

black people in the economy and promote a higher growth rate, increased employment and more equitable income distribution; and establish a national policy on broad-based black economic empowerment so as to promote the economic unity of the nation, protect the common market, and promote equal opportunity and equal access to government services.

3.6 The White Paper for Social Welfare (1997)

This document places major emphasis on the needs and challenges of the youth as well as the specific interventions to be used to ensure the development of young people. It was the first government policy document to articulate the need to professionalize youth work in an effort to build capacity for those responsible for providing youth development services so that they can adequately and effectively address the challenges faced by the youth within their respective communities.

3.7 The White Paper on Reconstruction and Development (1994)

The RDP was a plan by the newly democratically elected Government to redress social and economic challenges faced by the country as a result of discriminatory policies of the previous governments. The RDP made specific commitments to the empowerment of South African women, youth, rural and disabled persons. The RDP committed the Government to ensuring that suitable programmes aimed at young people are established to ensure redress of backlogs in education and training, job creation and recreation.

3.8 The NYS Development Policy Framework (2002)

The NYS Development Policy Framework 2002 prioritized the participation of youth in voluntarism as a mechanism to build patriotism and social cohesion. In the end, a nation with a common and shared future will be built.

3.9 South Africa's New Growth Path (NGP)

The three focus areas of the New Growth Path (NGP) that are directly related to the Economic Participation thematic area are Stepping Up Education and Skills Development, Enterprise Development, and Broad-Based Black Economic Empowerment.

3.10 African Youth Charter (2006)

The African Youth Charter is a political and legal document that serves as a strategic framework that gives direction to youth empowerment and development at continental, regional and national levels. The charter is in line with the efforts of the African Union (AU)

that seek to provide an avenue for effective youth development. The charter was adopted in May 2006 and endorsed by AU heads of states in July 2006. South Africa has ratified and signed the charter and the African Youth Charter is consistent with the South African Constitution and nearly all its provisions are in line with the socio-economic programmes being implemented, or envisaged.

3.11 World Programme of Action on Youth (2000)

The United Nations' (UN) ministers responsible for the youth from different countries adopted the World Programme of Action on Youth for the year 2000 and beyond. This is a 10-year plan aimed at effectively addressing the problems facing young people. It is a policy framework that seeks to deliver opportunities that would enhance young people's participation in society and provide practical guidelines for youth development's support by national and international institutions. The plan contains concrete proposals on how countries should improve the well-being and livelihoods of young people in their respective countries.

3.12 Millennium Development Goals (MDGs)

MDGs target the eradication of poverty and hunger (MDG 1), achieving universal primary education (MDG 2), reducing child mortality (MDG 4) and improving maternal health (MDG 5).

3.13 United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

The UNCRPD recognizes, amongst others, the need to 'promote and to protect the human rights of all persons with disabilities, including those who require more intensive support' (UNCRPD, page 2) as well as the contributions that persons with disabilities (PWD) make to their communities.

4. CHAPTER 4: IYDS VISION, MISSION, OBJECTIVES, VALUES & PRINCIPLES

4.1 VISION

South African youth that is empowered economically and socially and is globally competitive

4.2 MISSION

Accelerated attainment of sustainable livelihoods and global competitiveness through mainstreamed and integrated youth development in all spheres of government, the private sector and civil society.

4.3 OBJECTIVES

- To promote a uniform approach of youth development by all organs of state, private sector and civil society organisation;
- To facilitate endeavours aimed at job creation and economic freedom of youth by all organisation of state, private sector and civil society organisation
- To facilitate endeavours aimed at job creation and economic freedom of youth by all organs of state, the private sector and civil society organizations;
- To initiate strategic anchor projects to benefit youth from disadvantaged backgrounds (rural, disabled, and young women) and guide programming for other stakeholders including private and civic society sectors;
- To provide a monitoring and evaluation framework and system which will enable coordinated nationwide reporting of youth development programmes' implementation by all organs of state, the private sector and civil society organizations;

4.4 GUIDING VALUES, PRINCIPLES AND STANDARDS

Fundamental to the ideal of creating a society where all socio-economic factors that put youth at risk are significantly reduced or completely eradicated, the NYDA, private, public and civic sector will aim to create and maintain an environment in which all young men and women are given meaningful opportunities to reach their potential. The following guiding values and principles as illustrated in detail in the National Youth Policy 2009-2014 and the National Youth Development Policy Framework, 2002 will apply in order to achieve the goals of IYDS:

4.4.1 Values

- Inherent worth and inborn dignity of youth;
- Empowerment of young people as assets for national development;
- Young people as instruments and agents of their own development;
- Young people are social beings belonging to a network of structures as family and community which are essential to their development;
- The promotion of social and economic inclusion as well as integration of young people into the mainstream of society and the economy;
- Intentional youth-focused interventions that prioritize addressing the needs of young people effectively;
- The promotion of moral and spiritual regeneration in line with the values of 'ubuntu.'

