



Western Cape  
Government



Western Cape Youth Development Strategy - 2013

# Western Cape Youth Development Strategy

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## ACKNOWLEDGEMENTS

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# FOREWORD

I am pleased to present the Western Cape Government (WCG)'s Youth Development Strategy (YDS). It goes without saying that the youth are the lifeblood of this province. And, to repeat a well-worn phrase, the youth are the future.

That is why we in the WCG want to make sure that by the age of 25, youth in the Western Cape have all the tools they need to take advantage of their opportunities, and are fully equipped to lead a life they value.

We want the youth to be educated, healthy and productive citizens who take responsibility for themselves and the society in which they live, and to whose welfare they contribute.

Our vision is of an "open, opportunity society for all" where every person – young and old – has the chance and the means to improve their lives and realise their dreams, regardless of the circumstances of their birth.

The most effective time in a person's life to equip them with the tools they need to flourish is between birth and the age of 25. The supporting environment needs to be right

and everyone has a role to play: parents and families through the responsibility they take and the guidance they give; whole communities through the norms they establish; institutions like churches and schools in the leadership they provide; and of course, the government, too, in the services it provides. This is what we call a "whole-of-society" approach.

The purpose of the YDS, then, is to create more support, opportunities and services for all young people to better engage with their environment and successfully transition into responsible, independent, and stable adults.

The Strategy focuses on young people in the 'pre-youth' phase between 10 and 14 years of age and the 'youth' phase between 15 and 24. It is based on five pillars: strengthening families, improving education and training, increasing access to economic opportunities,

giving youth a positive sense of belonging, and providing effective services and support to reconnect to society those youth who may have experienced social exclusion.

Facilitating youth development is a complex and serious challenge, but if everyone does their bit, we can take on the task. I hope you will read this Strategy with that in mind. After all, we are "Better, together".

**Helen Zille, Premier of the Western Cape**

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# EXECUTIVE SUMMARY

## Background

Youth are the heart and future of the Western Cape economy. Yet, the life chances of many young people are blighted.

The ages from 10 – 24 are critical for human development. It is the period where young people seek ways to meet their physical, material, emotional, mental and spiritual needs and to build the competencies and connections they perceive as necessary for their growth and development. How this process occurs is too important to be left to chance.

There is little systematic, coherent and reliable support for youth who are not part of a network of families, friends and community. Consequently, this process occurs without the necessary services, support and opportunities to guide their development in a positive manner. In the absence of positive ways to meet their needs youth will often engage in risky or unhealthy coping strategies to meet these needs – such as addiction, crime or membership of gangs.

The purpose of the Youth Development Strategy (YDS) is therefore to create more support, opportunities and services for all young people to better engage with their environment

(external and internal) and successfully transition into responsible, independent, productive, healthy and stable adults.

The Strategy focuses on young people in the ‘youth’ phase defined as 15 – 24 years of age and the pre-youth phase namely the 10 to 14 age cohort.

## Context

Young people in the Western Cape face similar challenges to those in the rest of South Africa and globally. The employment opportunities for young people have declined, the pressures on them have increased and more and more young people are adopting unhealthy coping strategies.

Families are one of the primary contexts impacting on a young person’s life. Family composition is a key feature of family life and one that has regularly been linked with risk-

taking behaviour. In the Western Cape 40% of young people at school live in two parent households, compared to just 26.8% of learners across South Africa. 32% of learners in the province live with a single parent (compared to 35.2% in South Africa) and 24% with another family member. A remarkably high percentage (4%) live with a non-family member compared to just 0.5% across the rest of the country.

Within these families young people in the province are exposed to high levels of criminality and violence. Over a quarter of school learners live in a household where the caregiver has been in jail, just under a quarter live in a household where someone uses drugs and about almost 15% live in households where someone is a member of a gang.

The risk taking profile of Western Cape youth is higher than that in many other provinces. Residents in the Western Cape have the highest daily exposure to smoking in the home. According to a UNODC survey of substance abuse, risk taking behaviour and mental health

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*Many of the unemployed are youth with 48% of our youth under 25 unemployed.*

of grade 8-10 learners in the Western Cape 44% of grade 10 learners are sexually active, 27.6% of youth at school are regular smokers, 22.4% of youth at school are daily drinkers, 10% are regular cannabis users and 2.5% are hard drug users.

Although the Western Cape's education system is one of the best in the country young people face huge educational challenges. Under a third of the population over 20 has a matric, 48% of learners entering the school system in grade 1 do not complete matric, of those who do complete matric just over a third get university entrance passes.

Education impacts on employment prospects. Substantial unemployment and unequal earnings characterise the South African labour market, with youth disproportionately affected. While the Western Cape has the lowest level of unemployment it is still alarmingly high at 25.4%. Many of the unemployed are youth with 48% of our youth under 25 unemployed. In the last five years the total number of jobs

in the Western Cape has not increased, jobs for low skilled young people have declined and jobs for those with a tertiary qualification have increased.

Globally more and more youth are not in education, employment or training (NEETS). The challenge of NEETS in the Western Cape is similar to the national profile. 32% of youth are NEETS compared to 33% in SA. These young people are not distributed evenly across the province. Instead they reside in particular communities.

In order to address these challenges, a number of priority areas have been identified for action based on the evidence at hand. These are family resilience, education, joblessness, exposure to violence and gangs, levels of exposure to trauma and connection to possibilities and opportunities.

## Whole-of-Society

The YDS provides a platform and tool for developing policies and programmes for young people in the Western Cape. It identifies a series of priority areas for action. The Western Cape Government will coordinate the implementation of the YDS. However it is not the only organisation responsible for the YDS. This is a whole-of-society strategy that requires the active involvement and commitment of all stakeholders and all spheres of government.

Finally, the Youth Development Strategy is focused on outcomes under the five pillars using a series of indicators as well as impact using three high level social and economic indicators.

## The Strategy

The goal of the Strategy is that by the age of 25 youth in the Western Cape are inspired, educated, responsible, independent, healthy and productive citizens with positive personal, family and social relations.

### The strategy is centred on five pillars as detailed below:

Pillar	Objective	Programmes
Family foundations	To have a critical mass of parents with effective parenting skills and support networks to support positive youth development	<ul style="list-style-type: none"> <li>• Family and parenting support</li> <li>• Health and psycho-social services</li> <li>• Health literacy</li> <li>• Community role models ambassador programme</li> </ul>
Education and training	To ensure youth are literate, numerate and prepared for life and work	<ul style="list-style-type: none"> <li>• Quality education</li> <li>• School retention</li> <li>• Structured afterschool activities</li> <li>• Skills development &amp; intermediation</li> </ul>
Economic opportunity	To provide opportunities for youth to have expanded work and labour market prospects	<ul style="list-style-type: none"> <li>• Improved connections between youth and jobs and links to work experiences</li> <li>• Subsidised work programme</li> <li>• Employment intermediation services</li> <li>• Financial literacy</li> </ul>
Identity and belonging	To ensure youth are able to identify with positive influences in their lives which promotes a sense of belonging and agency	<ul style="list-style-type: none"> <li>• Peer support and networks</li> <li>• Sport, music, art and culture opportunities as a tool for development</li> <li>• Youth spaces &amp; networks</li> <li>• Positive images of youth</li> <li>• Leadership development</li> </ul>
Reconnection opportunities	To facilitate the reconnection of youth by providing effective services and support to reconnect, strengthen resilience and enable positive development	<ul style="list-style-type: none"> <li>• Active programmes to engage disconnected youth</li> <li>• Positive footsteps programmes</li> <li>• Skills and work intermediation</li> </ul>



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# 1. Introduction



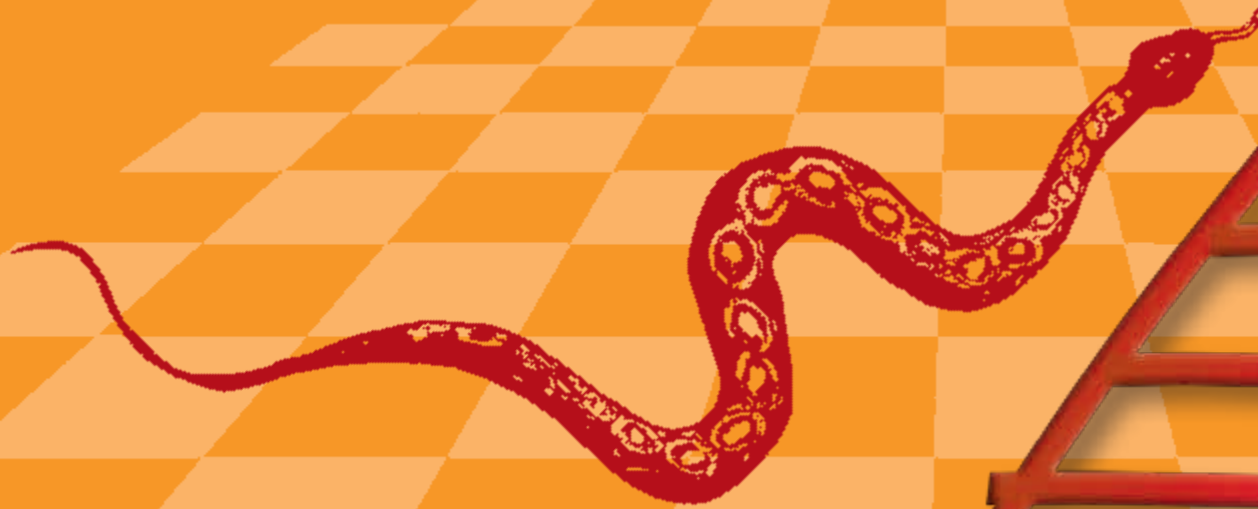
This document presents the Western Cape Youth Development Strategy (YDS). The strategy consolidates and builds upon many excellent current government and non-government initiatives. It is however not just a consolidation of existing work. The Strategy also provides an important road map for changing how youth development is supported and what investments are made.

The Strategy articulates how the Western Cape Government can, using a whole-of-society approach, in partnerships with non-governmental and private sector role-players, faith-based organisations and the youth of the province, create an enabling environment for all young people to thrive in the Western Cape. It does this by promoting youth inclusion, opportunity, choice and responsibility.

The YDS outlines the current context, where we want to get to and how we will get there. It articulates a multi-stakeholder vision and programme. It provides a youth lens in line with the recommendations of the National Development Plan, the 14 National Outcomes, and the provincial OneCape 2040 strategy, which is the overarching framework for the conception and implementation of provincial policies and programmes. The YDS provides a platform for harnessing the collective resources of society towards a coordinated and impactful youth development environment. It provides a framework for guiding investment – public and private.

The document begins, after this introduction, with a section explaining why a youth development strategy is necessary. This is followed in Section 3 by a conceptual framework for understanding youth development. Section 4 details the process of developing the strategy. Section 5 provides a snapshot of the data and a summary of the drivers of youth development emerging from this snapshot. Section 6 projects the data trends to 2040 as a basis for identifying priorities. Section 7 outlines the strategic framework. Section 8 fleshes out the strategy and priorities. Section 9 provides details of the vision in action. The document is drawn together in Section 10 with a commitment to action and an outline of the respective roles and responsibilities of different stakeholders.

## 2. Why a youth development strategy?



Youth are the heart and future of the Western Cape economy. Yet, the life chances of many young people are blighted.

## A critical stage

The ages from 10 – 24 are critical for human development. This is the period when young people seek ways to meet their physical, material, emotional, mental and spiritual needs and to build the competencies and connections they perceive as necessary for their growth and development. How this process occurs is too important to be left to chance. However, there is little systematic, coherent and reliable support for youth who are not part of a network of families, friends and community and who are living in dire circumstances of poverty. Consequently, for too many of our youth, this process occurs without the necessary services, support and opportunities to guide their development in a positive manner. In the absence of positive ways to meet their needs youth will often engage in risky or unhealthy coping strategies to meet these needs – such as addiction, crime, or membership of gangs.

Positive youth development takes time and requires a long-term investment in young people from conception to adulthood, but particularly in those in the ‘youth’ phase (defined as 15 to 24 years of age) and the pre-youth phase (10 to 14 years of age).

This period builds on the experiences of childhood. The foundational first nine years of a child’s life is a key determinant of life-time social, economic, behavioural and mental health outcomes. A YDS must therefore be implemented in tandem with an early childhood development strategy that focuses on building the requisite nutritional, emotional, educational and social foundations for youth development.

## Increasing stress on young people

Too many young people are arriving at adulthood unprepared. Globalisation, poverty and the increasing rate of social and technological change all place increasing stress on young people. Successfully adjusting and harnessing opportunities, especially in the context of poverty, requires skills and new approaches and attitudes.

## We can do better

There is a lot of evidence to suggest what is needed for young people to develop in positive ways. The youth need to be successful at school, in relating to friends and adults, at work and emotionally. The purpose of the Youth Development Strategy (YDS) is therefore to create more support, opportunities and

services for all young people to better engage with their environment (external and internal) and successfully transition into responsible, independent, productive, healthy and stable adults.

The strategy highlights the challenges facing our youth. It provides a framework for all stakeholders to rethink and reposition their services and support to ensure a coordinated and continuous basket of services and support to meet the needs of different age cohorts of youth, different categories of youth and youth in different circumstances, especially those most in need. This requires a coordinated, integrated and seamless programme over many years.

## We need to work together

In developing this strategy the Western Cape Government and its partners take co-responsibility with active citizens for improving the overall health and development of the next generation.

The goal is to improve the outcomes for youth of the hundreds of millions of rand spent on youth development in the province. We cannot afford the prospect of another generation of children born to parents who cannot provide for them financially, raise them effectively and guide them towards productive adulthood.

### 3. A conceptual framework for understanding youth development



Youth development is a process which starts with conception and involves young people successfully making a series of transitions into adulthood.

