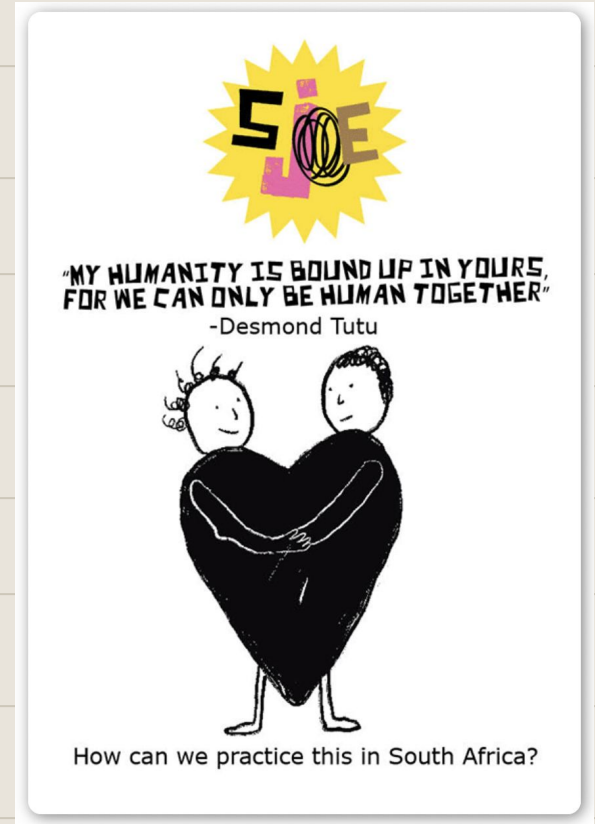


*Zulu greeting that translates as “I see you”

Analysis of Card #6 cont.

“I don’t understand how you can drive your car, and see shacks on the side of the highway and not be moved, and have awareness.” (PL #2)

- In conversation where one person offered stories directly afterwards, there was back and forth conversations between the participants, and they often used each others names, **opening the space for the exchange of more stories**
- The **concept of empathy** emerged very often as part of conversants answers to this question



“I want to be a good ancestor, and ensure we have moved the dial on this issue (youth unemployment)”

Business Leader: Nicola Galombik

Often, we hear older individuals describe how they are “passing the baton” to the next generation in the fight for equality. What Nikola described serves as a reminder to adults to do everything they can to support the youth and bring real change. You should not just “pass the baton” without doing everything in your power first.

Analysis of Card #7

- **Main questions:** Do the conversants use “I” or “we” pronouns in their answer? Do they name a specific issue they stand up for?
 - 16/20 conversants use “I” language
- Trends in groups:
 - 100% of Political Leaders gave answers and tangible actions to support their cause
 - ~78% of Business Leaders
 - 80% (4/5) of Religious Leaders (note: We use 5 as the denominator here because Archbishop Makgoba did not play this card)



Analysis of Card #7

PL #2:

“A country that is built on **justice**,” “my work every day is trying to redress [inequality]”

BL #5:

“I stand up for **transformation**,” “economic **participation** of previously marginalized groups,” “first-gen entrepreneurs”

RL #6:

“Post capitalist world,” “spiritual work to address **generational trauma**”

BL#7 Context: Conversant is referring to equality - “Full equality is utopian”

“Just because you can’t achieve it doesn’t mean you should not fight for it”

PL #5:

“Work is one thing; ownership of the economy is another”

Analysis of Card #8

Main Questions: What individual steps does the conversant commit themselves to? How do they frame their answer—from an individual standpoint or a collective?

11 (55%) conversants answer this question using predominantly I pronouns, the others answer with “we” or “you”

Common responses:

Mentoring

“Mentoring and sharing experiences with youngsters” -BL#4

“I never say no to a teaching job” -RL#6

Creating spaces for young people

“Getting strategic partnerships that share the same value to scale impact” -BL#5

“Giving young people in the congregation a chance to speak” - RL #2

“Fight to remove barriers to exclusion” - PL #1

Having conversations with and listening to

“And [young people] can also teach us” - RL #4

Parts **4** and **8** of the **YC Manifesto** were also often raised by this Question



Analysis of Card #9 - “Engaged” answer examples



1. Brett Herron: PL
2. Raymond Ndlovu: BL
3. Jaamia Galant: RL

Analysis of Card #9

- Are people actually listening to each other?
- Question nine provides an opportunity for conversants to demonstrate that they have been **listening** to their partner as they are asked to **recall** a moment from the conversation that **taught** them something
- 75% of conversants had an answer we deemed as “**engaged**” using the following criteria:
 - Did they say the YC representative’s **name**?
 - Is the answer to the **second part** of the **question specific**?
 - Did they **recall** and **mention** a **particular** thing the YC representative said?
 - Is their learning something **new** for them or something the other person **reinforced**?



What's one thing the other person has taught you today,
AND WHAT DO YOU WANT TO DO BECAUSE OF IT? COMPARE.



Did the conversation alter the participants' thinking about youth unemployment ?

We evaluated this through an open-ended question on both the pre and post-surveys:

Based on what you know now, what do you think is the biggest cause of youth unemployment in South Africa?