4.4.2 Principles

- Place young people at the centre of the development and transformation efforts of South African society.
- Empower youth to provide the critical human capital needed to attain the transformation and development of South Africa.
- Support young people in the development and sustenance of their livelihoods; thereby enabling them to positively impact on the socio-economic environments.

4.4.3 Standards of Youth Development Practice

- **Accessibility** - young women and men from diverse backgrounds must access resources and services crucial to their development.
- **Responsiveness** - all youth development service-providers and practitioners should respond to the needs and concerns of young people and be guided by the intention to act in their best interests.
- **Holistic** - youth development initiatives must encompass all aspects of development of a young person.

- **Integration** - different key role players such as government, civil society and the private sector should integrate youth development into their programmes and policies.
- **Diversity** - youth development interventions must recognize and acknowledge the diverse backgrounds of South African youth.
- **Non-discrimination** - all youth developments initiatives should not discriminate.
- **Sustainable development** - young people's assets, potential, capacity and capability must be maximized so that they can respond effectively and efficiently to life's challenges.
- **Transparency** - individuals, institutions and organizations involved in youth development should operate in a transparent and accountable manner.
- **Participation and inclusion** - service-providers must design policies, strategies, and programmes for and with young people.
- **Social cohesion** - youth development interventions should promote the inclusion of young people as a significant part of societal structures and encourage positive interactions between various groups of the populace.
- **Social protection** - different youth development interventions should seek to promote the well being of young people by putting in place measures that seek to protect them.
- **Youth Service** - young people should be involved in meaningful activities that benefit communities while developing their sense of patriotism.
- **Redress** - recognize the different ways in which young people have been affected by the injustices of the past.

5. CHAPTER 5: YOUTH TARGET GROUPS DEFINED

South Africa defines youth as a group of people aged 14 to 35 years, for the purpose of this national youth development strategy document, youth is defined as such.⁹ This inclusive approach takes into account both historical and present-day conditions of youth in South Africa. Although much has changed for young people since the advent of democracy in 1994, the motivation for 35 years as the upper age limit of the youth is unchanged, as the historical imbalances in the country are yet to be fully addressed.

The IYDS interventions for youth should thus be biased towards the following groups:

- **Unemployed youth-** suffer issues such as low-self-esteem resulting from the condition of poverty. Unemployed youth are vulnerable to crime, drug and alcohol abuse and poor health. They also tend to have minimal participation rates in civil society activities;
- **Young women-** suffer the highest levels of under-education, lack of skills, unemployment, HIV & Aids infection, victims of violence and abuse;
- **Youth in rural-** areas typically have to struggle with the low availability of services and facilities as well as opportunities. Additionally, the high levels of youth migration to urban areas exacerbate the underdevelopment of rural areas;
- **Youth with disabilities-** are typically excluded, suffer high levels of under-education, unemployment and lack of skills and access to opportunities;
- **School-aged-out-of-school youth-** are more likely to engage in high risk behaviours, such as crime, drugs and alcohol abuse, rape, violence and exploitation;
- **Youth at risk-** youth living with HIV & AIDS the prevalence rates of HIV and AIDS among youth are a serious cause for concern. It is recognised that youth are powerful agents that can decrease the prevalence of HIV/AIDS. There is a need to care for those infected and affected by HIV and AIDS;
- **Youth heading households-** are at greater risk of abuse, exploitation and dropping out of school, thus being excluded from services such as school-feeding programmes, school health programmes and relevant initiatives;
- **Youth in conflict with the law-** the rate of youth in conflict with the law is worryingly high. Offending by youth seems to be on the increase;
- **Youth abusing dependency-creating narcotic based substances including alcohol-** there is a need to have interventions that target youth who already have the problem of

⁹ The National Youth Policy 2009-2014

abusing dependency-creating substances as well as having measures in place to reduce the likelihood of having youth falling to this problem;

In general, the IYDS recognises that many young people face many different challenges, which therefore calls for a multifaceted intervention approach from all sectors in the country.