Positive youth development is shaped by the 'big picture' of where young people come from and what influences their world. The values in a society and community along with the institutions, organisations and media often determine the context in which communities, families and young people live and develop and what they consider to be important. The economic, social and environmental context frames what is possible in terms of jobs, income and opportunities. Further, the connections both within a community, family, peer group, and between these and other communities, families, peer groups, can either facilitate inclusion and opportunities or limit them. Together these factors impact on a young person's sense of what the future may or may not hold. This context or 'big picture' is represented by the outer circle in the conceptual diagram below. The extent to which young people 'develop' is contingent on their engagement with this context and environment.

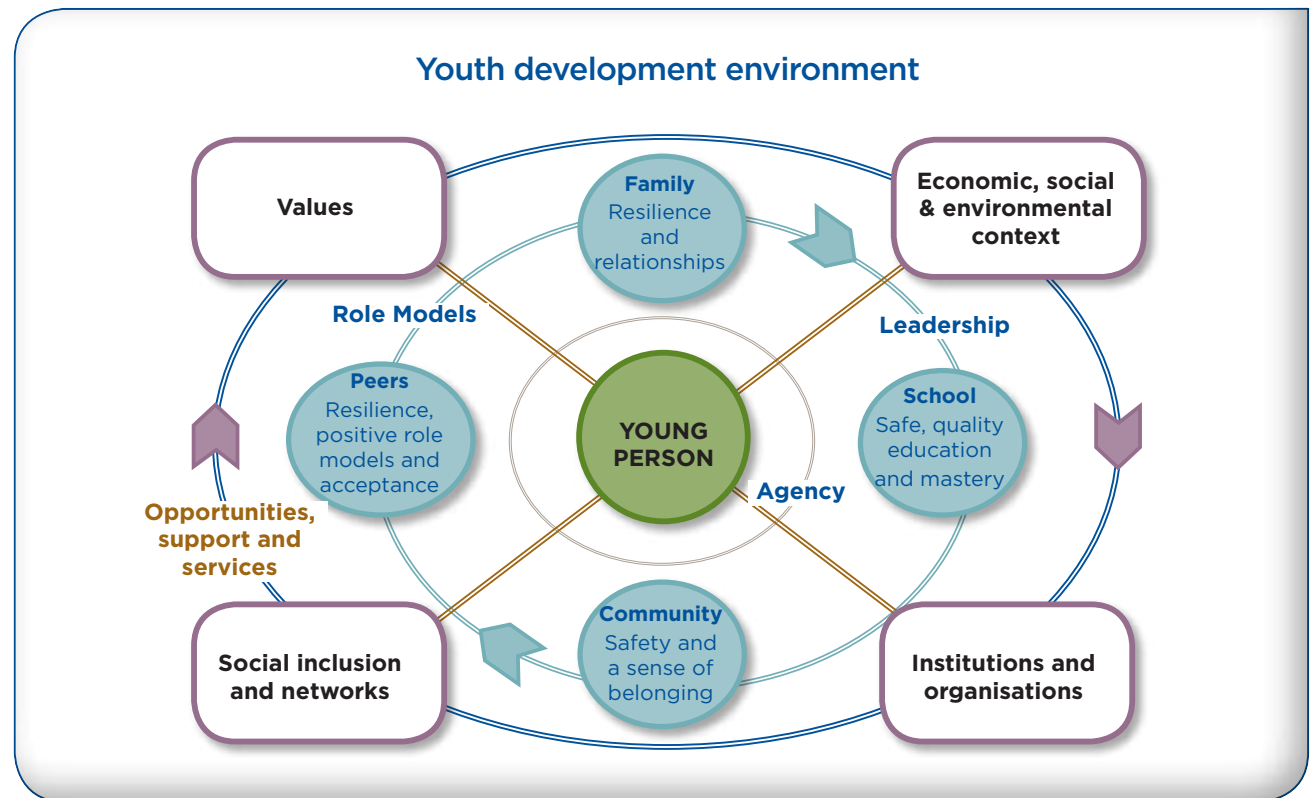
This context frames the institutions and community which are the primary vehicles for youth development namely the family, the community (physical and virtual) the school and a young person's peer group. Positive youth development is reliant on young people having bonded quality relationships with family members and/or adult role models as

well as relationships with peers. It is these relationships that determine how a young person engages with their context and their sense of agency.

Not all young people experience this context in the same way. Therefore a YDS needs to provide differentiated support to groups of youth with different needs. Youth development is therefore about providing a continuum of

services to support and increase life chances of all youth in the Province.

Further, the YDS recognises that young people require different kinds of support in different phases of their development. The next few paragraphs detail the various phases of development at a high level and some of the key outcomes needed for positive youth development.

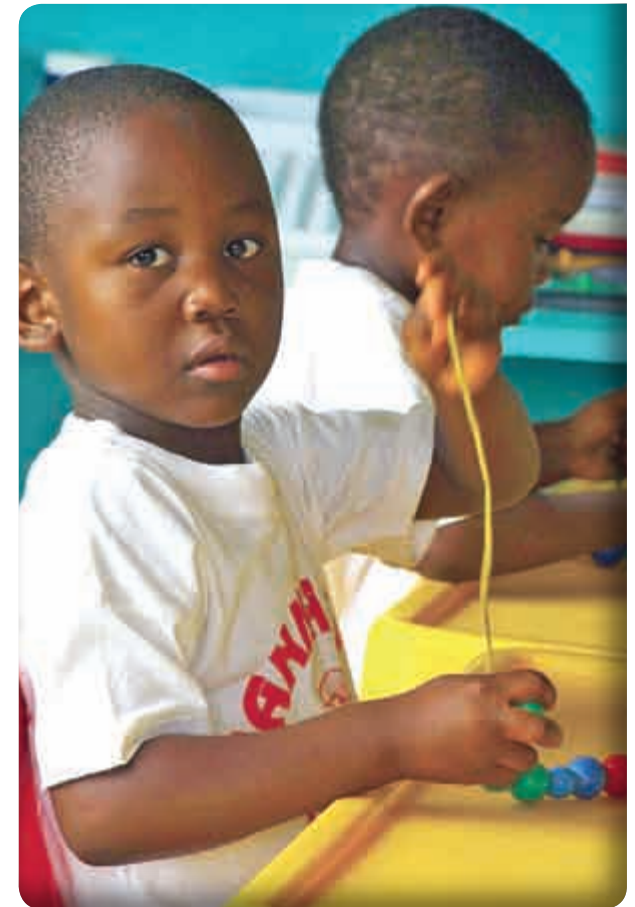


### Lessons from best practice:

- Youth Development (YD) is a journey that requires holistic and seamless support to enable a number of transitions
- YD is about supporting a young person to develop their capabilities rather than focusing on fixing a singular problem in a young person's life
- YD has to be for all youth while recognising the diversity of youth and offering different programmes to meet different needs
- Start early: Investments in the foundations are 4 to 8 times more cost-effective (DG Murray Trust, 2013) (DG Murray Trust, 2013)
- Enhancing resilience requires on-going services, support and development
- YD is rooted in access to connections – family, community, peer, economic
- A caring supportive adult is critical to making a difference in the life of a youth. Related to this, role models and mentorship are key to success when the family or schools do not provide them
- YD is multi-faceted and requires a collaborative partnership-based approach
- Evidence needs to inform actions

## Foundation: Conception to 9 years

The first few years in a person's life often determine their development trajectory into adulthood. This is a period of rapid physical, cognitive, linguistic, social and emotional development. It is in this period that trajectories linked to health, learning and behaviour are all established. Therefore, intervening in the early years offers the most promise for setting up a society for success. This requires that resources are made available to families and communities to support child development. The arguments for intervening in this phase are even more compelling in poor communities, which often lack the means to provide adequate nutrition, care and stimulation, as it provides an opportunity to level the playing fields. While steps can be taken at a later stage to remedy the lack of development opportunities in this early phase, these remedial interventions are costly and represent a loss of human potential. A YDS must be supported by an early childhood development strategy, which focuses on the early interventions and creates the foundations for positive youth development and risk reduction.



Byron la Hoe

*A YDS must be supported by an early childhood development strategy, which focuses on the early interventions and creates the foundations for positive youth development and risk reduction.*

## Pre- and early adolescence: Transition to adolescence (10-14 years)

The Western Cape Youth Development Strategy (YDS) targets youngsters in the pre- and early adolescent phase or the 10 to 14 age cohort. This is younger than the global

and national South African definition of youth which starts at age 15. The Western Cape has included this age cohort in its strategy as this is often the age cohort during which risk-taking behaviour and unhealthy coping strategies occur.

This is also the phase when young people develop their sense of identity, belonging and

self-worth. It is the primary educational phase where numeracy and literacy are developed.

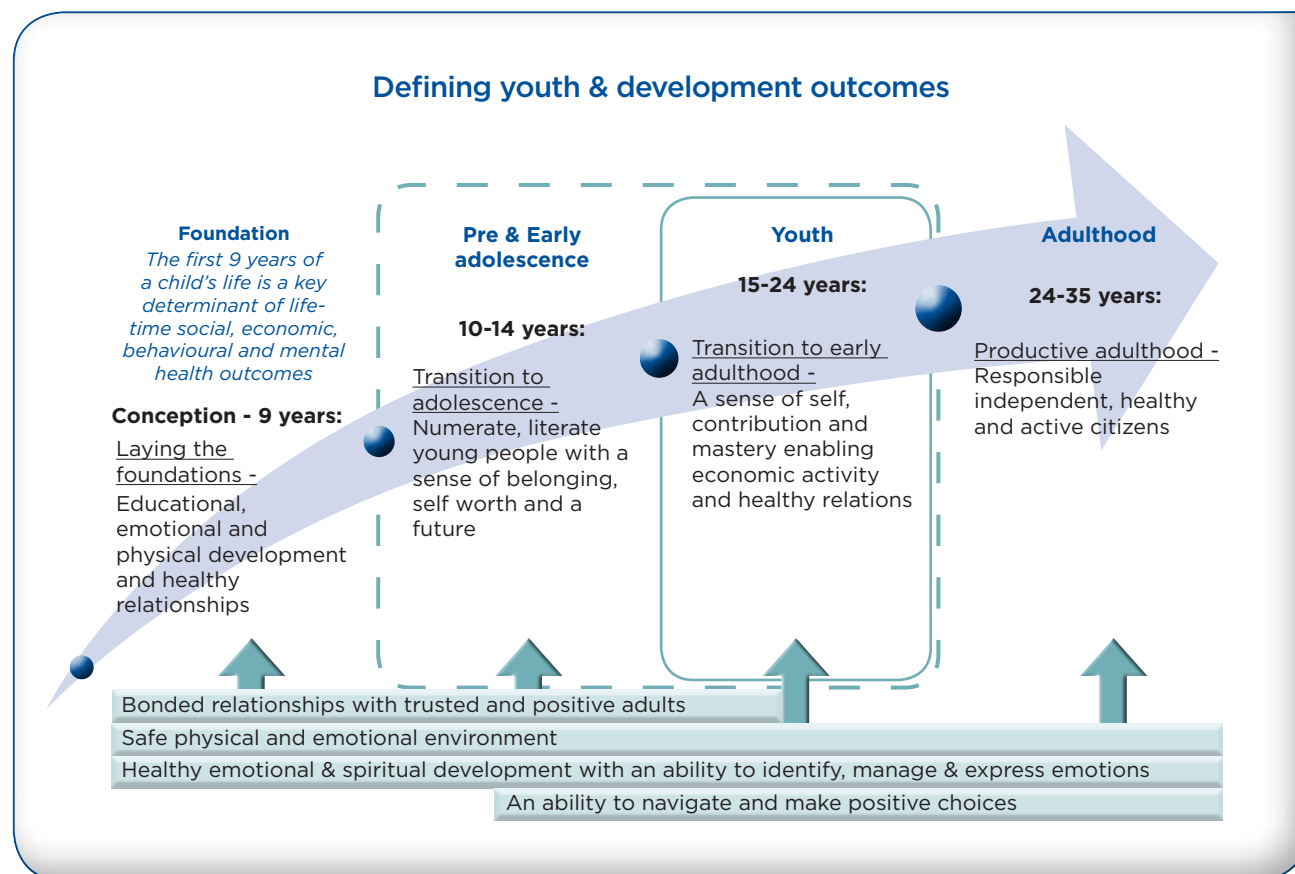
In the transition to adolescence, the family and primary care-givers remain important in a young person's development but other key institutions such as the school, peers and the media are added to the circle of influence.

## Youth: Transition to early adulthood (15-24 years)

The transition to early adulthood is the phase of mastery and self-actualisation when young people develop the skills to be economically and socially active members of society. In this phase peers, the community and the media become the dominant influences. It is also the phase when many youth in the Western Cape are disconnected from positive pathways. For example, many youth drop out of schooling and training in this phase and tens of thousands join the ranks of the unemployed.

## Adulthood: Productive adulthood (25-35 years)

The final phase is the transition into productive adulthood. This phase concludes the youth development process. However, if a young person has not been able to develop positive relationships, and is not a responsible and independent member of society by the age of 25, they are unlikely to transition into productive adulthood. Therefore the Western Cape YDS does not focus on this age cohort.





## The YDS approach

The Western Cape YDS recognises the context that frames young people's development and the phases in their development. The Strategy focuses on the 10-25 age cohorts.

The approach adopted focuses on opportunities and related services and support for youth development rather than a narrow focus addressing deficits and targeting youth-at-risk. The approach further recognises that:

- Youth are central actors in their own lives and development
- Youth are part of a network of relationships, processes and institutions, all of which are essential to their development
- Quality, positive and rooted relationships are a critical element in the development trajectory of young people
- Youth require continuous support, services and access to opportunities as they transition through life
- Youth belong to a network of structures which are essential to their development
- Early intervention is a key but insufficient factor in prevention of risk-taking behaviour
- Youth development needs credible information and evidence-based research to drive action.