Politicians and Government Officials

3/5 conversants changed their answer to this survey question

One person (# 3) changed their answer from “insufficient work opportunities” → “**policy and** lack of opportunities”

One changed their answer in a material way:

#4: “Education” → “lack of **policy** certainty and will to implement”

One refined their answer

#2: “Lack of support” → “lack of social networks”

In the cases where the conversant changed their answer materially or refined it, the new idea **emerges as a result of back-and-forth** with Youth Capital. For example, “social networks” emerged in card 2 of the conversation, and came up throughout the remainder conversation

Religious Leaders

4/6 conversants changed their answer to this survey question

In situations where the answer changes, the conversation allows the conversant to develop these new or clarified ideas in a back-and-forth

One religious leader (#1) did not answer the question on the pre-survey, but chose to answer on the post: "no political will to prioritize Youth and mismatched qualifications"

One religious leader (#3) changed his answer from poor education, skills mismatch, and "brainwashing and socialization" towards "not trusting in themselves to make it out" → "**Dependency syndrome** where people do not have the **consciousness to be entrepreneurial**"

Business Leaders

5/9 conversants changed their answer to this survey question

“Slow economic growth” →
“Slow economic growth and unreasonable entry level requirements” - BL #5

Addition of “So they don’t spend 2/3 of salary on transport and barely have money to live. Quality of education and opportunities for work” - BL #1

One answer changed entirely:

One person (# 9) changed their answer from “A system developed that leaves people feeling demotivated and like they are owed something.” → “**A lack of role models in communities and opportunities that are grabbable.**”

In the case where the answer changed entirely, the new idea **emerged as a result of back-and-forth** with Youth Capital. For example, Youth Capital cited the amount of spaces available at the University of Johannesburg and the overwhelming amount of applications received

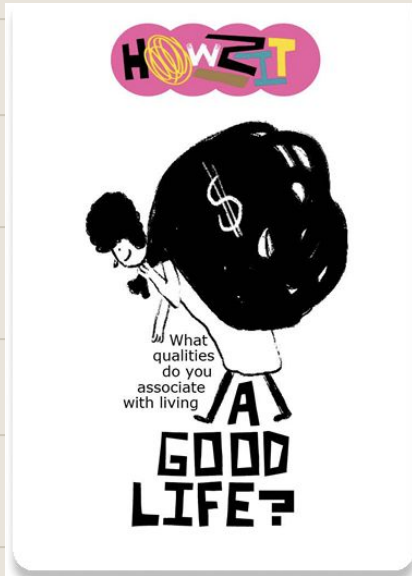
So what?!

- 11 out of 20 participants **changed their answers** to the question, “What is the main cause of youth unemployment in South Africa?” after their conversation
- These changes often reflected specific moments in the **dialogue** when participants learned **something new**, **felt affirmed**, or had the space to **think out loud**
- In many cases, participants directly **incorporated** something raised in the conversation into their revised **answer**, showing how the exchange **shaped** their thinking
- When participants truly **listened** to one another, their responses revealed a **shift** in perspective and a **willingness** to **engage** and **grow** through dialogue.

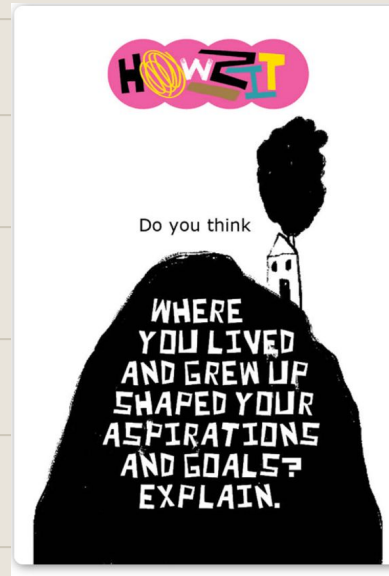
The YC Side of The Conversation

Impact of having conversations on
Youth Capital

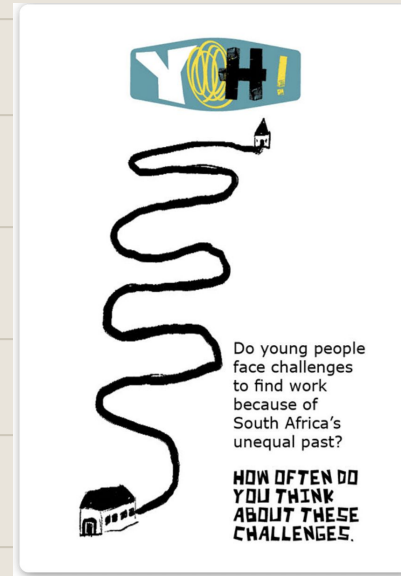
Favorite Cards?



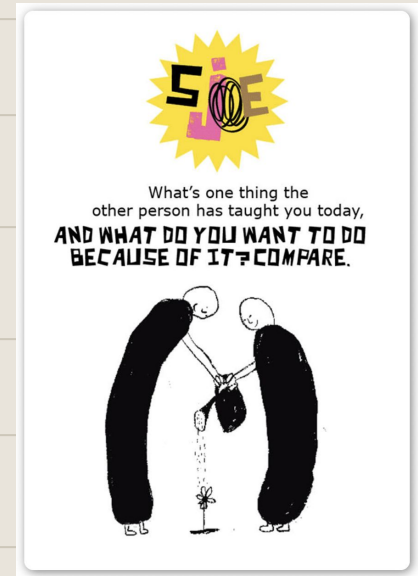
Zubenathi



Zubenathi



Sibabalwe & Nape



Clotilde

Have you learned anything about yourself through having these conversations?

- “My true power, what moves me, and why I do this work.” – Clotilde
- “I’m a good listener” – Zubenathi
- “It is OK to listen to people with different perspectives from mine” – Nape
- “A part of me was intrigued to have conversations with [religious leaders], but another was hesitant, even though I recognised that they played a crucial role in who we were as a people in the past, and who we are now.” – Siba

Was there any conversation where that person taught you something? Please name the person and describe your learning.

- “I think overall **all the conversations** reminded me that people want the same things, regardless of your background – and this is an important premise for any conversation. Also the fact that creating a personal relationship with these individuals has helped me see how we could really work together in the future.” – Clotilde
- “**Archbishop Makgoba** encouraged me to shift my focus from dwelling too much on the past to actively seeking ways to confront injustices and tackle the challenges we face in today’s world with a mindset rooted in peace and reconciliation. Although this message isn’t new to me, I find it personally difficult to fully embrace, especially as someone who continues to live with the lingering and very real effects of apartheid. Still, his teachings push me to make space for both the necessary reflection on the past and the hopeful pursuit of a more just and equitable future.” – Zubenathi

Was there any conversation where that person taught you something? Please name the person and describe your learning.