DRAFT IYDS MARCH 2012

6. CHAPTER 6: ECONOMIC PARTICIPATION

6.1 Enabling Environment and Opportunities

An enabling environment represents existing and potential economic growth and job creation opportunities that can be created if certain policy environment and practice prevailed. In this sub-section a mix of policy reform initiatives and programme implementation proposals that have a potential to enhance youth economic participation in public, private and civic sectors are described.

Various government policies and strategies such as The New Growth Path 2010 and the Industrial Policy Action Plan 2010 (IPAP) provide industrial and infrastructural development opportunities for both public and private sector in a variety of economic sectors. If carefully implanted in a manner that places youth at the centre of every programme, opportunities in these identified sectors will go a long way in reducing youth unemployment and enhancing youth entrepreneurship:

- Agro-processing, bio-fuels, forestry, cultural industries, aquaculture, tourism;
- Green and energy-efficient goods and services;
- Downstream mineral beneficiation;
- Nuclear energy;
- Aerospace, and ICT industries;
- New economies such as green economy, knowledge economy and others;
- Spatial development and transport;
- Infrastructure and services;
- Social entrepreneurship.

Other areas of the economy with huge potential to unlock benefits for youth include:

- Water and water waste management ;
- Air quality management;
- Entertainment industry (music, movies, standup comedy),
- Sports, art and recreation.

A concerted drive is however needed to create a new value chain networks and markets, establish innovative and profitable business models which are then developed and incubated in order to become the major corporate houses and employers of the future. This will in turn enable the creation of value added products networks that will provide further employment

opportunities for youth, as well as sustainable procurement opportunities for micro and small enterprises.

In long term, the intellectual and soft skills required to promote the development of these enterprises need to be taught and nurtured in schools at an early age. Of key in all of these, is proper and immediate implementation of policy interventions with direct involvement and participation of youth rather than them being the passive recipients of interventions that are crafted with minimal or no involvement of youth.

A relatively stable and growing economy will provide more opportunities for exploitation of economic gains by youth, but a lot more can be achieved in South Africa if government supported the following interventions:

- **Decentralization of Economic/Industrial Development:** Industrial policy and implementation must consider rapidly creating industrial opportunities and centres away from the traditional industrial nodes in South Africa and decentralise development to provinces and municipalities where there is potential;
- **Rural Development Initiatives including creation of value chains must be prioritized,** planned for and implemented with haste in all municipalities as part of Local Economic Development Programmes, in provinces as part of Provincial Growth and Development Strategies and at National level through the New Growth Path 2010 and other related policies and programmes;
- **Increased local beneficiation of South African mineral resources and immediate facilitation of shared ownership by state and private sector-** Nationalization of Mines and the entire mining value chain and infrastructure will assist in creating more opportunities for youth employment and through the creation of long term and sustainable new value chains and entrepreneurial opportunities for youth.
- **Expansion and improvement of Agriculture and Agro-processing industry:** There is a need and potential benefit from an increase in the number of youth participating in this sector. More and more industries that process South Africa's raw agricultural products locally must be created, supported and currently existing ones must be expanded. However, for all of this to take place, land for agriculture and agro processing must be made available by South African government. Due to laws of the previous regime that limited ownership of land and agricultural land in particular to a select few who were beneficiaries of the segregative apartheid regime, black South Africans own little or no useful land for agriculture. Over the past few years government has struggled to resolve the land issue and has minimal financial resources to buy land from those who inherited it from apartheid system.

To solve this quagmire, expropriation of land without compensation coupled with development of such land for agriculture, forestry, animal husbandry and agro-processing will provide an opportunity for youth participation in this field of economy and avail opportunities for youth, which will go a long way towards resolving the challenge of youth unemployment and poverty;

- Targeted and systematic youth biased programming: There is room within South Africa's preferential procurement policies for introduction of programming with in all economic sectors to prioritise and set aside 30% quotas for youth benefit. This should, in particular benefit rural youth, women and youth with disabilities in all State Procurement investments and New Growth Path Projects.

6.2 Strategic Goal

The goal of this Strategic Focus Area (KSFA) is to enhance the participation of youth in the economy through targeted programmes initiated by public, civic and private sector organisations and institutions for job development and placement of youth, as well as support for programmes that encourage innovation and entrepreneurship development, for income-generation and wealth creation activities for youth.