*A caring supportive adult is critical to making a difference in the life of a youth. Related to this, role models and mentorship are key to success when the family or schools do not provide them.*



Byron la Hoe

## 4. The process



### Data

This Strategy has been informed by data drawn from numerous sources.

The most important sources being the 2011 Census data, internal departmental data, the Provincial Economic Review and Outlook, the School Violence Study, the Provincial survey of substance abuse, risk-taking behaviour and mental health in Grade 8-10 learners in Western Cape schools and the Cape Higher Education Consortium (CHEC) “Pathways from university to work” study.

### Literature review

The YDS has also been informed by a review of good youth development practices globally and a review of available local youth services and support.

### Consultation

The process has also involved engagements with the youth in the province via an un-conferencing event of 2000 plus young people, expert academics and practitioners, youth practitioners in NGOs, CBOs and faith-based organisations and government departments. A full list of people consulted is included in annexure 1.



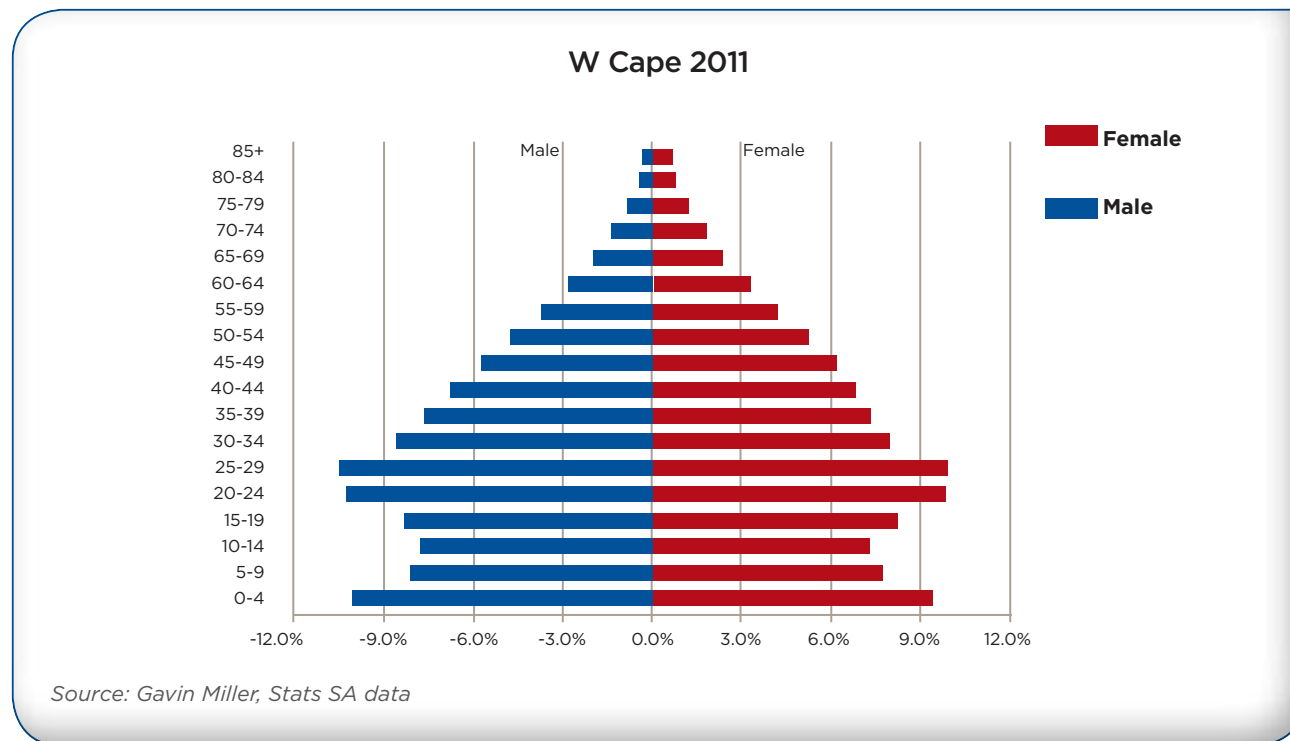
## 5. A snapshot of the context and data

## 5.1 Demographics

The Western Cape has a population of 5 288 734 people. 1 063 673 or 18% are between the ages of 15 and 24. 1 502 516 or 26% are between the ages of 10 and 24, the focus of this YDS. If we add the 25 - 35 age cohort included in the national definition this increases to just over 2.5 million representing 44% of the population.

The bulk of these young people reside in the metro (66%). The next largest youth populations live in Drakenstein (4%), George and Stellenbosch (3%), Breede Valley (just under 3%), Witzenberg (2%) and Swartland and Theewaterskloof and Saldanha (all just under 2%).

The population pyramid as depicted below reflects a youth bulge of 20 - 34 year olds. This is a result of declining fertility and also in-migration into the province. This is in line with global trends reflecting falling childhood mortality, declining fertility coupled with inertia in population growth as a result of large child-bearing populations. (Cummins & Ortiz, 2012) The bulge is of roughly middle size, comparable to the global average and significantly below the youth bulge of Africa as a whole. The growing numbers of young



people have placed considerable pressure on the education system, labour markets, housing markets and health systems. (Futures, 2013)

According to Census 2011, 58% of young people living in the Western Cape were born

in the Western Cape, 20% in the Eastern Cape, 7% in the rest of SA and 5% outside SA and the remainder are unspecified. The Western Cape has the second highest in-migration after Gauteng. This is largely attributed to the economic strength of the province.

## 5.2 Poverty

Poverty has a huge impact on both children's and youth's life chances. Our definition of poverty understands poverty as being more than a state of existence - it consists of multiple dimensions and complexities characterised by deprivation, vulnerability and powerlessness that fundamentally impair people's sense of well-being. For this strategy we pay particular attention to notions of intergenerational poverty - a situation where succeeding generations in families and communities become trapped in conditions of poverty from which they seemingly cannot escape. Just under a million children in the Western Cape live off social grants (child support, foster care, care dependency grants). Thirty-two (32%) percent of children in the province live in poverty (in households earning less than R604 per month). (Childrens Institute, 2013) A sixth of families (16%) in the Western Cape experience hunger on a regular basis (vs. 26% in South Africa) with devastating impacts on their health, ability to learn and their ability to access opportunities. (MRC and HSRC, 2013) About 15% of young people under the age of 18 live in households where there is no working adult. (Childrens Institute, 2013) Consequently, issues of poverty and social exclusion are some of the key factors that impact on the development trajectories of many of our youth.

## 5.3 Linguistics and culture

The Western Cape population is largely Afrikaans speaking (49.7%), the language spoken by many Coloured South Africans and a large portion of White South Africans. Outside of the Western Cape it is the dominant language of 13% of South Africans. The rest of the Western Cape population is split between isiXhosa speakers (24.7%), South Africa's second most dominant language and English (20.3%), the lingua franca of the country and first language to just under 9% of the population.

The Western Cape's unique linguistic profile is closely linked into its cultural history as home to the Khoi-San communities and its colonial roots.

## 5.4 Families

Families are one of the primary contexts impacting on a young person's life. Family composition is a key feature of family life and one that has regularly been linked with risk-taking behaviour. In the Western Cape, 40% of young people at school live in two parent households, compared to just 26.8% of learners across South Africa. 32% of learners

in the province live with a single parent (compared to 35.2% in South Africa) and 24% with another family member. A remarkably high percentage (4%) live with a non-family member compared to just 0.5% across the rest of the country. (Burton & Leoschut, 2013)

According to the available data, the Western Cape has the lowest levels of teenage pregnancies and teenage parents, with data suggesting between 10 and 14% (varies across years) of mothers under 20, compared to 25% of women in the same age cohort in South Africa. About 5% of young women under 20 reported terminating a pregnancy.

## 5.5 Education

### Education quality

While the Western Cape education system is considered better in terms of matric results and global assessments than that in most other provinces, it is well below global standards. Our Grade 9 learners lag almost one grade behind Grade 8 learners in the International Trends in International Mathematics and Science Study tests from other middle income countries that participated in the tests in 2011. (Western Cape Government, 2013)

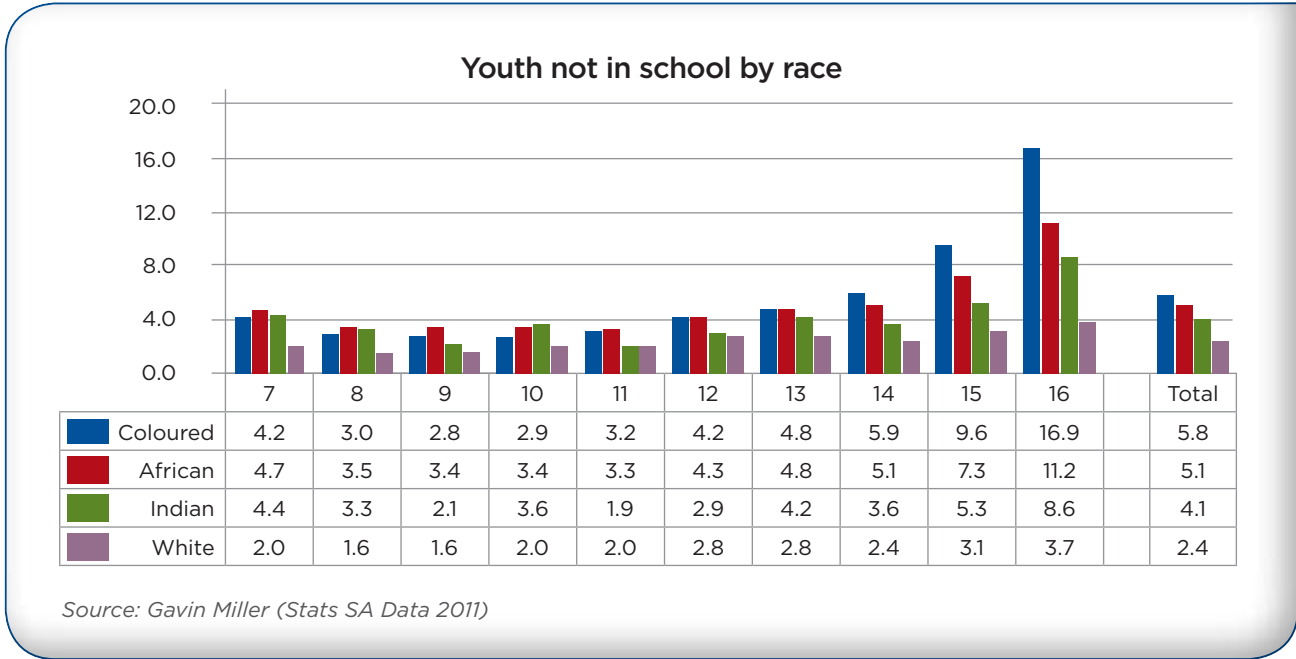
Further, just 36.5% of our Grade 12 learners get a university entrance. Of these 13% secure



Fiona Adams

a pass in mathematics and just 9% in physical science. (Western Cape Government, 2013) Finally, Grade 12 maths and science profiles of the 2010 Western Cape graduate cohort is heavily shaped by the legacy of apartheid’s policies or race-based school education and neighbourhood segregation and reveal ongoing inequalities in schooling. (CHEC, 2013)

The data further suggests that the Western Cape is losing its historic educational advantage. In 2011 the number of people over 20 years of age in the province with matric dropped below the South African average of 28.9% to 28.6%. Gauteng is the best performer (34.8%) followed by KZN (31.9%), Mpumalanga (29.3%) and then the Western Cape. (Stats SA, 2013) This is in part explained



by in-migration and in part by the challenges of school retention.

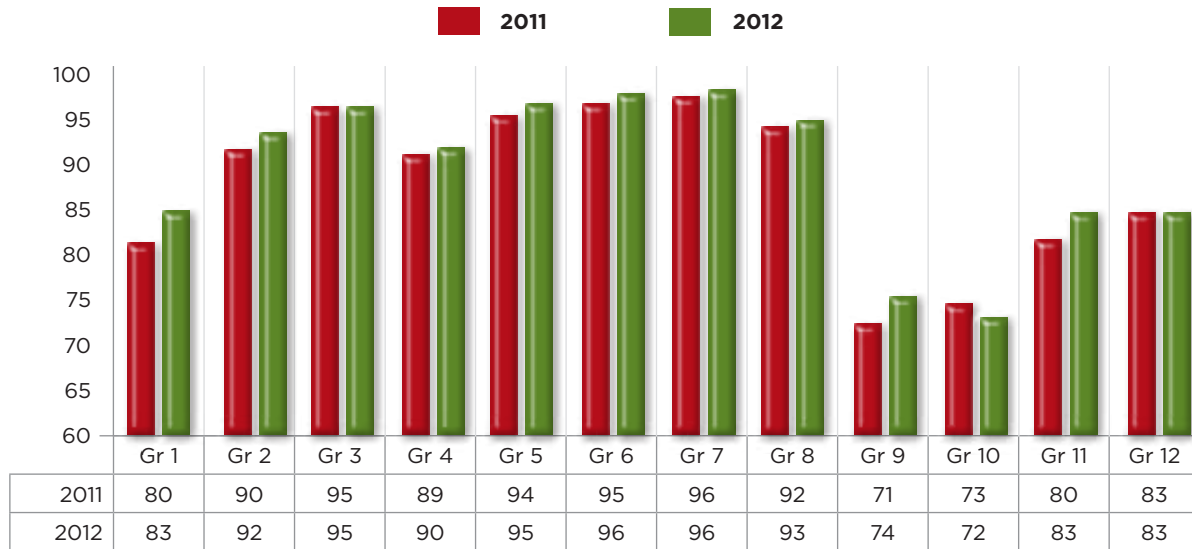
### Through-put

Just under half (48%), of learners entering the school system do not make it to matric. The Western Cape has particularly high levels of school dropouts between the ages of 12 and 15, compared to the rest of South Africa. The Coloured community has the highest levels

of school dropout before the age of 17 as depicted in the graph below.