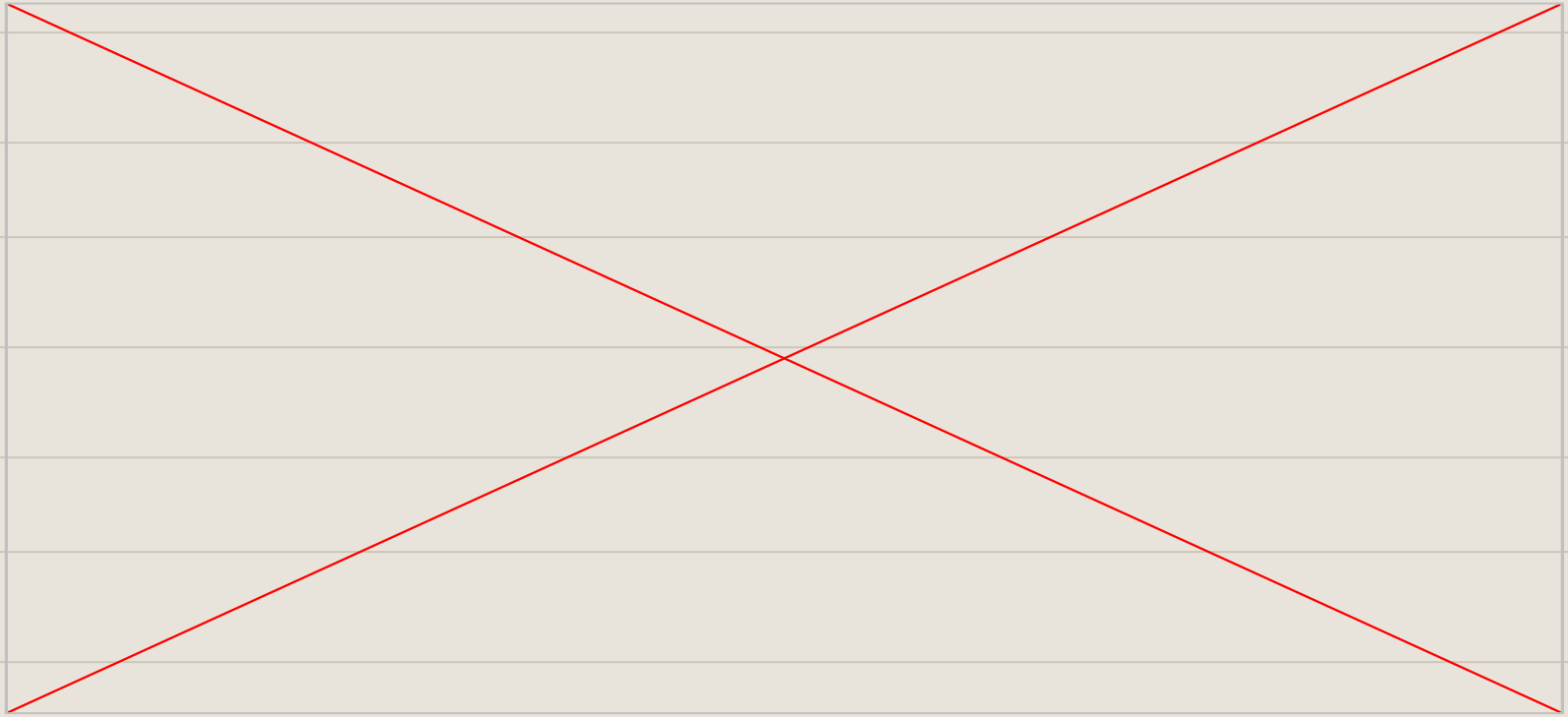
- “Yes, **Nicola [BL #2]** has a fascinating way of speaking about the challenges that young people face- it was a learning for me because even though I know the challenges, at times it is difficult to find the right words to describe them.”
- Nape
- “[Referring to **Raymond Ndlovu BL #4]** There are things that you subconsciously know but someone just unlocks your subconscious and puts it in words, expanding your thought and shining a light to the things you take for granted. The Imam [**A. Rashied Omar RL #2]** taught me the importance of being true to self. Note the good and bad. Self-reflections require humility.”
- Sibabalwe

Reflections

Some of our learnings

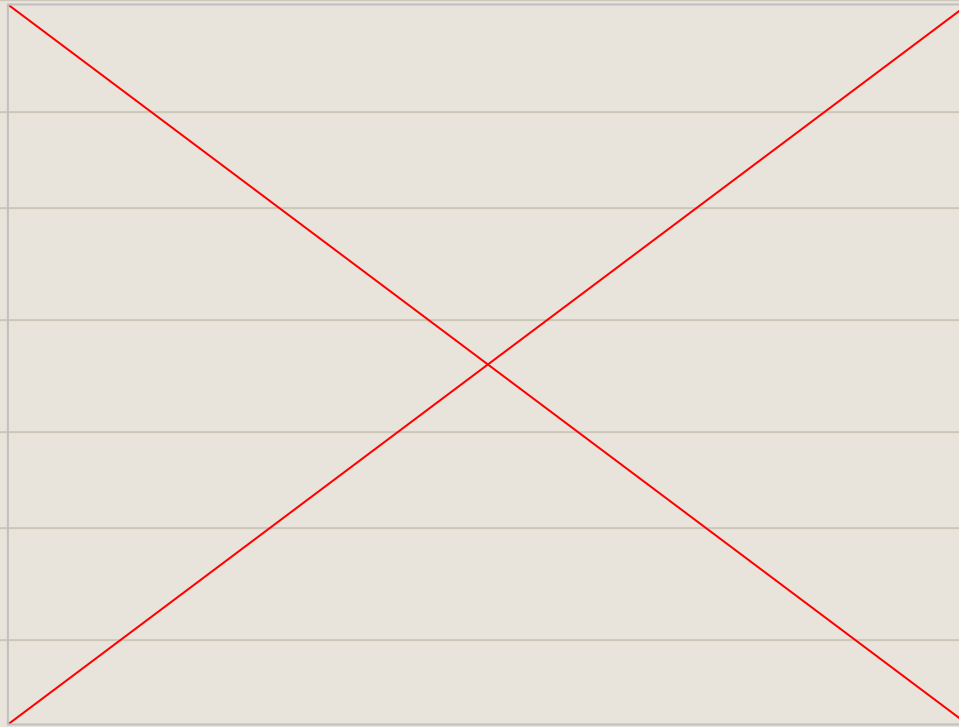
The conversation game allows people to...