6.3 Key Strategic Objectives

- To improve accessibility of information with regard to employment opportunities, business advisory services, entrepreneurship and funding opportunities thereby improve employability chances of youth;
- To identify, create and launch sustainable, large-scale economic ventures for the youth in South Africa, targeting the previously disadvantaged groups and rural areas;
- To develop key industry sectors in which the youth have total control of the various components of the value-chain, such as supervisory, technical and managerial skills, capital, primary and secondary suppliers to the selected industry and other factors of production;
- To stimulate the creation of new value chain networks which are ¹⁰owned and controlled by youth and in particular the previously disadvantaged individuals that will feed directly into existing large scale corporations;

¹⁰ A value chain is a market-focused, and demand driven process in which producers and business enterprises collaborate to develop a value-added product thereby creating additional value through production, services and often marketing to bring higher quality, differentiated products to the marketplace. Value chains increase competitiveness by seeking out opportunities in the marketplace, and linking production and processing requirements to meet consumer demands.

- To develop high-order skills amongst the youth, particularly those in sectors such as green economy, mineral resources beneficiation, social economy, ICT and agro-processing;
- To enhance South Africa's regional and international competitiveness through the development of its entrepreneurial sector and the productive use of its youth potential and;
- To encourage wealth and income distribution across all sectors of South African society and between rural and urban areas thereby reducing inequality.

6.4 Strategic Interventions

The strategic interventions for enhancing Economic Participation of youth should address the following dimensions:

- **The individual:** By providing information, job preparedness skills and targeted training to cultivate the entrepreneurial mindset through non-financial and financial support for youth;
- **The organization:** By developing and incubating profitable business models and organizations that target youth;
- **Markets:** By creating value-chains that serve as feeders into the corporate conglomerates and provide access to new markets and continue to stimulate such markets;
- **Value chain networks:** Increase access and participation in value chain networks, at local, national and global level and enable the increase of value add products and thereby increase job opportunities created from a single product.
- **Mobilize government, private and civic sector** to create a conducive environment for economic growth and development through monetary policy that takes into consideration the fast changing global economic environment and change of mindset and practice by private and civic sector;
- Create an environment where youth have realistic chances of benefiting from Local Economic Development (LED), Provincial Growth and Development (PGDs) and New Growth Path (NGP) business opportunities through aggressive preparation, training and mentorship as well as policy reform which will actively direct opportunities created to youth;
- Encourage and actively support the establishment of social enterprises and social businesses, public, private and civic sectors working in unison;

- Support the establishment of cutting edge, high impact and job creating entrepreneurship programmes and initiatives in the private sector and public sector alike;
- Support and enforce as government a practice that requires that 50% of all job and entrepreneurial opportunities created by NGP 2010, Jobs Fund and other related initiatives and programmes at all spheres of government directly benefit youth;
- Immediately implement a long term curriculum programme in all schools which provides young people with the knowledge and skills that foster an entrepreneurial culture from an early age and increase employability chances before exit of school system by youth;
- Provide mentorship programmes, advanced technical, business training and business development support services to young entrepreneurs;
- Develop business linkages and participation of youth-owned businesses in public sector procurement chain through preferential procurement practice which is youth biased, and ring-fence 30% of government investment to provide 3-5 year contracts to eligible youth owned enterprises;
- Immediately re-establish apprenticeships and introduce incentives as a key mode of imparting technical and other job specific skills within state owned entities and private sector;
- Establish vocational or technical colleges in every municipality and develop curriculum and exit points that are based on Local Economic Development Plans of a municipality and target out of school youth as phase one of the initiatives;
- Establish a private sector forum through the office of the President where big and small private sector entities report on their youth development programmes progress annually;
- Design specialized capacity building initiatives for young women and the disabled in order to ensure that they fully participate in the economy;
- Encourage formation of partnerships between youth enterprises and the leading innovation hubs and applied research institutions locally and internationally for the sole purpose of creating proudly South African products and new technologies;
- Facilitate an increased access to modern and life enhancing technology by youth;
- Encourage mass participation in import and export industry and improve efficiency of the country;
- Develop and provide knowledge material to disabled youth relating to economic participation.

6.5 Measurement of Success- Youth Development Indicators

- 50 % reduction of youth unemployment by 2016;
- 50 % increase of youth owned enterprises by 2016;
- 50 % reduction in number of youth living in poor households;
- Creation of 1 central Fund where Public and Private sector funds are received and managed in order to finance innovative youth businesses by 2014;
- Creation of a business incubation programme for youth enterprises linked to New Growth Path; PGD's and LED initiatives- 1 high capacity incubator per province by 2016;
- Creation of new value chains, 50% more than current status that will benefit youth in agro-processing and mineral beneficiation;
- 50% of all New Growth Path generated jobs taken up by youth;
- 30% of all state supply chain tenders especially those with tenure of 3-5 years allocated to youth majority owned and benefiting businesses;
- 40% of all schools through all grades delivering high quality compulsory age appropriate entrepreneurship training programmes by 2014;
- Establish a partnership between the high capacity incubator and education and training and innovation institutions for training youth in advanced technical and management skills- 100 youth intake per annum per province; and
- Ensure a 10% year on year increase in the enrolment of apprenticeships; artisans; technicians and engineers.