Those who drop out of schooling are a combination of students who are performing adequately academically but struggle with socio-economic issues and those who repeatedly fail grades. The graph below highlights the academic challenges in Grades 1, 4, 9 and 10 and points to the need for support at pre-school level and again from Grade 8.

Education Pass Rates 2011 - 2012



Source: Western Cape Department of Education, 2013

## Graduate education

While under-performing on our school throughput, the Western Cape continues to achieve the second highest number of people with higher education. 14.1% of people over 20 in the province have a tertiary qualification compared to just 11.8% across South Africa. The Province produces 19% of the country's graduates and the highest number of postgraduate degrees in South Africa. (CHEC, 2013)



## 5.6 Employment

Substantial unemployment and unequal earnings characterise the South African labour market, with youth disproportionately affected. While the Western Cape has the lowest level of unemployment it is still alarmingly high at 25.4% (Stats SA, 2013) by international standards. Coloureds make up the bulk of the Western Cape labour force (53%) then Africans (28%) and Whites (19%). (Western Cape Government, 2013)

Over the last five years the Western Cape economy has grown but the number of jobs has remained relatively constant. Employment in low skilled sectors has contracted while employment in higher skills sectors has grown. Unemployment of those with low education and skills level is likely to rise if we look at the economic trends in the sector growth and employment in the Province. The facts indicate that while the provincial economy has grown, it has experienced jobless growth driven to a large extent by the loss of jobs in agriculture and manufacturing. This emphasises the key role of education in a long-term framework.

### Youth unemployment

The Western Cape employs a slightly larger proportion of youth (9.9%) compared to the South African economy (8.6%) However, as with the rest of the country, youth are disproportionately affected. Almost half (48%) of the under 25 youth population are unemployed. The bulk of the unemployed are

living in the City of Cape Town. The Central Karoo and Southern Cape also experience high levels of unemployment. Youth unemployment (<25 years old) has increased in the last five years both nationally and in the Western Cape, increasing by 5.9% per annum between 2008 and 2013. (Western Cape Government, 2013)

The increased impact of unemployment on the youth is a global trend. Globally youth unemployment has also been increasing and in 2013 it was just under 13% compared to the global adult unemployment rate, of just under 5%. (Levison & Assad, 2013)

### NEETS

Globally more and more youth are not in education, employment or training (NEETS). The challenge of NEETS in the Western Cape is similar to the national profile. 32% of youth are NEETS compared to 33% in SA. These young people are not distributed evenly across the province. Instead they reside in particular communities. The highest concentrations of NEETS are in the Cape Metro followed by the Southern Cape (George, Oudtshoorn, Bitou, Knysna), Overstrand and Saldanha.

Between 2008 and 2010, the NEET rate for OECD countries increased by 2.1 per cent to reach an average of 15.8 per cent, or approximately one in six young people. (ILO: International Labour Organisation, 2013). Global studies and reviews of economic literature show those who are unemployed early in life are more likely to suffer periods of unemployment in future, and that a long

period of unemployment significantly affects the total earnings a young worker may expect to make in his or her life. (Futures, 2013)

### Employment and education

In the Western Cape employment for those with no education has decreased, contracting by 7.1% per annum between 2008 and 2012. In the same period there has been an increase in employment for those with tertiary qualifications by 5.3% per annum. (Western Cape Government, 2013) A recent South African Labour and Development Research Unit (SALDRU) study further found that there has been an increase in tertiary premiums despite the fairly stable real earnings across generations. In the youngest cohort they found that the average person with a tertiary qualification earns between 2 and 3 times the wage of a matriculant and is up to 20% more likely to find employment. (Branson, Lam, Ardington, & Leibbrandt, Working paper 105: 2013)

**Unemployed education levels:**

**Percentage of unemployed by age cohort with less than Grade 12:**

- 15-19 yr olds: 80.9%
- 20-24 yr olds: 64%



Chrysalis Academy



## Graduate employment

A recent CHEC study found that pathways, particularly for first time entrants into the labour market, are today characterised as discontinuous 'stepping stones' or 'zigzags' – transitions very different from the smooth and linear movement of young people from education to work in the past. Social networks played an important role in graduate job searches. Over half of graduates surveyed in the CHEC study secured their first job via their networks. White students are more successful in tapping into these networks as they generally have much larger and more diversified networks to tap into.

Nevertheless, according to the study, 8% of graduates from the Western Cape are unemployed after 3 years. Graduate unemployment is differentiated by race, institution of study, location of schooling and matric results. Unemployment rates for Cape Peninsula University of Technology (CPUT) and University of the Western Cape (UWC) were higher than for University of Cape Town (UCT) and Stellenbosch University (SU). Unemployment rates (measured 3 years after graduation) were higher for African (23%) than White (9%) or Coloured (9%) students. (CHEC, 2013)

The CHEC study also found that there is a significant increase in part-time work and self-employment, in line with global trends.

In the absence of jobs many people rely on social grants including old age, child support, disability, foster care, care dependency and

grant-in-aid for income. These grants provide income relief to over 14 million people in South Africa and just over a million in the Western Cape.

## 5.7 Health

Health is an important determinant of wellness. South Africa has an overall high burden of disease. The Western Cape performs better than the rest of the country on several health indicators and worse on a few.

South African children have a major problem with stunting and with being overweight and/or obese. In South Africa over a fifth (22%) of children under the age of five are stunted, and 7% are severely stunted, due to poor nutrition. At the same time around 20% of 2-4 year olds are overweight. The data for the Western Cape is similar to the national profile with 20.7% of children under five being stunted and 5.6% severely stunted.

6.2% of youth are HIV+, compared to 14.7% in South Africa. While this data looks promising, the Cape Area Panel Study (CAPS) wave 5 (2009) found 30% of African female and 10% of African male respondents aged 20-30 were HIV-infected in the Western Cape, which is the same as national prevalence estimates in these age groups. Also prevalence for these groups was still increasing.

The risk taking profile of Western Cape youth is higher than that in many other provinces. The South African National Health and Nutrition Examination Survey (SANHANES) study

reports that residents in the Western Cape have the highest daily exposure to smoking in the home. According to an United Nations Office of Drugs and Crime (UNODC) survey of substance abuse, risk-taking behaviour and mental health of Grade 8-10 learners in the Western Cape, 44% of Grade 10 learners are sexually active, 27.6% of youth at school are regular smokers, 22.4% of youth at school are daily drinkers, 25% are regular cannabis users and 2.5% are hard drug users. (UNODC, 2012)

As a result of the high alcohol intake the Western Cape has one of the highest incidences of Foetal Alcohol Syndrome (FAS) globally with a rate of 46 in every 1 000 births found to have FAS symptoms. (UNICEF & SA Government, 2012)

The Western Cape also experiences high incidence of mental health illness with 15% of young people suffering from mental health problems and 44% at risk of mental health problems. (UNODC, 2012)

### In the Western Cape: (UNODC, 2012)

#### By the age of 13:

- 1/3 of youth drinkers are initiated (16% of youth)
- 14% of cannabis users are initiated (4% of youth)

#### By the age of 15:

- 5% of girls and 12% of boys are sexually active

## 5.8 Exposure to violence

Young people in the Western Cape are exposed to very high levels of violence and criminality. In particular, youth experience high levels of family criminality with over a quarter having a parent and/or sibling who has been in jail and just under a quarter having family members using drugs. (Burton & Leoschut, 2013) Similarly to the family environment school-based violence is also high with the Western Cape schools experiencing the second highest school based violent victimisation rates, 28.7% compared to 22.2% nationally. There is a strong correlation in the Western Cape between drugs, violence and gangs.

Gangsterism is endemic in the Western Cape and increasingly affects young people, particularly learners at school. The existence of the gangs revolves mainly around the supply and trade of drugs. Generally, adults control the gangs. However, younger members are often used to carry out activities on behalf of the gang. There are a myriad of reasons why young people are involved in gangs including issues related to identity, for protection and economic reasons. Gangs are a way of life for many. They are the place where they learn about respect, get status and also support. Gangs provide structure and rituals in the context of dysfunctional families and communities.

According to the latest police data, the Western Cape has one of the highest rates of sexual violence with an average of 1.07 sexual crimes per hour occurring in the Province. Youth constitute a large proportion of the victimised.

Almost 10% of learners in the Western Cape have experienced sexual assault, the majority of these being female learners. (Burton & Leoschut, 2013).

With such high rates of violence occurring in society, it is no surprise that violence against children is also common. The Northern Cape has the highest rate of recorded crimes against children, closely followed by Western Cape and Free State. As with the data on sexual violence, more than half (52%) of all reported crimes against children were sexual in nature. This results in high levels of post-traumatic stress disorder and mental health challenges.

Furthermore, the Western Cape also has high rates of child neglect often linked to substance abuse. (UNICEF & SA Government, 2012)

Finally, the Western Cape reflects a higher percentage of children who are in trouble with the law compared to other regions in South Africa. For instance, the Annual Report on the Implementation of the Child Justice Act reports that for the period December 2010 to March 2011, the Western Cape had the second highest number of children awaiting trial at 624 cases (after Gauteng at 642) and the most trials conducted in child justice courts at 1393 (followed by Kwazulu-Natal at 597).



Fiona Adams

## 5.9 Access to ICT

Based on the 2011 census, residents of the Western Cape are relatively well connected – with 88.9% having access to a cell phone (same as SA average), 85% having access to TV, 69% to radio and 43% to the internet (compared to just 35% in SA).

According to the Amps data the youth connections are very similar to the provincial profile where 87% of youth have access to a cell phone. Of these 51% use chat services or

instant messaging, 43% use Facebook (47% of city youth and 37% of youth outside the Metro) and 45% access the internet (with 50% of Metro youth accessing internet and only 36% of non-Metro youth).

The prevalence of cell phones was clear when over 5 000 youth at the 16 June 2013 Un-conferencing event of youth in the province called on government to communicate with them via social media and phone-based messaging.



## 5.10 Implications of the data

Based on the review of data and evidence available it is clear that two children with the same genetic potential born in the Western Cape could end up with two very different development trajectories depending on the family they are raised in and the opportunities they are able to access. These young people are likely to be impacted by a range of contextual factors, the most significant of which are detailed in the table below. These are divided into positive and negative influences.

*The increased impact of unemployment on the youth is a global trend. Globally youth unemployment has also been increasing and in 2013 it was just under 13% compared to the global adult unemployment rate, of just under 5%. (Levison & Assad, 2013)*

Positive	Negative
Supportive and engaged parents	Bad and harsh parenting
Family resilience	Family vulnerability, hunger and income poverty
Peer affirmation	Isolation from peers
Hope, aspirations and a sense of imminent possibilities	Hopelessness and despair
Access to quality education provision	Poor education
Connections and networks to access economic and life opportunities	A lack of connections outside the community and exposure to long-term unemployment
Levels of social solidarity, inclusion and cohesion	Levels of community fragmentation and conflict
Access to support services	Exposure to trauma & levels of crime, conflict and violence

In order to build on individual capabilities and address the impact of poverty on the ability to realise individual potential, a number of priority areas have been identified for action based on the snapshot of data. These are:

- Education: The need to address quality, inequity of access to good education and educational outcomes
- Joblessness: The need to facilitate access to employment for those without networks and connections, reduce youth unemployment and find a solution for the hundreds of thousands of youth with low skills whom the economy is unlikely to absorb
- Trauma and Families: Dealing with the impacts of the exposure to violence, crime and trauma and the dysfunctional families and communities
- Gangs: The need to provide alternatives to involvement in gangs for our youth
- Disconnected youth: Targeted programmes to address the needs of youth who are disconnected from schools, the economy and their communities such as NEETS, those in gangs, substance abusers and those at risk of becoming disconnected such as teenage parents and victims of violence.



Byron la Hoe

## 6. Projections into the future



This section is based on data drawn from the Pardee Centre for International Futures (IFs) modelling tool developed by the Joseph S. Korb School of International Studies at the University of Denver, Colorado (Futures, 2013).

The tool models relationships across variables from a wide range of key global systems for 186 countries from 2010 to 2100. It is a dynamic, integrated model, meaning that each system in the model does not stand alone, but affects the other systems throughout the forecast period. The model allows policymakers and analysts to shape reasonable expectations about global, regional, and/or country-specific change and continuity, and to formulate reasonable but aggressive policy choices for long-term strategic planning initiatives. A version of IFs that models the Western Cape separately from the rest of South Africa has been constructed and was used to develop this section.