Think again on something



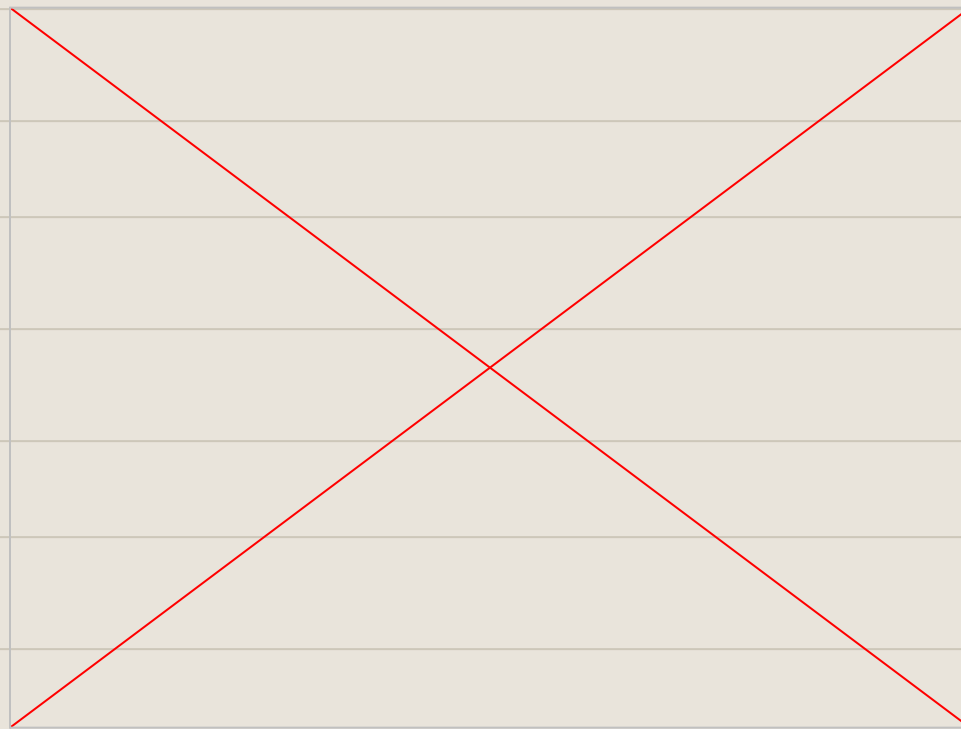
Raymond Ndlovu (BL)

Change their mind on certain issues/conceptions



Sebastian Daniels (BL)

Clarify and develop their own ideas by building off each other



Joy-Marie Lawrence (BL)

Expand on existing relationships



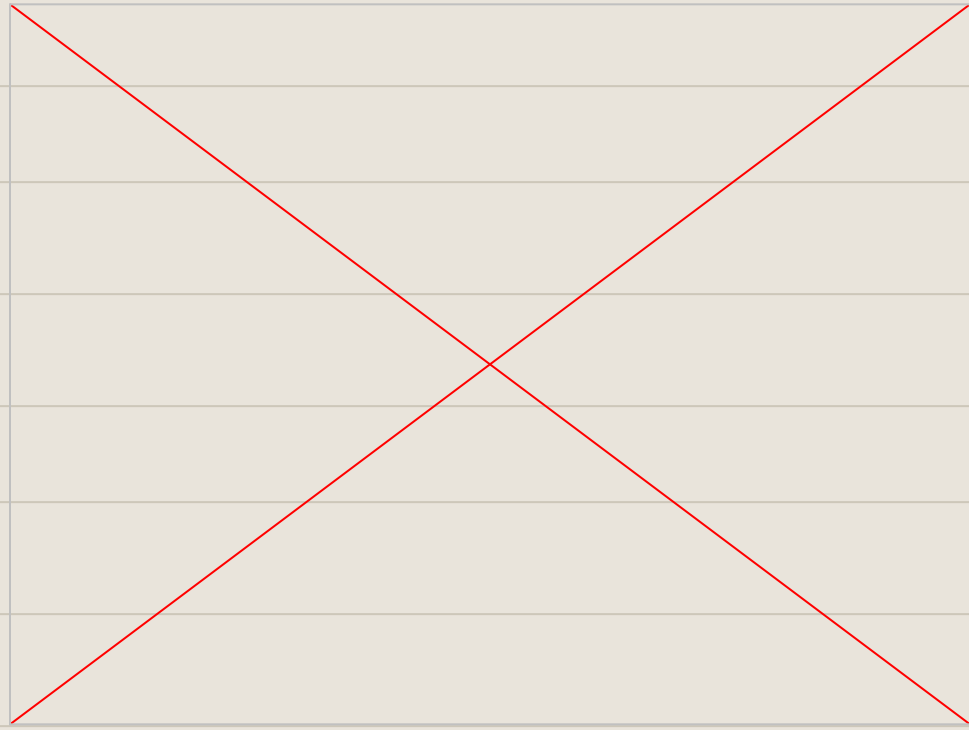
Nicola Galombik (BL)