6.6 Projects and Programmes

6.6.1 Funding Programme for Youth Businesses

Programme Name	Youth Funding Programme for Businesses				
Strategic Objective	<ul style="list-style-type: none"> To identify and finance key business ideas with potential for expansion and sustainability which support the drive for a more inclusive economy; To support youth-owned businesses that focus on high level innovation and technological advancement in key industries 				
Programme objectives	<ul style="list-style-type: none"> To provide a Venture Capital Fund that will enable the development and incubation of new businesses To provide a strong mentorship programme that combines innovation and business management To maintain the link between funding; entrepreneurship and mentorship 				
National Youth Policy Area	Economic participation	Government priority area		Job creation	
Location (National/Provincial)	Output	KPI	Target 1st five years	Implementers	Funding sources
National Fund and 9 provincial funds	Output 1:	Number of youth-owned businesses funded; Number of youth businesses that are successful according to pre-defined criteria beyond a year/2 years of existence	100 (feasibility based on Budget)	Private sector, NGO's, DFI, Public Works, Local Government and Municipalities	Treasury, DBSA/ Jobs Fund, Provincial Gov, Public Works, Local Government and Municipalities, Partnerships with public and private sectors
Estimated cost					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R500m	R500m	R500m	R500m	R1bn	R3bn

6.6.2 Industrial Development Programme- New Value Chains Development

Programme Name	Industrial Development Programme/ New Value Chains Development
Strategic Objective	<ul style="list-style-type: none"> To train and develop a mindset of innovation and ownership of entrepreneurial value-chains To promote the creation and growth of new value-chains by youth within certain key industries
Programme objectives	<ul style="list-style-type: none"> To create programmes that generate a greater awareness and understanding of the need for and processes involved in new value-chains To incubate the concepts, strategies and starting processes related to the creation of new value chains

	<ul style="list-style-type: none"> To develop and mentor, and scale up impact created by these value-chains in the open market To link both private sector Enterprise Development Funds and State Youth Development business finance into one Venture Capital Fund. 				
National Youth Policy Area	Economic participation	Government priority area		Job creation	
Location (National/Provincial)	Output	KPI	Target 1 st five years	Implementers	Funding sources
National (9 provinces)	Output New value chains created and sustained per year per province	Number of youth owned and led new value-chains created	45	DTI, DAFF, Department of Rural Development and Land Reform, IDC, NYDA, other Government departments such as Dept of Minerals and Energy, Environmental Affairs, Tourism, Human Settlements	DTI, DAFF, Department of Rural Development and Land Reform, IDC, private sector
	Output 2: Jobs Created	Employment opportunities created through the new value chains formed		DTI, Department of Agriculture, Department of Rural Development and Land Reform	DTI, Department of Agriculture, Department of Rural Development and Land Reform, IDC, private sector
Estimated cost					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R1bn	R1bn	R1bn	R1bn	R1bn	R5bn

7. CHAPTER 7: EDUCATION AND SKILLS DEVELOPMENT

7.1 Strategic Goal

The goal of this Strategic Focus Area (KSFA) is to promote access to quality education and support attainment of skills for both in-school and out-of-school youth, including second chance opportunities in order improve participation of youth in the mainstream economy and enhance livelihoods.

7.2 Key Strategic Objectives

- To ensure the provision of quality education at all phases of the education system that prepares young people for critical skills and the correct career path;
- To improve the quality of education by adequately training teachers thereby improving throughput;
- To create an enabling environment for learners and students, especially young women and youth with disabilities, to flourish and complete their studies;
- To support provision of free and compulsory education from primary to tertiary levels (bachelor degree or diploma);
- To increase access, retention and throughput levels of FET colleges and other institutions of higher learning especially for Africans and Coloureds;
- To synchronize the curriculum at all levels of the education system and link it to economic needs of the country;
- To support provision of disabled youth with quality education
- To deliberately improve proximity to schools for youth in the rural and informal settlements in the next three years;
- To increase enrolment and throughput in Higher Education at Master's and Doctoral levels especially for Africans and Coloureds; and
- To provide millions of out of school youth with second chance opportunity by creating artisan/technical centres in every municipality and enrolling them into these for a meaningful integration and participation in mainstream economy.