The IFs Base Case is a collection of integrated central tendency forecasts that represent a scenario of how the future may unfold. The Base Case assumes no major paradigm shifts, policy changes, or “black swans” (very low probability but high impact events such as a global pandemic or a nuclear war). Although the Base Case generally demonstrates continuity with historical patterns, it provides a structure that can also generate a wide range of non-linear, dynamic, and endogenous forecasts rather than just a simple linear extrapolation of historical trajectories and current trends. Since the Base Case is built from initial conditions

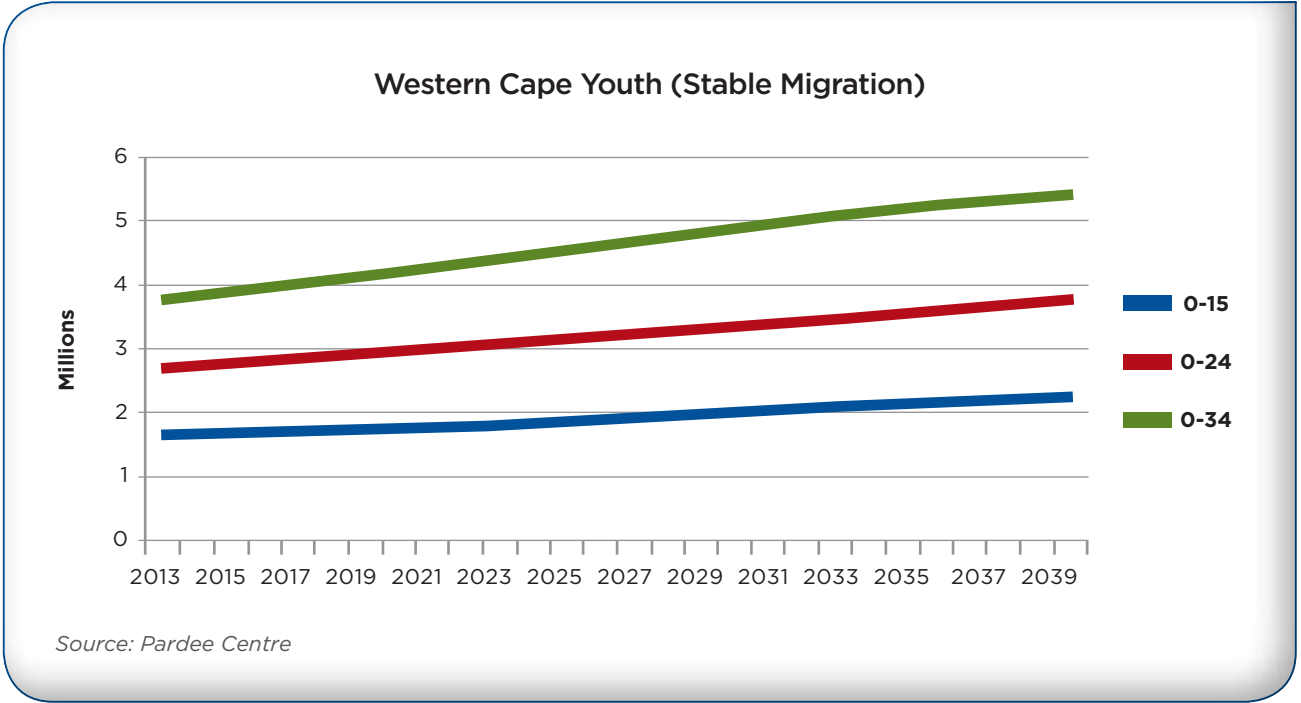
of all historical variables and is periodically analysed and assessed in comparison to many other forecasts, it is a good starting point to construct alternative future scenarios.

### 6.1 Demographics

Assuming fertility rates continue to decline while life expectancy rises and inward migration to the province remains relatively stable, the Western Cape population forecast

(base case) will be 10.6 million by 2040. In this scenario the Western Cape and Gauteng will be the only provinces whose youth populations continue to increase as depicted in the graph below.

This scenario is in contrast with the NDP’s forecasts which assume that inter-provincial migration rates within South Africa will converge towards nearly zero by 2030. Consequently the NDP population estimates for the Western Cape for 2030 are more than 2 million lower than our base case.

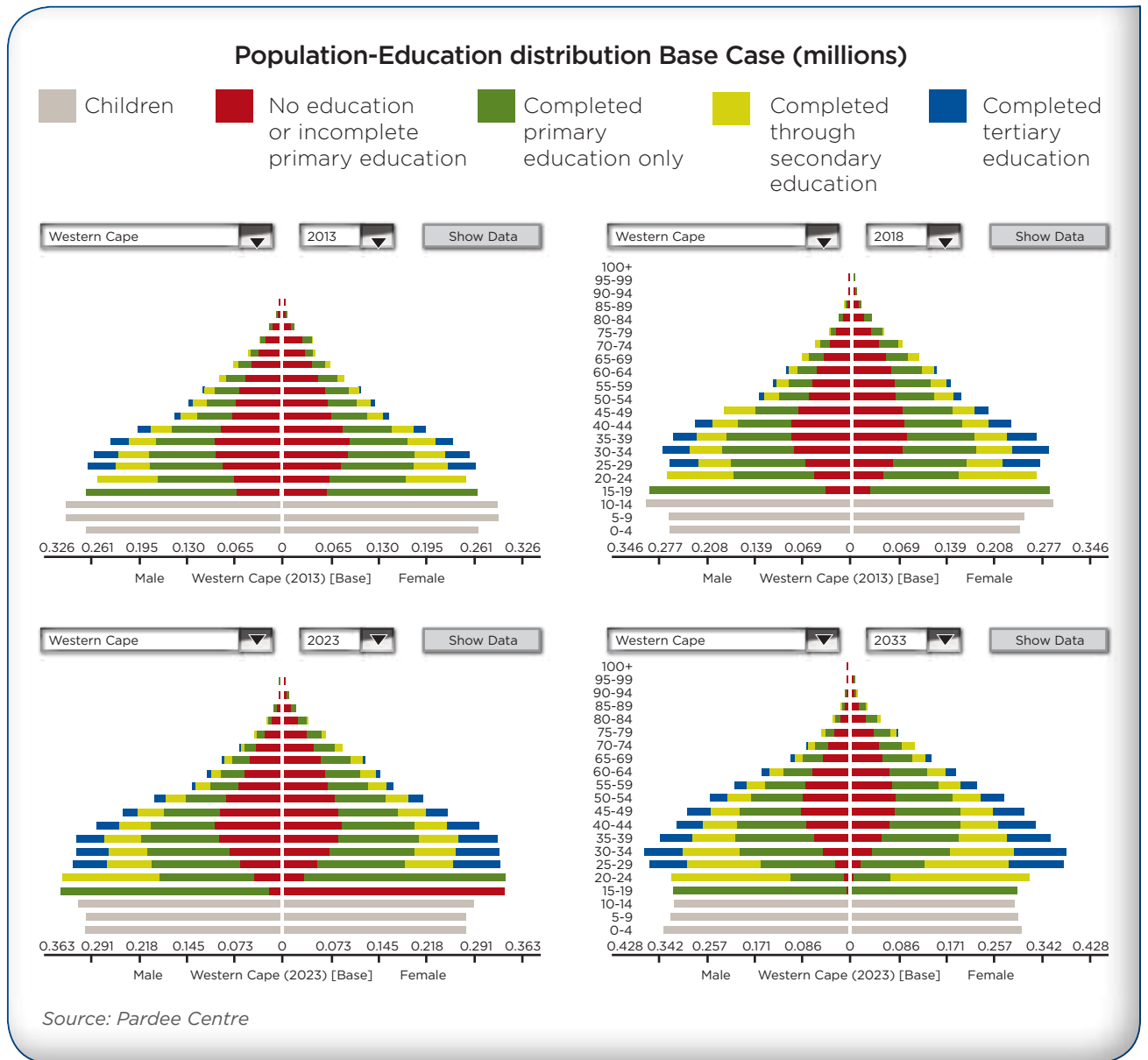


## 6.2 Education

Projecting to 2040 the fate of the growing youth population noted under Section 5.1 will depend in part of the ability of the education system to prepare them for productive adulthood. The following snapshot gives a profile of the expected education outcomes in IFs for the Western Cape over the next 20 years.

In one sense, this profile is remarkably positive, with rapid reduction in the numbers of young workers (aged 15-24) who have not completed even basic education and an ever-expanding group who have completed secondary and tertiary education. These advancements in education outcomes are themselves a result of IFs' forecasted improvements in net primary enrolment rates and throughput rates over the next few decades, driven by the Western Cape's relatively high and growing per capita income. This has implications for the demands on post school education and training.

Though the profile is encouraging and reflects a great deal of recent improvement in the province, in 2040 the Western Cape might still have a young labour force of which over 40% has not completed more than primary education. In a global economy that is increasingly competitive, and demands ever-higher levels of education and skills in order to succeed, these youth are at risk of being left behind. This highlights the need for expanded non-academic skills paths and bridges into employment.



## 6.3 Employment and the labour market

A growing population means a growing labour force. Even with labour participation rates that are low by international standards, the Western Cape's labour force will more than double by 2040 in the Base Case. To match demand to the labour supply, the province would need to add over two million jobs to its economy by 2040. The youth share of the working-age population is set to decline throughout the time horizon yet persistent unemployment is likely to impact the youth to an even greater degree.

It is not possible to project what jobs might be created and therefore what the unemployment rate in 2040 will be. However the economy is contracting in low skilled jobs and expanding in high skilled jobs. This further emphasizes the importance of education and also pathways into employment.

*In a global economy that is increasingly competitive, and demands ever-higher levels of education and skills in order to succeed, these youth are at risk of being left behind. This highlights the need for expanded non-academic skills paths and bridges into employment.*

## 6.4 Implications of the projections

The projections suggest that education will remain important but that with improved throughput the importance of post schooling education will be elevated over time. The labour force and job challenges will remain an issue. Violence is likely to continue to be an issue

although levels of violence will reduce. This points to the ongoing need for support around trauma. As family skills improve, education improves and work levels are increased rates of disconnection should reduce as well as gangsterism and levels of substance abuse.





## 7. The Strategic Framework



# 7.1 Rationale

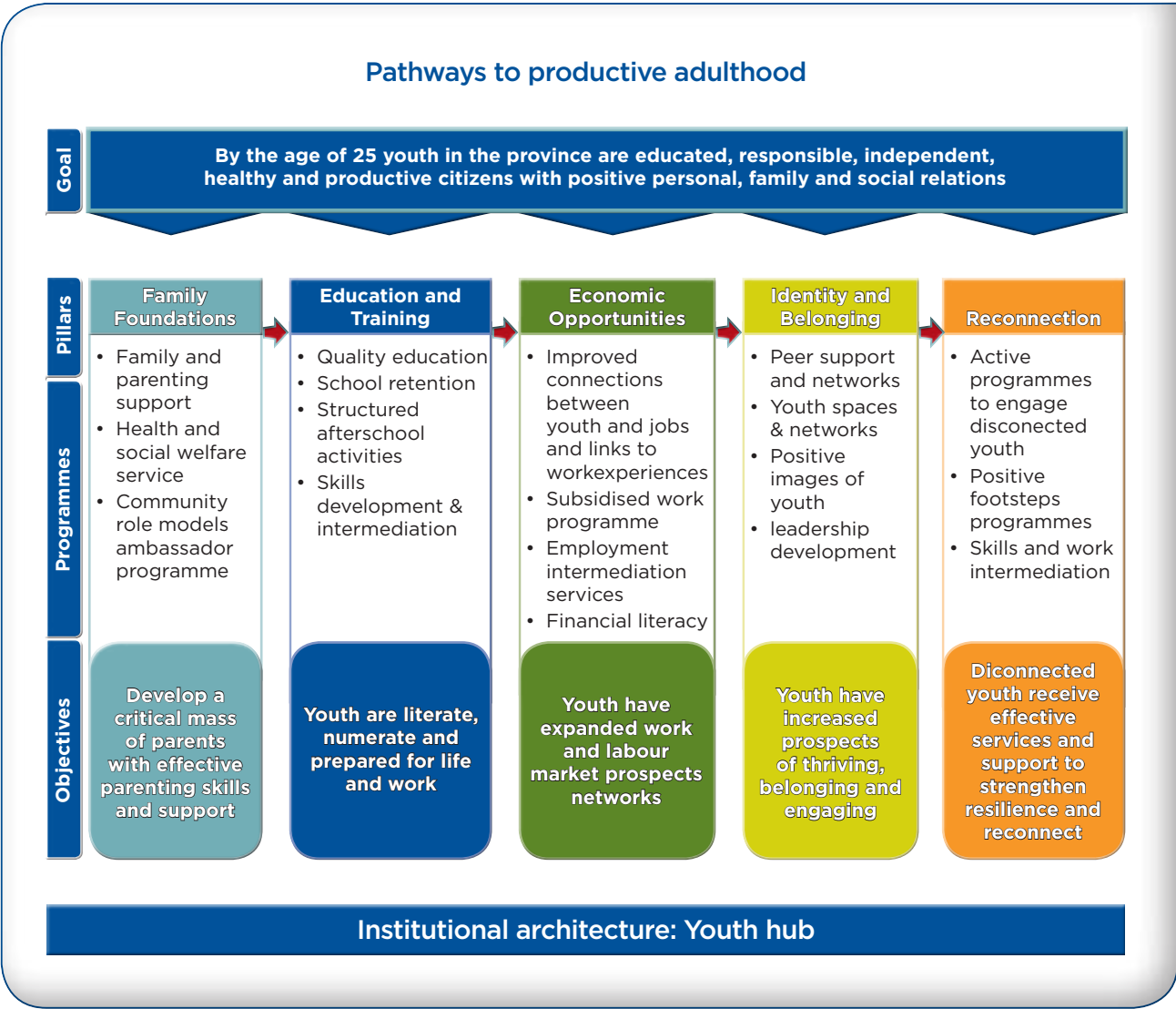
Structural poverty and inequality, constrained choices and inadequate life chances, the absence of networks and support often results in a sense of hopelessness, an inadequate sense of self, high tolerance for risk and risk-taking behaviour.

Therefore one of the primary goals of a youth development strategy must be to give young people in this province a real and imminent sense of possibilities, increase their access to a pool of life chances and assist them in developing the immanent personal agency to carry them through life's challenges as they grow into productive adulthood.

Effective strategies to achieve productive adulthood require multiple actions at the individual, family and community level, as well as in the state and non-state sectors, to strengthen the enabling environment and protective factors and reduce risk factors.