Connect with others at a human level



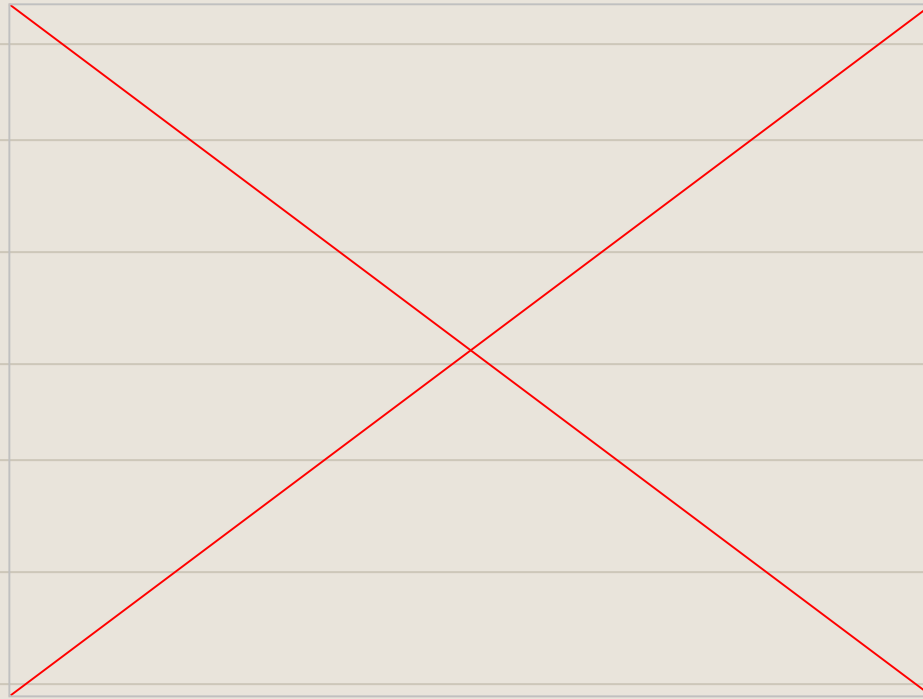
Bongani Khuzwayo (BL)

Disagree and correct each other on important points



Mesh Pillay (BL)

Share parts of their lives that are deeply meaningful to them and for them to get glimpses of the sources of their energy for what they do



Archbishop Thabo Makgoba (BL)

**All of these moments
included Youth Capital, who
brought in different statistics
and perspectives.**

**What happens when YC is not
present?**

Our suggestion:

- Creating cards with key statistics and stories that YC shared throughout the conversations, so that even when the conversants aren't familiar with the research, it's still part of the conversation

- These cards could be added to the reminder cards as a way to ensure participants have facts in front of them to ground them if a YC member is not there
- The stories could be linked to QR codes either to video clips or audio recordings of people's experiences (to ensure there is always a different voice included)

Some examples:

Not yet linked to a specific video clip on YC website



REMINDER

Listen to someone's story here:



REMINDER

There were over **1 million applications** for the **South African Police Service (SAPS) Basic Police Development Learning Programme (1)**.

REMINDER

There were over **693,990 applications** for the **University of Johannesburg** for approximately **10,900 undergraduate spaces (2)**.

Further Suggestions for the Cards:

- We have found that participants often do not completely answer the cards with two-part questions
 - For example: Do young people face challenges to find work because of South Africa's unequal past? How often do you think about these challenges?
 - To combat this, we suggest limiting card prompts to a single substantial question
 - Do young people face challenges to find work because of South Africa's unequal past? (Card 1)
 - How often do you think about the challenges young people face to find work? (Card 2)
- We also suggest implementing less leading questions
 - So instead of "Do young people face challenges to find work because of South Africa's unequal past?"
 - You could ask: Why do young people face challenges to find work? (Card 1)
What challenges do they face? (Card 2)

Here are the conversants who expressed an interest in doing more who YC could potentially reach out to in the future

Conversants who mentioned “making space” for young people:

- Rev. Desmond Lesejane
- Jaamia Galant
- Sebastian Daniels
- Cameron Dugmore

Conversants who specifically mentioned working with YC:

- Bongani Khuzwayo
- Nadia Mansoor

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We are incredibly grateful to have worked with Professor [Catherine A. Admay](#) throughout the **entirety** of this project. We have had the pleasure of **thinking** and **working** with Professor Admay before, during, and after our stay in Cape Town to **complete** our project goals.



Left to right: Tyler Rogers, Lizeth Rocha Rocha, Prof. Catherine Admay, Kate Westlake

Acknowledgments

We are grateful for the co-thinking and collaboration of:

- Clotilde Angelucci
- Sibabalwe Nobandla
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- Buhlebethu Magwaza
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- Rev. Abigail Hopley
- Justice Albie Sachs
- Vanessa September
- Nyarai Chirambwe
- Advocate David Borgstrom
- Advocate Megan Viljoen
- Dr. Seeraj Mohamed
- Dr. Robert Garlick
- All of our Uber drivers during our time in Cape Town

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8. Youth Capital "Community Talk: Controlling the Storyline" with panelists Tseliso Monaheng, Lisa Adams, and Refilwe Chiloane moderated by Ayesha Ralekgetho. Online Conversation. 18 July 2025.

Sources Consulted-Linkedin & Introductory Sources

- [Nadia Rinquist](#)
- [Brett Herron](#)
- [Khalid Sayed](#)
- [Cameron Cyster](#)
- [Cameron Dugmore](#)
- [Archbishop Thabo Makgoba](#)
- [Imam A. Rashied Omar](#)
- [Rev. Sikawu Makubalo](#)
- [Jaamia Galant](#)
- [Rev. Desmond Lesejane](#)
- [Joy-Marie Lawrence](#)
- [Nicola Galombik](#)
- [Nadia Mansoor](#)
- [Raymond Ndlovu](#)
- [Bongani Khuzwayo](#)
- [Derek Pead](#)
- [Darrell Dawson](#)
- [Mesh Pillay](#)
- [Sebastian Daniels](#)

Along with links imbedded on
introduction slides 12, 13 and 14



THANK YOU!

Left to right: Tyler Rogers, Sibabalwe Nobandla, Lizeth Rocha Rocha, Prof. Catherine Admay, Nape Senong, Zubenathi Pinda, Kate Westlake, Clotilde Angelucci, Buhlebethu Magwaza

Appendix

Rationale for Cards + Card Order

[1] What qualities do you associate with living a good life?