7.3 Enabling Environment

An enabling environment represents existing and potential quality education improvement opportunities that can be created in and out of school system if certain policy environment and practice prevailed. In this sub-section a mix of policy reform initiatives and programme implementation proposals that have a potential to turn around education and improve skills attainment outcomes as facilitated by public, private and civic sectors are described.

There are a number of existing policies and interventions that can act as a springboard for the improvement of education. However, improvement of the environment can be achieved in the following manner:

- Increase the number of higher education institutions to address the demand for higher education in South Africa, at least 1 university in every province by 2013;
- Create in every municipality a technical/artisan centre which is linked to LED plans , destigmatise and market rigorously Technical Centres/Colleges and FETCs to youth and general public;
- Opportunities for education and skills development in high growth sectors, such as mining, agriculture, manufacturing, electricity and water need to be explored;
- The procurement policy, spatial planning policy (in-schools) must lead to creation of opportunities for education and skills for youth in these fields;
- Youth should be trained in new skills such as in the Green Economy and others;
- Through implementation of a policy that allows for adequate funding and foster appropriate skilling which matches job market needs from school and tertiary levels;
- Developing and implementing a curriculum that sufficiently prepares learners for the world of work and equips them with life skills way before exiting the school system;
- Provision of adequate minimum resources for schools in terms of infrastructure (libraries, laboratories and sports facilities) and qualified educators;
- Revising the financial support arrangements for needy students at tertiary institution levels, make education completely free for at least the bachelor diploma or degree;
- Synchronization of the education system curriculum from school to FET and tertiary institutions;
- Putting in place and managing functional community libraries for out of school youth benefit;
- Providing a disability friendly education system; and
- Continuously providing a safe environment for learners, especially the girl child, to learn and complete education.

7.4 Strategic Interventions

- Provide free basic and tertiary education, till completion of the first bachelor degree/diploma level;
- Improve the overall infrastructure of all schools, by providing all that is necessary for proper functioning of school as per international standards, well-equipped libraries, laboratories, and sporting facilities; that incorporates the needs of abled and disabled youth especially for youth in the rural and informal settlements;
- Establish partnerships with public and private sector for the complete eradication of mud schools in all communities and other education inappropriate structures in informal settlements;
- Synchronise curriculum and link outcomes of school, technical centres, FET and tertiary institutions with the needs of the job market;
- Make career guidance a compulsory part of the schooling curriculum and monitor implementation of such a programme;
- Provide life enhancing and job preparedness courses throughout the schooling system and ensure attainment before matric, courses such as drivers license, basic computer skills and job preparedness and citizenship as part of the curriculum;
- Link the course content of technical colleges and FET colleges to economic development plans at local and provincial level where they are located;
- Develop an entrance criteria and student development plan for FET colleges which will allow more out of school youth to gain access into the courses and to succeed;
- Improve SETAs and align them to the entire education system in order to prepare youth for meaningful economic participation;
- Specifically fast-track the establishment of universities in the Northern Cape and Mpumalanga provinces to allow for more access into institutions of higher learning;
- Embark on a year-long multi-sectoral back-to-school campaign in order to encourage out-of-school youth to return to school;
- Lobby the private sector (especially the mines) to provide training to the locals and the training should be matched to the skill required by the local industries;
- NYDA should provide enough career guidance, disseminate information, host meaningful career events and provide assistance in completion of applications for enrolment in higher education, especially in rural areas;
- Private sector companies such as Mines and able state owned entities such as Eskom, Transnet, SAA, PRASA and others should adopt schools every year and provide all needed support (new building of schools/providing essential infrastructure);

- Government should put stringent measures for the provision of exit strategies of learnerships and internships;
- Provide alternative programmes and opportunities for unemployed Matriculants, e.g. Community Health Work, Military services, etc.
- Provide quality education to disabled youth by training more educators and providing sufficient teaching aids/equipment in special schools;
- Create an enabling and conducive environment for young women to remain within the schooling system until completion of school by providing necessary amenities such as sanitary pads and free psychological support for those who fall pregnant whilst in school or heading families;
- Provide necessary support for teenagers who fall pregnant whilst in school and ensure that they return to school healthy and complete their studies without unnecessary loss of time; and
- Make it obligatory and provide support for the acquisition of drivers' licences upon exit of the schooling system.