# 7.2 The Framework

The Western Cape YDS provides a framework for all stakeholders to work effectively together to increase the rates of transition to successful adulthood. The strategic framework picks up on the key drivers of youth development identified in the snapshot. It identifies a provincial goal, five objectives, five pillars of action and a series of programmes to achieve the ongoing, continuous support required to



support young people in making the various transitions to adulthood. The framework also identifies the need for an institutional base to coordinate the various stakeholders and pillars. The framework focuses on what is needed to support positive youth development at scale and cost-effectively. With this lens it is biased towards supporting and expanding the life chances of those youth who want to make positive responsible choices.

## Goal:

*By the age of 25 youth in the Western Cape are inspired, educated, responsible, independent, healthy and productive citizens with positive personal, family and social relations.*

## Strategy:

Pillar	Rationale	Objective
Family foundations	The family is a key institution in the lives of youth and its functioning impacts significantly on development trajectories	To have a critical mass of parents with effective parenting skills and support networks to support positive youth development
Education and training	Education and training impact on young people's ability to find work and also the levels of income they can command. Access to quality education for all the Province's youth is therefore key to levelling the playing fields	To ensure youth are literate, numerate and prepared for life and work
Economic opportunity	Productive adulthood requires participation in the labour market. Youth bear a disproportionate burden of unemployment and require intermediation to assist them enter the labour market.	To provide opportunities for youth to have expanded work and labour market prospects
Identity and belonging	A positive sense of self is rooted in a sense of identity and belonging. In functioning societies youth are afforded a variety of opportunities to develop this sense of self. In dysfunctional contexts youth often fail to develop their sense of self and resort to unhealthy peer associations to create a sense of belonging. Given the endemic gang culture in the province this pillar focuses on providing alternative positive peer networks	To ensure youth are able to identify with positive influences in their lives which promote a sense of belonging and engagement
Reconnection opportunities	Many youth grow up in dysfunctional environments without support. In the absence of positive ways to meet needs youth will often engage in risky or unhealthy coping strategies to meet these needs. They need special attention and targeted programmes and opportunities. They also require support to reconnect to positive development choices.	To facilitate the reconnection of disillusioned youth by providing effective services and support to reconnect, strengthen resilience and enable positive development

A red ladder graphic is positioned diagonally across the slide, extending from the bottom left towards the top right. The background features a light blue and white checkered pattern that recedes into the distance, creating a sense of depth. The ladder has a wooden texture and is set against a solid light blue background.

## 8. The Strategy

For each pillar in the strategic framework an outcome/ objective and set of programmes has been developed. As stated in the introduction these draw on the range of excellent work currently being undertaken by the public, non-governmental and private sectors.

Pillar 1: Family Foundations

Pillar 2: Education and Training

Pillar 3: Economic opportunities

Pillar 4: Identity and belonging

Pillar 5: Reconnection

However the strategy would not be a strategy if it just listed all the existing programmes. Instead the strategy focuses on high level multi-stakeholder programmes under each pillar. Within each programme there would be a number of projects run by specific departments and organisations. However, even these are too numerous to constitute an effective strategy. At the end of each pillar we therefore identify the priorities needed to be met at scale in order to change the playing fields and shift the province into a leading youth development region.



Photo © www.eric.co.za

## Pillar 1: Family Foundations

To have a critical mass of parents with effective parenting skills and support networks to support positive youth development

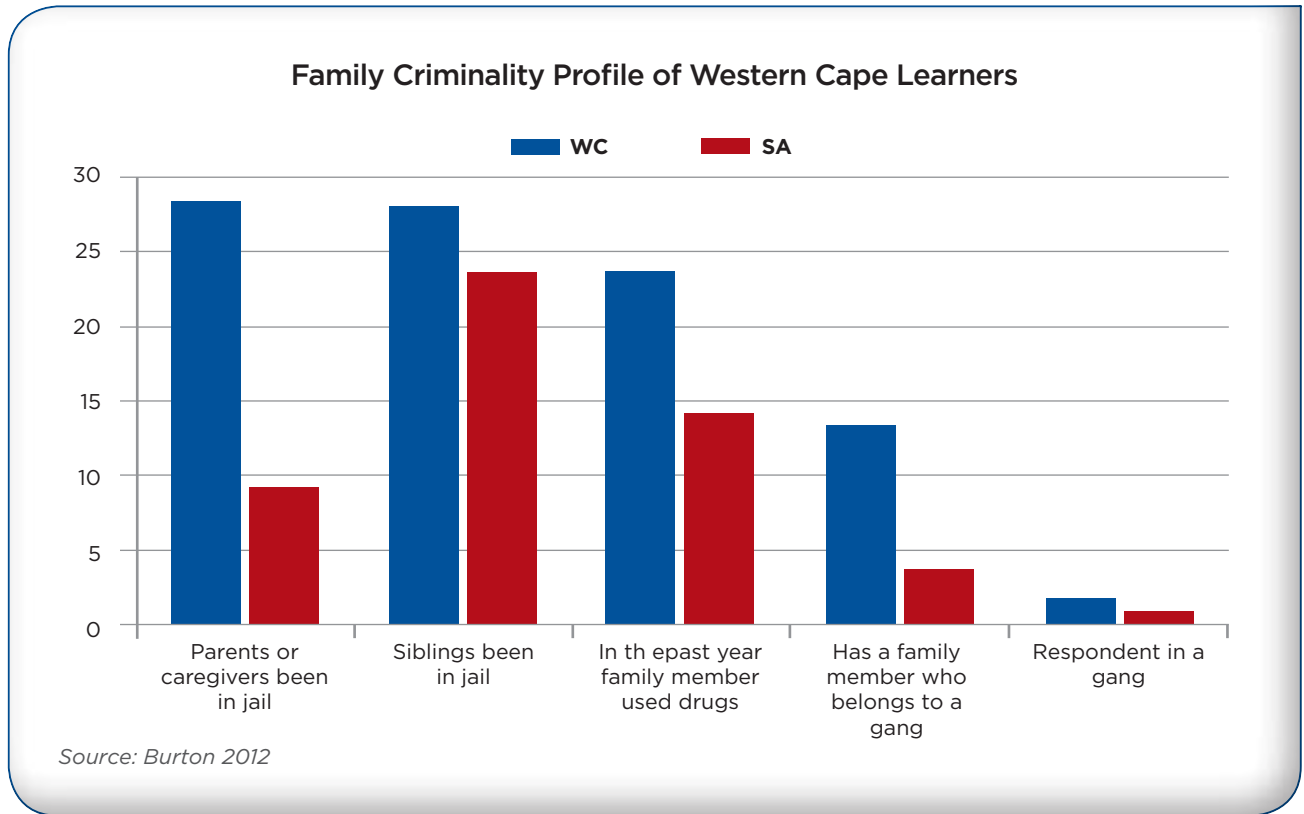


## Rationale

As mentioned in the conceptual framework the family plays a critical role in a young person’s life and development trajectory. The behaviour learned in the family becomes the model for behaviour in our society. Our children and youth are brought up in many different family structures - nuclear, single-parent headed households, same sex partnerships and extended family.

Research has shown that authoritarian childrearing attitudes; harsh, lax or inconsistent disciplinary practices; low parental involvement; low emotional attachment to parents or care-givers; low parental education and income; parental substance abuse or criminality; poor family functioning; poor monitoring and supervision of children are all risk factors to positive development. Further research has shown that exposure to trauma and particularly repeated trauma has a massive impact on a young person’s resilience.

The evidence points to increased risks for vulnerable families. The evidence also suggests that interventions to support young and vulnerable parents, and care-givers, have excellent results. Families need support to strengthen their capacity to care, protect and develop children and youth in their care. These programmes provide parents with information about child development and teach skills to communicate and solve problems in non-violent ways.



Family vulnerability in the Western Cape is particularly acute given the high levels of exposure to criminality, violence and trauma all of which increase the risk factors to positive youth development. For example almost a third of Western Cape youth are exposed to a family member who has been in jail. (See graph)

Accessing dysfunctional families is challenging and often schools and youth in school are the only entry point to work with such families. Many strengthening families programmes therefore also include school based health and psycho-social support as detailed in the Strengthening Families case study from New Zealand on the next page.

Where a family is dysfunctional, ambassador programmes that pair a young person with an adult who can serve as a positive role model and help guide the young person's behaviour are proposed. The evidence, and much of the experience, in youth development points to the importance of positive role models in a young person's development to create a positive "tipping point" to change the culture in which generations of young people live helping an entire cohort and community to lift itself out of hopelessness, poverty, low educational attainment and unemployment.

Photo © www.eric.co.za



### New Zealand Strengthening families: Case Study

Schools are often confronted with tough issues, and the problems are much wider than just a child failing to reach their potential. A child can disrupt a classroom, making learning difficult for others. Sometimes this disruption extends to intimidation and even violence. When a child exhibits difficult behaviours at school it can be symptomatic of wider social problems. A Strengthening Families Programme can get families the help they need by applying a holistic approach, sharing the load between the school and the family and getting down to the underlying issues.

In one school, the children of a family newly arrived in the town were particularly disruptive. The trouble started on the school bus in the morning and continued in the classroom. The principal, teachers, pupils and their families were all impacted. A relationship was quickly established with the parents, initially based around disciplinary measures. It soon became clear the issue was much more than a discipline issue. The principal decided to talk to the parents about Strengthening Families. This resulted in an independent facilitator working with the family, parents and students to help the family function more effectively. The school was

also involved and a family mentor was engaged. The Strengthening Families process enabled the family to access a wide range of support and make progress on some very challenging issues. Some practical 'fixes' relieved immediate pressures in the school allowing the education of these children and their classmates to proceed more smoothly such as getting extra money for school lunches to more complex issues such as family violence and mobilising the requisite support to deal with these issues. The result has been less disruption, improved parenting and less violence in the home.

**FACT (UNODC)**

60% of grade 8-10 learners reported having witnessed someone being beaten, 40% had witnessed a stabbing and 25% had witnessed someone being shot.

*The evidence, and much of the experience, in youth development points to the importance of positive role models in a young person’s development to create a positive “tipping point” to change the culture in which generations of young people live*

**Programmes:**

	Outcome	Objective	Programme	Measure
Family Foundations	To have a critical mass of parents with effective parenting skills and support networks to support positive youth development	Vulnerable families receive the requisite support to improve resilience, especially youth headed households	Future Potential Family Support Programme: Parenting training, social support and mentoring opportunities for vulnerable families and their children	No. of learners referred by WCED for WCG psycho-social services  No. of learners who have accessed WCG psycho-social services
		Men received parenting training	Young males training programme focused on preparing them for parenting and fatherhood	
		Youth receive health, social and psychological support to enable learning and development	Accessible family planning, health and psycho-social services linked to schools and youth hubs providing services and support to youth and their families	
		Increase wellness and decrease demand on health services	Health literacy programme linked to schools and youth spaces	
		Vulnerable youth with dysfunctional families can access other adult role models	Family mentors providing sustained support and positive role models to children and youth fro dysfunctional families	



## Priorities:

### 1. *Future potential families programme*

What:	Family support programme (including parenting training, family training, psycho- social and health services targeting parents/care-givers and youth to increase resilience and reduce risk. The service will be linked to clinics, schools and youth hubs. The service will be resourced with nurses and social workers and supported by doctors and psychologists
Benefits:	Early identification of health and psycho-social issues
	Professional support for youth and their families facing issues
	Professional support to teachers to deal with issues
	Reduces risk taking behaviour
	Better parenting
Resources:	City of Cape Town is piloting a programme
	DSD is running a pilot offering psycho-social support in 3 schools in partnership with 2 NGOs
	DoH and DoE mobile clinics programme linked to schools
	DoH partnership with NGOs around parenting skills and fatherhood training
	Faith-based organisation with family and parenting programmes
Lead	DSD, DoH, DoE and Local authorities in partnership with NGOs and faith-based organisations



Amazon Media

## Pillar 2: Education and Training

To ensure youth are literate and numerate and prepared for life and work



### Rationale

Literacy, numeracy and 'life skills' are one of the keys to youth's ability to become productive adults. This requires educational infrastructure; excellent teaching which promotes engaged learning; maintaining high expectations of our youth; enabling them to aspire to being productive responsible adults; and ensuring youth experience smooth transitions from primary to high school and from school to work or post-secondary education. Education inequality persists in large parts of South Africa and the Western Cape with 10% of youth in the Western Cape still considered illiterate and large proportions of learners in schooling who still do not achieve the national norm of 50% performance in the Grade 3, 6 and 9 mathematics and language tests.

Addressing educational failings also requires establishing supportive emotional climates for students to develop and fostering connections between youth and adults. This needs to include connecting students and families to health and social services and establishing trust between schools, state services and communities as discussed under "Family Foundations".

#### FACT

Only 20% of learners in mathematics and 50% in language met the national standards in the WC grade 6 tests (PERO)

iSchoolAfrica



Ikamva Youth



Byron la Hoe



## Ikamva Case study

Started as a passion 10 years ago IkamvaYouth aims to reduce the school drop-out rate and provide support to youth in impoverished communities, enabling them to complete their secondary education as a basis for accessing opportunity. Ikamva does this by mobilising volunteer tutors and offering supplementary tutoring to students (afternoons and Saturdays and a winter school) along with career guidance and mentoring. The learner-tutor ratio is capped at 5:1 and the sessions last approximately 2<sup>1/2</sup> hours, three times a week. Ikamva focuses on Grade 8 – 12 learners. Learners apply to be part of the programme from Grade 8 and Ikamva focuses on equipping them to pass matric with a university entrance.

To retain a place on the programme students are required to attend a minimum of 75% of sessions. Those that fail to meet this target are kicked off the programme. Kick-outs happen three times a year. The freed place is allocated to a student on the waiting list. Students are further incentivised to attend sessions through a rewards programme offering computer and media, image and expression courses to students who achieve gold (90-99%) attendance or platinum (100% attendance).