This card helps open the conversation with a seemingly easy question, but could generate various personal insights and perspectives into one's idea of what qualities they associate with a good life. Furthermore, while reflecting on what they believe comes with a good life and exploring their personal experiences that led to their conclusion, ideally, this will lead to a cognitive and emotional shift based on their eventual evaluation into their privileges that led them to come to this belief. Additionally, based on the other conversant's response, hopefully, they will be able to better place themselves into the lives of unemployed youth and be better equipped to reflect on how their own perceptions of a good life might differ.

[2] What has been your personal experience of making money and accessing opportunities? Why?

This card invites both players to share a bit of their past. Hopefully, this would introduce players to issues with the pathway to employment they may not previously considered OR shows that the issues they may have faced while gaining employment are more common than they believed. This opens the conversation of inequality when finding employment and how the experience of finding employment is not the same for everyone. It also builds on the more personal nature of the first question, creating the foundation for a fruitful conversation.

Rationale for Cards + Card Order

[3] Do you think where you lived and grew up shaped your aspirations and goals? Explain

This question encourages participants not only to deepen their connection with one another but also to engage in meaningful introspection. By exploring their lived experiences and the privileges they may have had, as reflected in their current goals and aspirations, participants are prompted to consider how vastly different life trajectories can emerge based on one's birthplace or access to opportunities. Ideally, this will lead to a cognitive shift in how they perceive success and life accomplishments, fostering empathy for those whose circumstances differ from their own. Ultimately, the card was chosen to help participants better understand the challenges facing today's youth, while reflecting on the barriers, or lack thereof, that have shaped their own concept of dignified employment. It is a next step up from the previous question, and bridges into the following question.

[4] Do young people face challenges to find work because of South Africa's unequal past? How often do you think about these challenges?

This card has two important questions. The first question invites both players to consider the systematic inequalities that cause further disparities and higher levels of youth unemployment for black and coloured youth. The question then creates a bit of an awkward feeling if a player realizes they have the privilege to not often think about these challenges. This would hopefully push that player to reconsider the level of importance they had previously given youth unemployment. This question is intended to focus the attention of political leaders or their staff on this issue, in case this isn't already on their radar.

Rationale for Cards + Card Order

[5] How do you feel when you hear young people are lazy and waiting for handouts?

This question explores both the cognitive and emotional responses of the conversant regarding a common stereotype about youth unemployment. Cognitively, it encourages the respondent to reflect on their beliefs or judgments about young people's attitudes toward work and economic independence. Emotionally, it probes the feelings that arise when confronted with this stereotype (such as frustration, empathy, anger, etc). By combining these aspects, the question uncovers deeper attitudes and experiences that may influence their perceptions of youth unemployment. In turn, this question reveals what the respondent thinks and feels about these societal narratives, and offers further insight into their view on youth unemployment as an individual vs. systemic problem (in an indirect way). It reframes the previous question and can act as a check: if the conversant agreed that young people face challenges to find work because of South Africa's unequal past but believe they are waiting for handouts, why might that be? What if they answer no to the previous question but yes to this one? The more aggressive wording of this question probes into whether people are being completely honest, or whether they are just providing answers they think YC wants them to say.

Rationale for Cards + Card Order

**[6] “My humanity is bound up in yours, for we can only be human together.” - Desmond Tutu
How can we practice this in South Africa?**

Echoing the philosophy of Ubuntu from Desmond Tutu’s quote, this question fosters participants' reflection in how they practice Ubuntu in their own lives. Ubuntu, which emphasizes a shared sense of humanity and the moral imperative to help others simply because they are human (“we are all brothers because we are humans together” is the way our coloured Uber driver, Fahiem, put it), serves as a powerful tool for encouraging introspection and ethical actions. By inviting participants to consider their own personal engagement, or lack thereof, in supporting youth, this question seeks to foster cognitive, emotional, and behavioral change. Furthermore, this question is expected to be particularly effective among participants categorized as religious leaders, as it is often aligned with core values commonly held within these communities. Additionally, we also anticipate that the response from these participants will be extremely insightful, which will ultimately enhance the overall analytical value and impact of this card. It breaks up the overt questions about youth unemployment that come before it, and guides the conversation to a new tone.

Rationale for Cards + Card Order

[7] Thinking about the 1976 Uprising, what are you standing up for today?

This card invites both participants to plainly state what they are fighting for today, if anything at all. This could provide for insight on what both participants find to be a significant issue within society that needs to be addressed and supported. It offers space in the middle of the conversation for the Youth Capital participant to share more about the work they are doing and the goals of the organization, or just how dire the unemployment issue is. This question is also meant to probe the business leaders and political leaders. It offers further context into the work they are doing, and can provide a natural space for discussion on how that issue is related to youth unemployment. If a participant answers that they do not actively stand for anything, hopefully this uncomfortableness of giving that answer will invite them to stand for issues affecting their community (hopefully youth unemployment is one of them!). We predict that this question will have differences between the sectors. This question, like the previous, shifts the conversation away from youth unemployment specifically, and guides them into the next one about standing up for young people.

Rationale for Cards + Card Order

[8] How could you support young people more, today?

This question, following the discussion of Ubuntu, solidifies the transition from words to action. The participant will have just described ways to cultivate more empathy and mutual concern among South Africans, and that focus will be shifted toward young individuals and potentially toward youth unemployment. This is the first time the participant will have to explicitly reflect on the actions they could take following the conversation they just had, and it parallels nicely with the following question of what they will do in their own life (if anything). The phrasing of could is less abrasive than questions that ask what they will do in the future, and the initial exposure offers a space for reflection.

[9] What's one thing the other person has taught you today, and what do you want to do because of it? Compare.

Positioned just before the post-conversation survey, this question invites participants to reflect on recent interpersonal learning. Following Rubin and Rubin's "Qualitative Interviewing" (2012), using both spoken dialogue and written survey as different modes of probing promotes richer reflection and reduces superficial or socially desirable answers. This question provides a meaningful end to the conversation, creates a space for a summary on the topics discussed, and integrates the cognitive and emotional elements of the conversation experience. It also offers up a space for further connection and mutual respect, which could expand Youth Capital's allies/supporters for the future.