7.5 Success Indicators

- All schools have access to library and laboratory resources and services by 2015;
- All schools are providing career guidance as per the curriculum to all learners by 2013;
- Universities are established and functional in the Northern Cape and Mpumalanga provinces by 2015;
- A 30% annual increase in a number of Matriculants that obtain a Matric pass with university endorsement (exemption) for all race groups by 2015;
- 30% annual decrease in the drop-out rate at all phases of the education system (ECD to University) school by 2015;
- 70% annual rate in eradication of mud schools and other inappropriate structures used as infrastructure for education;
- An aligned curriculum between schools, FETs and tertiary Institutions that prepares youth for the job market by 2013;
- A 70% success rate of successful return to school by out-of-school youth by 2013 (year-long multi-sectoral back-to-school campaign led by the NYDA);
- All needy students access funding that is adequate for their needs by 2012;
- A 30% increase in the provision of teaching infrastructure, equipment, aids and qualified educators to special needs schools;

- Successful introduction of driver's licence attainment programmes by the end of Matric in schools by 2013; and
- Establishment of technical schools and colleges in each municipality to provide an alternative route to young people that are out of school by gifted in various technical areas and trades such as arts, culture and music

DRAFT IYDS MARCH 2012

7.6 Projects and Programmes

7.6.1 Basic Educations

Programme Name		Basic Education Retention and Throughput improvement			
Strategic Objective		Put in place measures and plans that will ensure that all children of school-going age are retained in schools and are on the way to successfully complete Grade 12 by 2014			
Programme objectives		<ul style="list-style-type: none"> To implement programmes and institute measures that will keep learners of school going-age in school and help them complete their prescribed education programmes; To implement programmes that assist with provision of quality and functional foundational education for all children ; To provide learners with necessary guidance into selecting appropriate learning streams To improve the general quality of education and prepare learners for job market by the time they exit school system; To eliminate all hidden costs in education, including school uniforms and transport costs 			
National Youth Policy Area	Education	Government priority area	<ul style="list-style-type: none"> Foundational Phases: QUIDS-UP Career guidance for learners Training of educators Expanded nutrition programme Scholar transport Eliminating hidden costs Life skills programmes for young people 		
Location	Output	KPI	Target	Implementers	Funding sources
(National/ Provincial)	Learners are supported and participate in education	All school-going age youth are enrolled in schools; Schools have the required number of appropriately qualified teachers and assistant teachers	100% by 2014	DBE DHET DOT	DBE
	Subsidised scholar transport	Learners have access to transport	100% by 2012	DBE DOT	DBE
	Peer Education Programme/BEM&GEM/coaching clinics/youth clinics	Schools have learner/youth driven clubs.	100% by 2012	DBE DSD DOH NYDA Partners	DBE DSD DOH Partners

	Policy on extra-class for study time	Schools conduct remedial lesson at least 6 hours a week and holidays for senior phase learners	2012>	DBE DHET NYDA Stakeholders	DBE Private partners
	Career Guidance programmes	Learners attend career guidance expos	100% 2012	DBE NYDA Private partners	DBE Private partners
National and Provincial	Expanded Food Nutrition Programme	Poor and vulnerable learners receive food for consumption at home	100% by 2013	DBE DOH DSD	DBE
Estimated cost					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R500m	R500m	R500m	R500m	R500m	R2.5bn

DRAFT IYDS MARCH 2012

7.6.2 High-Order Skills Development Programme

Programme Name	High Order Skills Development Programme				
Strategic Objective	<ul style="list-style-type: none"> To nurture the growth of high level entrepreneurs who will create the next generation of demographically-representative multinationals that contribute to the South African economy 				
Programme objectives	<ul style="list-style-type: none"> To identify the highest level of talent that sits untapped due to socio-economic disadvantage To provide opportunities for the focus of that talent into entrepreneurial pursuit To provide mentorship and leadership capacity building for talented youth To incubate enterprise models that meet pre-defined criteria for success and scalability To open up markets, networks and resources for such individuals and enterprises to create large-scale opportunities for employment 				
National Youth Policy Area	Economic participation	Government priority area		Job creation	
Location (National/Provincial)	Output	KPI	Target 1 st five years	Implementers	Funding sources
National (9 provinces)	Output 1:	Number of talented youth successfully recruited and trained	375	DTI, DAFF, Department of Rural Development and Land Reform, IDC, NYDA	DTI, DAFF Department of Rural Development and Land Reform, IDC, private sector
	Output 2:	Number of enterprises initiated and incubated	75	DTI, DAFF, Department of Rural Development and Land Reform, IDC, private sector, NYDA	DTI, DAFF, Department of Rural Development and Land Reform, IDC, private sector
	Output 3:	Number of opportunities for new supply chains created or job opportunities created	50	DTI, DAFF, Department of Rural Development and Land Reform, IDC, private sector, NYDA	DTI, DAFF, Department of Rural Development and Land Reform, IDC, private sector
Estimated cost					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R1bn	R1bn	R1bn	R1bn	R1bn	R5bn