Zanele's\* story: I grew up in a dusty two room rented shack. My mother being part of a generational cycle of domestic workers sacrificed a lot to enable me to escape this cycle and have better opportunities. She taught me that education was a pre-requisite to a better life. She encouraged me to work hard at school. When I heard about Ikamva

I registered for help. The experience was thrilling. Engaging with learners from other schools has increased my confidence and communication skills. Ikamva helped me academically to become one of the top students in my school. I got three distinctions. I still can't believe it. Because of my results and with Ikamva's help I got a bursary and I am now at university. It is a dream come true – mine and my mother's!

A combination of the decision to invest, peer support and positive role models in the tutors lies at the heart of Ikamva's success. For the past three years the matric pass-rate for IkamvaYouth learners has not been less than 90% and between 60-70% of learners gained access to tertiary education/employment, in schools with an average of a 50% pass rate and just 12% who gain access to tertiary institutions.

A key challenge in the Western Cape is retaining learners in school. This problem is particularly acute amongst Coloured youth. Students at risk of dropping out need programmes that improve their attitude to school work and education.

Research suggests that developing a sense of imminent possibilities for those with education is key to changing attitudes to education. Structured aftercare activities which include both academic support and physical or cultural activities linked to leadership and life skills development helps with academic performance, attitudes to school and indirectly with retention. Other strategies include conditional incentives such as Earn to Learn programmes offering weekend and holiday work for students who remain in education. This would only be relevant for the post 15 age cohorts.

In addition, learners need access to programmes that offer options for further education and preparation for the workplace. Such programmes need to be linked to

market demands and be affordable and sufficiently flexible to meet different needs. Further experiences of first generation post schooling learners suggest that these cohorts face a number of challenges in addition to the academic challenges all learners face and require support.

### Go for Gold Case study

Go for Gold, a private sector training intervention, aims to address the dearth of young people from disadvantaged communities in the construction and financial sectors. It believes the solution is to identify talented young people at school level and stream them into the trades. This is done by providing them with academic support, whilst fostering their interest in the industry.

Go for Gold works with learners from Grade 10. Grade 11 and 12 learners attend intensive tutoring sessions four times a week for two hours and then in Grade 12 learners attend supplementary Maths and Science classes. After school candidates complete their gap year at a firm getting experience of the profession. Participants are then afforded the opportunity to study further with a full bursary. Once studies are completed candidates are employed by their host firms.

To date more than 300 young people have been empowered through the programme. The approach has resulted in high levels of retention, graduate achievements and employment.



Western Cape Government

#### FACT

- In 2011 75% of 17 - 19 year olds in the WC without matric were in schooling compared to 84% in Gauteng. (PERO)
- Many students who drop out of school are in good academic standing (PERO)

#### Lessons

“It takes years to address missing fundamentals, a pre-requisite for improved results,” explains a practitioner in the academic support services industry. Consequently most agencies work with students from Grade 8. This also allows them to influence the choice of matric subjects and ensure these are aligned with the students’ interests and aspirations.

## Programmes:

	Outcome	Objective	Programme	Measure
Education	To ensure youth are literate, numerate and prepared for life and work	Every child has access to quality education and educational support	Quality education: Schools have infrastructure, excellent teaching and support for engaged learning along with strong connections between youth and adults.	Ratio of matric passes to grade 10 enrolments
		Child with academic potential are assisted to excel	Residential high performance schools for scholars with academic potential whose environment holds them back	No. of schools participating in the Premier's youth programme
		Every child has access to academic, physical and cultural development support afterschool	Structured afterschool and holiday activities: Every learner has access to structured after school activities in MOD centres, including academic, sport, arts and culture support and holiday programmes	Maths pass rates in schools targeted by the Premier's youth programme
		Every young person aspires to stay in school and can afford to stay in school	School retention: Programme designed to prevent school dropouts including through Learning Buddies and an Earn to Learn conditional work programme and Youth Focus Project of the WCED	Pass rates in schools targeted by the Premier's youth programme
Training	Every young person has access to opportunities to develop practical and economically valuable skills	Every young person who is not academically inclined is able to develop economically useful and valuable skills	Skills development: Education and training institutions partner with business and government to strengthen connections between skills and work including in-service training opportunities	Increased FET throughput
		Young people with incomplete schooling are supported with bridges into training and work	Skills intermediation: Bridging programmes for out of school youth which feed into skills or internship programmes	
		First generation learners in further education receives academic and social support	Academic support: Peer support to manage the transition from school to post school education	

## Priorities:

### 2. Expanding Horizons structured afterschool academic support and related activities

What :	Expanding Horizons, prestigious youth service programme for high performing matriculants and graduates. The service will combine an academic support programme in schools with a social challenge that develops participants' leadership skills and networks, making it an attractive programme to participate in.
Activities	<p>Participants will each commit a year of their lives to giving and learning with Expanding Horizons. During this year the participants will:</p> <ul style="list-style-type: none"> <li>• Undergo training as tutors in partnership with experts</li> <li>• Tutor learners in underperforming schools four afternoons a week and Saturday mornings. This tutoring will be provided via existing organisations providing academic support to schools learners and in partnership with the MOD centres and under the supervision of a partner with educational expertise</li> <li>• Arrange afterschool clubs that enhance academic performance such as debating clubs, competitions (spelling, scrabble, maths), chess clubs and similar programmes to enhance an interest in school work</li> <li>• Participate in a social innovation programme linked to addressing needs of learners which develops participants' programme design and leadership skills and at the same time networks them with top executives and leaders</li> </ul>
Benefits:	<ul style="list-style-type: none"> <li>• Creates a culture of volunteerism and giving back</li> <li>• Reduces school dropouts</li> <li>• Improves educational results</li> <li>• Establishes connections between communities</li> <li>• Offers opportunity to the youth who give back to broaden their horizons and develop their leadership capabilities</li> </ul>
Measure	No of schools participating in Expanding Horizons programme
Resources:	MODS, DoPT and Private Sector, Ikamva, Shawco, Teach SouthAfrica, City Year, TeachFirst, Each1Teach1, Bright young minds, Enke, Rotary and similar type programmes
Lead	DotP in partnership with MODS, the private sector, the universities and NGOs offering tutoring support

## Pillar 3: Economic opportunities

To provide opportunities for youth to have expanded work and labour market prospects



## Rationale

Employment is closely tied to the structure of the economy, economic growth and workforce issues including education levels, experience, networks and work readiness. Three challenges exist for young people wanting to enter the labour market. Firstly there is the challenge of education as the economy demands higher skilled personnel, then there is challenge of gaining entry into the job market especially for first time work seekers and finally there is the challenge of how to engage the thousands of unskilled young people in work in an economy where absolute job figures have remained constant over the last five years, unskilled jobs contracted and high skilled jobs expanded.

Evidence suggests that connections with people and opportunities can provide a bridge out of a world of deprivation and exclusion. In the absence of these connections many young people are locked into a world of hopelessness and high levels of unemployment. Therefore this pillar focuses on creating bridges into employment for those who do not have connections via internships and employment intermediation services.

### FACT

54% of white graduates used their social networks to find their first job compared to just 18% of African graduates (CHEC).

Work is important for a person's sense of self, and contribution to and engagement in society. In the context of our poor educational levels and joblessness, particularly amongst young people immediate action is needed. An intensive and immediate multi-stakeholder programme that seeks to massively increase the opportunities for work experience for unemployed young people on a subsidised basis is proposed. This is provisionally called Employment Works. The programme would draw on and leverage the current investments in the youth wage subsidy, public and community works programmes, PAY, Work and Skills Programme and create a new impactful programme at scale.

*In the context of our poor educational levels and joblessness, particularly amongst young people immediate action is needed.*

### Harambee case study

Harambee, Youth Employment Accelerator, was set up to transition 18-28 year old unemployed matriculants and graduates with no prior work experience into entry level jobs where there is high demand for labour.

Harambee addresses both the demand and supply side challenges by understanding the recruitment needs of employers and increasing the likelihood of a young person integrating into the world of work. It does this by match-making employers (success is all about a cultural and interest fit) and potential employees and then providing the potential employee with work readiness and targeted skills training.

Its goal is to transition 10,000 young people into their first job in 2 years.



Harambee



## Programmes:

	Outcome	Objective	Programme	Measure
Work	To provide opportunities for youth to have expanded work and labour market prospects	To provide opportunities at scale for young people to enter the job market	First Jobs programmes providing new labour market entrants with a job linked using subsidies e.g. Youth wage subsidy, Skills and Work and PAY	No. of youth placed with host companies No. of work opportunities created for youth through the EPWP
		Subsidised work opportunities to enable every young person who wants to work to work	Employment Works: A public-private partnership to provide subsidised work opportunities at scale to young people	
		To provide services and networks to assist youth access jobs	Job intermediation: To provide bridges into employment through intermediation services and work readiness training	
		Youth are equipped to better manage their income and transition into adulthood	Financial literacy and asset building: Youth receive support to develop financial literacy, manage money and build their asset base	
Enterprise	Successful youth run businesses	Every young person who has a good business idea is given the opportunity to develop their business	Business Voucher Programme providing enterprise start up and growth support	No. of youth accessing services provided through the Rural Youth Development initiative
			Business twinning and mentoring programme linking emerging businesses with more established ones	
			Rural and peri-urban agri -business support programme	
		Interested youth are supported to run successful social enterprises	Social enterprise awareness, activation and support programme	

## Priorities:

### 3. First jobs internships

What:	First Jobs Internships, a coordinated programme to offer at scale a range of first job/ internship opportunities to young people with matric or a secondary qualification
Benefits:	Provides experience and bridges into work for young people, develops a culture of work, provides income to households and creates a sense of hope and aspiration to complete education
Resources:	PAY, Work and Skills, Private sector programmes such as Go for Gold, National Business Initiative and Tsiba
Indicator	No of youth given a first job opportunity and no of these accessing a job after the experience
Lead	DEDAT in partnership with the skills forum and private sector

### 4. Employment Works

What:	Employment Works, is a large scale subsidised works programme for young people to participate in structured and supervised work and learning for a small stipend. It is proposed that 200 000 work opportunities are created through a public-private partnership.
Benefits:	Develops a culture of work, provides income to households and at the same time has a direct impact on a range of social challenges from crime to drugs to employability
Resources:	EPWP, CWP, Jobs Fund, Private sector, Link of Love, Action Volunteers Africa and faith-based organisations
Indicator	No of youth given a work opportunity. No of youth transitioning into a job
Lead	EDP

## Pillar 4: Identity and belonging

To ensure youth are able to identify with positive influences in their lives which promote a sense of belonging and engagement



## Rationale

In functioning communities young people have a variety of opportunities to explore their interests, to develop and apply skills, to receive support and recognition, and to take responsibility for a broad range of roles in community life. Through this process young people develop their sense of identity and belonging and successfully make a number of transitions into adulthood. They also develop supportive adult and peer relationships. In dysfunctional families and communities youth find their own structures and rituals to meet these needs.

Many marginalised youth who have been exposed to high levels of violence and have few opportunities find the acceptance and status they desire in gangs. In the Western Cape, the need for alternative 'gangs' is therefore critical. A priority focus should be those at risk of becoming gangsters.

The data suggests youth in the Western Cape are exposed to some of the highest levels of violence. Participation in violence and gang activity is happening at an earlier age and they may find a greater sense of belonging and self-respect in gangs or on the streets than in school or a low-paying job. The goal here is to provide attractive alternatives which provide support for positive development.

Another important component of developing and supporting the identity and belonging pillar is a focus on diversity and building a culture of inclusion and acceptance and tackling the prejudice.

*A priority focus should be those at risk of becoming gangsters. They generally live in disconnected communities with high levels of violence and criminality.*



Amandla Edu-Football

### **Amandla Edu-Football case study**

AMANDLA EduFootball is a NGO which develops youth holistically through Developmental Football Leagues, Life Skill Programmes, Academic Support, Youth Leadership Programmes and a Crime Prevention Night League Football Programme. AMANDLA strives to create young leaders and role models who influence their peers in a positive way and reduce unhealthy coping strategies. It targets over 2 500 youth in Cape Town, who are identified as being at risk. They are organised into 135 teams, with each team practicing twice a week. The programme targets 10 – 25 year olds.

Zandi\* is one of the people who Amandla has assisted to reconnect with a positive pathway. He was an ex-member of a gang. “Where I live if you want to be protected and protect your family you need to join the gang. Well at least that is what I always believed. So I joined. It was tough. I did some bad things. The gang took up too much time, it took me away from school and exposed me to things I would prefer not to talk about. I realised the harm that I was causing my community and myself and decided gangs were not for me. Nor should they be for anyone else. I decided I wanted to be a lawyer and help my community one day. Amandla gave me the focus to get back into my studies, to work with peers to fight against gangs and it has given me a community.

The AMANDLA Fair Play System, a point system, which rewards good behaviour, social outreach and awareness and fairness, is an important tool in the programme. This system is applied in all AMANDLA programmes and points can be score in all different activities.

Preliminary results after 2 years of monitoring show less deviant peer exposure, less reported substance abuse, more positive attitudes toward school and a future orientation and less tolerance of violence. This is verified by Department of Education data which suggests pupils’ maths and English results are almost 50% better and South African Police data which suggest there has been a drop in robbery, murder and assault in areas Amandla is working in.