Pre-Conversation Survey: Section One (Demographic Information)

1. Age: _____
2. Gender:
 - a. Male
 - b. Female
 - c. Other / Prefer not to say
3. Place of residence:
4. What is the job your mother does now or the last one she did?
5. What is the job your father does now or the last one he did?
6. Do you have children aged 16-34?
 - a. If yes, what age band are they in?
 - i. 16-18
 - ii. 18-26
 - iii. 26-34
7. Do you have children aged 0-16?
 - a. If yes, what age band are they in?
 - i. 0-5
 - ii. 6-11
 - iii. 12-16
8. **Current Employment Status** [check all that apply]:
 - a. Self-employed
 - b. Employed full-time in the formal sector
 - c. Employed part-time in the formal sector
 - d. Unemployed in the formal sector, looking for work
 - e. Unemployed in the formal sector, not looking for work
 - f. Employed full-time as a caregiver in the family economy
 - g. Employed part-time as a caregiver in the family economy
 - h. Employed full-time in the informal sector
 - i. Employed part-time in the informal sector
 - j. Student
 - k. Caregiver
 - l. Other: _____

Pre-Conversation Survey: Section Two (Understanding Youth Unemployment)

(Rationale in green)

9. How **important** of an issue is **youth unemployment** in South Africa? (This question intends to gauge the participant's understanding of the issue and whether or not they believe it is a significant issue. This question will be asked again in the post survey.)

(1 = Least important, 7 = Most important)

1 2 3 4 5 6 7

10. Have you or someone you know **experienced** youth unemployment? For **how long**? (We are seeking to find how personal this issue is and how close the participant is to it)

11. What **knowledge sources** do you draw on to **understand** youth unemployment? (Select all that apply) (Where does the participant get their knowledge of youth unemployment? Could this have a relation to how important they believe it is?)

- a. Personal experience (you or someone you know)
- b. Conversations with friends or family
- c. Academic or school learning
- d. Workplace or professional experience
- e. Social media (Facebook, Twitter, WhatsApp, etc.)
- f. News media (TV, radio, newspapers, online articles, blogs, podcasts, etc.)
- g. Community organizations or NGOs
- h. Government reports or official statistics
- i. Other (please specify): _____

Pre-Conversation Survey: Section Two (Understanding Youth Unemployment)

12. Based on what you know now, what do you **think** is the **biggest cause** of youth unemployment in South Africa? (Does the participant think that youth unemployment is more of a systemic issue or personal issue?)

13. Do you think the South African **government** is doing enough to lessen youth unemployment? (Is the government supporting finding the solution to youth unemployment?)

(1 = Not enough at all, 7 = Enough)

1 2 3 4 5 6 7

14. Do you think the South African **business sector** is doing enough to lessen youth unemployment? (Are business leaders doing enough to support youth unemployment?)

(1 = Not enough at all, 7 = Enough)

1 2 3 4 5 6 7

15. Rate your agreement with the following statement: (Often, people hold far more power for change than they think. Does the participant believe they can support youth unemployment and do they know how?) I **know** how I can use **my resources** to **reduce** youth unemployment.

1 2 3 4 5 6 7

Post-Conversation Survey

1. In Cape Town, have you had a chance to visit the “**Speak Truth to Power**” Exhibit at the Old Granary about the **church’s involvement** in the struggle against apartheid?
 - a. Yes
 - b. No
 - c. Not yet, but I would like to
2. Have you had a **meal** with someone who is from a very **different economic background** from yours? (Does the participant know of other experiences that are not similar to theirs or do they stay in a bubble of similarity?)
 - a. Yes
 - b. No
3. How did that come about? (Are these meals intentional?)
4. In the last 30 days, how many conversations of 5 minutes or more did you have with a young person (including in your household) aged **16-26**?
5. In the last 30 days, how many conversations of 5 minutes or more did you have with a young person (including in your household) aged **26-34**?
6. How **important** of an issue is youth unemployment in South Africa? (1 = Least Important, 7 = Most Important) (How has their answer to this changed after the conversation?)

1 2 3 4 5 6 7

7. Based on what you know now, what do you think is the **biggest cause** of youth unemployment in South Africa? (Did they learn something new from the conversation that they incorporate to their answer?)
8. Do you think the South African **government** is doing enough to lessen youth unemployment? (1 = Not enough, 7 = More than enough) (Did the conversation change their answer?)

1 2 3 4 5 6 7

9. Do you think the South African **business sector** is doing enough to lessen youth unemployment? (1 = Not enough at all, 7 = More than enough) (Did the conversation change their answer?)

1 2 3 4 5 6 7

Post-Conversation Survey

10. Rate your agreement with this statement (1 = Strongly Disagree, 7 = Strongly Agree): I am **motivated** to take actions that can reduce youth unemployment. (Does the participant plan to take action towards solving youth unemployment?)

1 2 3 4 5 6 7

11. Rate your agreement with this statement (1 = Strongly Disagree, 7 = Strongly Agree): I **know how** I can use my resources to reduce youth unemployment. (Did the conversation help the participant think about their role in solving youth unemployment?)

1 2 3 4 5 6 7

12. What **steps** do you **intend to take** to reduce youth unemployment in the next year?

13. What actions would you consider taking to help your community in the next year? Check all that apply.

- Buying data for a young person to look for a job
- Offering transportation money for a job interview
- Tutoring
- Reviewing a CV
- Mentoring
- Asking people you know for opportunities
- Checking in on someone throughout their job search

14. Other: Would you be willing to complete a longitudinal survey, in a year's time (June/July 2026)?

- a. Yes
- b. No

15. If so, please note the email/phone number/WhatsApp number you would like it to be sent to here?

Longitudinal (+1 Year) Survey

1. **In the conversation game you had with YC rep, what was your favorite card for you to speak about: (Was the conversation memorable and impactful enough for the participant to draw upon?)**
 - a. What qualities do you associate with living a good life?
 - b. What have been your personal experiences of making money and accessing opportunities? Why?
 - c. Do you think where you lived and grew up shaped your aspirations and goals? Explain.
 - d. Do young people face challenges to find work because of South Africa's unequal past? How often do you think about these challenges?
 - e. How do you feel when you hear young people are lazy and waiting for handouts?
 - f. "My humanity is bound up in yours, for we can only be human together?" -Desmond Tutu How can we practice this in South Africa?
 - g. Thinking about the 1976 uprising, what are you standing up for today?
 - h. How could you support young people more today?
 - i. What is one thing the other person has taught you today, and what do you want to do because of it?
2. **In the conversation game you had with YC rep, what was your favorite card for you to hear about the life experiences and ideas of the YC rep: (Did any of the answers they heard stick with them?)**
 - a. What qualities do you associate with living a good life?
 - b. What have been your personal experiences of making money and accessing opportunities? Why?
 - c. Do you think where you lived and grew up shaped your aspirations and goals? Explain.
 - d. Do young people face challenges to find work because of South Africa's unequal past? How often do you think about these challenges?
 - e. How do you feel when you hear young people are lazy and waiting for handouts?
 - f. "My humanity is bound up in yours, for we can only be human together?" -Demond Tutu How can we practice this in South Africa?
 - g. Thinking about the 1976 uprising, what are you standing up for today?
 - h. How could you support young people more today?
 - i. What is one thing the other person has taught you today, and what do you want to do because of it?

Longitudinal (+1 Year) Survey

3. What do you **remember** from your conversation game with a Youth Capital representative? It could be **anything**—something the other person said, something you said, something that **feels important** or not—whatever you distilled?

4. What do you **remember** about the YC reps **life experiences**? (Does the participant still remember any specifics from the other person from this 30 minute conversation?)

5. **Why** do you think you **remember** that? If you don't remember anything, **why** do you think that may be?

6. Likert scale: My life experience and the YC rep who I spoke with are very **similar** (1 = Least similar, 7 = Most similar)

7. **Why** do you think this?

8. Likert scale: My **perspective** on **youth unemployment** and the YC rep who I spoke with are **very similar** (1 = Least similar, 7 = Most similar) (Does the participant remember specific moments from the conversation where their perspective was challenged or reinforced?)

9. **Why** do you think this?

10. Likert scale: I remember the conversation game with YC rep in a **positive light** (thought provoking, fun, worthwhile)

(1 = Least positive light, 7 = Most positive light)

11. **Why** do you think this?

12. Likert scale: I remember the conversation game with YC rep as **helping me grow** in some way that **matters to me** (it could be about anything that matters to you) (1 = no growth, 7 = a great deal of growth) (Did the conversation feel impactful and important to the participant?)

13. **Why** do you think this?

Longitudinal (+1 Year) Survey

14. To what extent did your conversation last year influence your motivation to address youth unemployment?

- a. Much less motivated
- b. Somewhat less motivated
- c. No change
- d. Somewhat more motivated
- e. Much more motivated

15. What actions, if any, did you have a chance to take to reduce youth employment, since your conversation with Youth Capital?

- f. Participated in community awareness or advocacy campaigns about youth unemployment
- g. Assisted someone with job applications, CV writing, or interview preparation
- h. Supported youth entrepreneurship or skills training programs locally or nationally
- i. Volunteered with organizations working to address youth unemployment
- j. Mentored or encouraged unemployed youth in your community
- k. Partnered with small businesses
- l. Engaged with decision-makers to influence job creation strategies
- m. Developed or refined youth development strategies within organizations or government entities
- n. Advocated for policy changes, including critiques of broader economic systems
- o. Taught entrepreneurial and leadership skills to young people
- p. Continued or expanded youth-focused initiatives
- q. Created platforms for young artists and entrepreneurs to showcase their work
- r. Raised awareness about youth unemployment in various forums
- s. Increased internship opportunities and mentoring programs
- t. Supported youth employment through your organization/company
- u. None
- v. Other

16. Please share more (optional):

Longitudinal (+1 Year) Survey

17. How **important** of an issue is **youth unemployment** in South Africa? (1 = Least important, 7 = Most important) (How does this answer compare to the participant's answer on the pre and post survey?)

1 2 3 4 5 6 7

18. Do you think the South African **government** is doing enough to lessen youth unemployment? (1 = Not enough at all, 7 = Enough)(How does this answer compare to the participant's answer on the pre and post survey?)

1 2 3 4 5 6 7

19. Do you think the South African **business sector** is doing enough to lessen youth unemployment? (1 = Not enough at all, 7 = Enough)(How does this answer compare to the participant's answer on the pre and post survey?)

1 2 3 4 5 6 7

20. Have you had a **conversation** about **youth unemployment** since the research? (Has the participant engaged with youth unemployment in their personal lives?)

21. How have you **engaged** with **Youth Capital** since your conversation? For example, visited their website, attended an event, talked to a Youth Capital representative, purchased Thetha NgeUnemployment game, played the game, etc.?

22. If yes, **how often** do you engage **Youth Capital**?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Very often

23. Please share any positive stories or experiences related to youth employment since your conversation with Youth Capital last year?

24. What else do you want to let us know about? Is there a question we should have asked?

The use of AI

Research on efficient survey sizes:

- (DukeGPT) “What is the best size for a brief survey? How many questions should there be and what proportion should be multiple choice and short responses?”
- The team felt time would be better spent working to recruit participants to have an applicant pool that could be diverse in employment sectors in order to deliver YC findings that could be more accurate and

Research on participant pool sizes:

- (DukeGPT) “If I am conducting research on the effectiveness of conversations with 3 different groups, how many participants should I have in each group?”
- The team spent time figuring out the logistics of the research and found this search to be best used as a base moving forward. We decided on 3 groups of 5 which was a suggestion made for a study what was not presenting generalizations, instead informed findings.