Byron la Hoe



Chrysalis Academy



Theewaterskloof Municipality



## Programmes:

	Outcome	Objective	Programme	Measure
Belonging	To ensure youth are able to identify with positive influences in their lives which promote a sense of belonging and engagement	Youth are part of positive peer groups	Peer groups: Membership of a group is an important part of developing ones identity and sense of belonging. This programme will provide youth with meaningful opportunities to belong, receive support, learn new skills and contribute through sports, organised youth groups, faith-based movement and nature programmes	No. of learners in public schools who have experienced violence and victimisation at schools No. of youth accessing WCG one-stop-shop youth targeted services No. of youth accessing the WCG after school programmes
		Youth are connected to other youth and opportunities	Youth spaces and networks enabling youth to meet other youth, connect to opportunities and access services	
		To mobilise young people using sports, arts and culture	Expanding access to sport, music, art and culture programmes as a tool for youth development	
		Ensuring every school youth has an appreciation of nature	Youth and wilderness programme leveraging our unique biodiversity to support peer processes to enhance identity and belonging	
		Youth have positive images to aspire to	Positive images of youth: The media, communities and institutions work together to convey positive images of youth	
		Youth are given skills to lead	Leadership development: Youth are supported to develop their leadership and decision making skills	
		Parents and adults equipped to support positive youth development	Parental and adult support: Parental training and vulnerable families support programme	

## Career Planet Case study

Career Planet aims to provide career information and access to educational, training and work-related opportunities to young people via mobile technology (and internet).

The service includes facilitating access to opportunities via an information portal and social network that connects opportunity seekers with opportunity providers – job, training, volunteer, funding – and provides them with a supportive online community, offers personal support and advice on all career and training related issues and promotes local role models who have achieved success.

Career Planet is working with mobile providers to zero-rate (offer free) employment intermediation, educational and health data transfers.

It has over 14 0000 members and has facilitated over 1 000 opportunities.

## Priorities:

### 5. Youth spaces and networks

What:	Creative physical (youth cafes) and virtual (online mobi) portal with consolidated information on youth services, support and opportunities providing a multiplicity of connection points, engagement opportunities and networks for young people who want to increase their life chances. Attracting young people to such centres may involve a range of strategies from access to computers, sports and social incentives
Benefits:	Reduces barriers to accessing information and opens up opportunities to all youth.
	Provide a mechanism for coordinating all youth activities under one umbrella
	Increases the life chances of youth by expanding opportunities services and support
Indicator	No of youth connected with a work, skills training, volunteer or peer group opportunity
Resources:	DSD in partnership with DEDAT, DCAS, DoE, DCS, NGOs and Private Sector, DGMT and the faith community
Lead	DSD

Chrysalis Academy



*Too often programmes targeting youth in gangs or at risk of gang activity don't offer the same attraction – ritual, belonging, acceptance and challenges.*

## Pillar 5: Reconnection

To facilitate the reconnection of disillusioned youth by providing effective services and support to reconnect, strengthen resilience and enable positive development



## Rationale

The province has a large number of youth who have disconnected from a positive pathway. The purpose of this strategy is to support those youth who have disconnected to be able to reconnect to a positive development path more easily. The earlier these youth are identified and supported the better the chance of reconnection. Also, the older the youth and the longer their period of disconnection the more difficult and costly reconnection becomes.

The process of re-connecting requires a decision from the youth that they want to change their situation. Once the decision is made it must be quickly followed by opportunities to act and ongoing support to overcome the sense of inadequacy. Youth generally require ongoing support and progression to stay connected. Current programmes are siloed, unsustainable and lacking in progression. Further many of the services needed aren't available, have long waiting lists or are inaccessible. A missed opportunity to facilitate re-connection is a huge loss of human potential and the opportunity may never reoccur.

In the Western Cape special efforts are needed to reach the many young people described as NEETS who are alienated from educational institutions and unemployed.

Risk reduction interventions targeting 9-14 year olds have the highest success rates

32.8 % of youth (15 to 24) are not in education, employment or training (NEETS) in the WC. The unemployed are concentrated in the Central Karoo and the City of Cape Town

### Chrysalis case study

Established in 2000, Chrysalis targets so-called 'youth at risk' between the ages of 17 and 25 years, most of whom are NEETS. By means of a well-structured programme, it empowers them to steer away from the crime, drugs and gangsterism that are so prevalent in the Western Cape. The youngsters are taught how to become socially responsible adults and strong, positive community leaders. The programme starts with a three month residential life skills component. This is a period of intensive physical and emotional training to increase fitness and preparedness for life. Often it provides a safe place and window for young people to refocus and connect. After graduating learners are linked to internship opportunities to facilitate their graduation into work or study. Chrysalis has positively impacted the lives of more than 5000 graduates who have passed through the programme.



Photo © www.eric.co.za

### Zip-zap case study

The story of Lizo Peter James is closely tied in with the tale of the ZipZap Circus, a local school of circus art. The founders of ZipZap Brent and Laurence recognised that in the circus they had a tool that would help, teach and educate. It was a chance to offer life changing opportunities to children who are otherwise ignored or forgotten. It was a place to mend the broken and nurture new hope.

Lizo joined the circus at a young age and quickly showed potential and was given opportunities and hope of a different life. He was part of a troupe that travelled internationally. While performing at a wealthy children's summer camp Lizo found a wad of money rolled in an elastic band. He didn't hesitate and the money was safely returned to its owner. This same honest fellow grew up to be a teenager and got caught up in the drug scene. He disappeared from ZipZap. Four years later he walked back in asking for help. Together with ZipZap help, he straightened out his life. Years later he got involved with an Australian and got lost again while living in Australia. He reached out for help a second time. This time he knew he had to take a stand. He turned his back on the drug scene with renewed determination. He wanted a life for himself and knew it was up to him. Today Lizo runs the ZipZap students' residence and is a role model to many young kids.



Chrysalis Academy



Chrysalis Academy



Theewaterskloof Municipality



## Programmes:

	Outcome	Objective	Programme	Measure
Reconnection	To facilitate the reconnection of disillusioned youth by providing effective services and support to reconnect, strengthen resilience and enable positive development	Every learner who has dropped out of schooling or repeated multiple grades can access a second chance to complete schooling or acquire skills	Second chance learning: Schooling and skills programmes for out of school youth for example the Youth Focus Project targeting 15+ with repeated grade 9 failures	No of youth who have been referred to WCG services through WC Integrated service delivery hubs
		NEETS are provided with opportunities to develop resilience and transition into work or skills training	Skills intermediation: Bridges into skills development and work	
		Young mothers are supported to resume studies/work and provide for their families	Young mothers educational support programme	
		Juveniles in conflict with the law are provided with a second chance	Step down programmes once they exit justice system or rehab or a gang	
		Provide bridges back into positive youth development opportunities for youth who have engaged in anti-social activities	Positive footsteps ambassadors programme: Structured programme to mentor youth in transition back to positive youth development over an extended period	

## Priorities:

*6. Skills intermediation:  
Residential programme offering a  
bridge to skills and employment*

What:	Scale up Chrysalis type programmes to offer youth at risk a residential programme and bridge into either work or skills training
Benefits:	Provides a safe space for young people at risk to develop coping strategies and engage in positive youth development with impact on substance abuse, levels of trauma and mental health and peer networks
Resources:	DCS, DOE Youth Focus Project, DSD, Private Sector and faith-based organisations
Indicator:	No of youth accessing a reconnection opportunity
	No of youth exiting Chrysalis type programmes in employment within 3 years
Lead:	DCS, DoE and DSD

Chrysalis Academy



## 9. Vision in Action





Chrysalis Academy

All successful strategies are focused on a limited number of priorities. The YDS vision in action consists of four components namely creating the institutional infrastructure to coordinate and deliver the strategy; prioritising six flagship projects; targeting specific geographic regions and audiences in high need areas; and ensuring the programme is supported by an M&E framework.

## 9.1 Institutional architecture: Youth hub

A youth directorate responsible for the transversal management of the YDS as well as the management of the multi-stakeholder relations and partnerships is proposed. This would be a strategic and coordination unit.

Part of the role of this hub will be to monitor, assess and evaluate the impact of the Strategy - necessary to inform management and ongoing planning.







## 9.2 Flagship projects

Six flagship projects have been identified and are listed again below:

1. Future potential family support (Target: 250 000 youth and over 100 000 families)
2. Expanding horizons (Target: 150 000 high school learners & 100 000 primary school learners)
3. First job internships (Target: 100 000 youth)
4. Employment Works (Target: 170 000 to 390 000 youth)
5. Youth Cafes: Spaces and networks (Target: 300 000 youth)
6. Skills intermediation (Target: 100 000 youth)

The following diagram provides a visual indication of how each project relates to the youth target market and the number of youth requiring the service.

### Targeting the flagships

Programmes	10-14 yr olds 438 843	15-25 yr olds 1 063 673	25-35 yr olds 1 074 485
Future Potential	 250 000 youth, 100 000 families		
Expanding Horizons educations support	 150 000 primary learners 100 000 Grade 8-12		
First Job		 100 000 job seekers	
Emploment Works		 400 000 work seekers	
Youth Spaces and Networks	 300 000 youth		
Reconnection Bridges		 100 000 youth	

WESGRO



## 9.3 Targeting

In the same way that the YDS needs to be clear which cohorts and how many youth in the cohort it is targeting, the YDS also needs to focus on particular communities and geographic areas where youth have blighted life chances. In focusing geographically the Strategy also recognises that differentiated programmes are needed for rural and urban youth. Urban and rural youth also require differentiated communication strategies related to the different levels of connectivity and also their differentiated access to services. Further there are also sub-places which require special attention and targeting.

## 9.4 Monitoring and evaluation

The Youth Development Strategy is centred on developing the economic and social trajectory of youth in the Western Cape. The strategy has put in place a long term vision for youth, while both the medium term and short term performance indicators will be measured to determine the progress made towards achieving this vision. The medium term will be reported on over five - year increments and performance will be determined through the annual monitoring of high level economic and social indicators.

The Youth Development Strategy adopts a transversal approach and measures the progress of five targeted areas which are proven to be key to the successful development of youth. While the strategy makes provision for long term planning, short term progress will be determined through the monitoring of indicators in each of the five areas. The indicators will be measured on a quarterly basis by the respective custodian department but will be reported on, on an annual basis, where possible, for the purposes of the Youth Development Strategy.

We look forward to all our partners harnessing their resources to improve Inclusion, Opportunities and Choices facing young people and through this enable them to be responsible productive citizens.

## 10. Commitment to action

The YDS provides a platform and tool for developing policies and programmes for young people in the Western Cape. It identifies a series of priority areas for action. The Western Cape Government will coordinate the implementation of the YDS. However it is not the only organisation responsible for the YDS. As noted in the introduction this is a whole of society strategy that requires the active involvement and commitment of all stakeholders.

In the following table we highlight the respective roles and responsibilities of different stakeholders.

Stakeholder	Role
Provincial government	Overall coordination of the YDS and programmes, funding and rollout of flagships
Local government	Local level coordination, funding and support for flagships
Universities	Education & training, volunteers, research and M&E role
School Governing Bodies	Oversight of educational interventions
Faith-based communities	Strengthening families and peer affirmation
NGOs	Services providers across programmes
Private sector	Jobs and skills training functions

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## ANNEXURE 1: List of people consulted

Organisation	Names
Department of Education	Penny Vinjevod and team Wayne Blauw
Department of Agriculture	Joyene Isaacs SMS team
Department of Community Safety	Dr Gilbert Lawrence Gideon Morris
Office of the Premier	Jenny Cargill Hector Elliot
Department of Social Development	Chantelle Pepper Leanne Goosen Robert MacDonald Gavin Miller
Department of Health	Tracey Naledi Frederick Marais
Department of Economic Development	Solly Fourie Elizabeth Walters Pat September John Peters Deon Damons
Department of Local Government	Hildegarde Fast Heinrich Magerman Marchelle Greybe
Department of Sports and Culture	Brent Walters Paul Hendricks
Provincial Treasury	Johan Stegmann
City of Cape Town	Ivan Bromfield Ernest Sass Abigail Jacobs-Williams
DGMT	David Harrison Janet Jobson
ZipZap Circus	Brent van Rensburg
Amandla Edu-Football	Florian Zech Karl Voysey
Chrysalis	Lucille Meyer
Safety Lab	Noah Maltz
Consultant	Don Plnnock
CapeNature	Trevor Farr
Ikamva Youth	Joy Olivier
Mandela-Rhodes Trust	Shaun Johnson
Prepare	Kathy Mathews
UCT/PERO	Murray Leibrandt
NGOs	<ul style="list-style-type: none"> <li>• Dreamworker</li> <li>• SHAWCO</li> <li>• Fundamentals Training Centre</li> <li>• New World Foundation</li> </ul>
Experts in the Youth Sector	<ul style="list-style-type: none"> <li>• Go for Gold</li> <li>• Centre for Justice and Crime Prevention</li> <li>• Harambee</li> <li>• UCT Children's Institute</li> <li>• University of Cape Town</li> <li>• LEAP</li> <li>• Action Appointments</li> <li>• Career Planet</li> <li>• UWC FET Centre</li> <li>• NICRO</li> <li>• Safety Lab</li> <li>• SA Scouts and Girl Guides</li> </ul>
Faith-based organisations	<ul style="list-style-type: none"> <li>• South African Council of Churches</li> <li>• Muslim Judicial Council</li> <li>• Catholic Welfare Development</li> <li>• Mustadafin</li> <li>• Hillsong</li> <li>• Vision child and youth care centre</li> <li>• Hope Africa</li> <li>• Salesians</li> </ul>
PSO 8 Youth Workgroup members	<ul style="list-style-type: none"> <li>• Johnnie Tolkien</li> <li>• Romeo de Lange</li> <li>• Razzaq Lagkar</li> <li>• Estelle Cloete</li> <li>• Hanneljie du Preez</li> <li>• Armien White</li> <li>• Anthony Lottering</li> <li>• Trevor Farr</li> <li>• Khulukazi Zimba</li> <li>• James Albanie</li> <li>• Dennis Pillay</li> <li>• Nelia Orlandi</li> <li>• Heidi Sauls</li> </ul>



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