7.6.3 FET Education

Programme Name	Recruitment and Improvement of Throughput				
Strategic Objective	To improve FET enrolment, retention and throughput and facilitate workplace placement for all students and graduates				
Programme objectives	<ul style="list-style-type: none"> To raise the profile of and increase enrolment in the FET colleges and increase graduate rate of artisans To ensure that all students complete their prescribed programmes Students and graduates have access to workplace practical experience To strengthen the curriculum of FET colleges To mobilize resources to improve quality of skills development programme and delivery To facilitate job placement for experiential learning for students and graduates 				
National Youth Policy Area	Education	Government priority area	<ul style="list-style-type: none"> Curriculum review and tutorship support Scholarships and bursaries Upgrading of infrastructure and provision of accommodation Transport provisions Life skills programmes for students Employment placement 		
Location (National)	Output	KPI	Target	Implementers	Funding sources
	Increased enrolment	Availability of residence for students	100% by 2012	DHET	DHET
		Bursaries and scholarship coverage	100% by 2012	DHET	DHET Private sector
	Skilled labour force	Increased technically trained personnel	50 000 by 2015	DHET	DHET SETAs
	Job creation and placement	Absorption into the labour force	70% employed in direct employment 30 participate in indirect employment	DHET DOL Private partners	DHET DOL Private partners
		Entrepreneurs	20 000	DHET, DOL, DTI Municipalities	Gov departments
Estimated cost					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R200m	R200m	R200m	R300m	R300m	R1.2bn

7.6.4 Higher Education (Universities and Universities of Technology)

Programme Name	Enrolment and Quality				
Strategic Objective	<ul style="list-style-type: none"> To increase enrolment, access to priority programmes and to improve success rate in universities and universities of technology 				
Programme objectives	<ul style="list-style-type: none"> To increase the production of quality educators To improve the quality of education by promoting the use indigenous languages in universities to enhance the quality of tutorship and learning To review funding model for students and to eliminate costs for all first undergraduate degrees To introduce community service as integral part of course curricular 				
National Youth Policy Area	Education	Government priority area	<ul style="list-style-type: none"> Bridging courses for entrants in specific programmes Bursaries and loans for all undergraduates Targeted financing for teaching students Language policy Student support programmes 		
Location (National)	Output	KPI	Target	Implementers	Funding sources
	Teacher training colleges or specialised satellite colleges	Each province has specialized teacher training institution	100% by 2014	DBE DHET HEI	DHET
	Language policy	Students to do at least one indigenous language	100% beginning 2013	DHET	DHET
	Policy on community service	Each student completes a community service project before graduation	100% 2015	DHET NYDA	DHET NYDA Private partners
	Academic support programmes	Improved retention and graduation rate	95% by 2015	DHET	DHET
	Increased student funding	Bursaries and loans for undergraduates	100% by 2014	DHET NYDA	DHET Private partners
	Overall increased enrolment	More students enrol in priority programmes	100% increase by 2014	DHET HEI	DHET
Estimated cost					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R5m	R10m	R15m	R20m	R25m	R75m

7.6.5 Skills Development

Programme Name	Recruitment and training				
Strategic Objective	<ul style="list-style-type: none"> To accelerate skills development attainment in priority areas as targeted in the broader national policies. NGP 				
Programme objectives	<ul style="list-style-type: none"> To establish artisan/technical centres in all municipalities; Enrol and equip out of school youth in every municipality; To ensure youth participate in learnerships and apprenticeship programmes To increase the number of artisans, learnerships and apprenticeships To ensure that youth gain experiential learning via industrial sector placement 				
National Youth Policy Area	Education	Government priority area	<ul style="list-style-type: none"> Increased enrolment in post-schooling education Create skills development opportunities for out-of-school youth Capacity building for SETAs and FET to deliver skills To increase the number of enrolment in FET Increased budget for student funding, FETs and SETAs Employer compliance 		
Location (sectors)	Output	KPI	Target	Implementers	Funding sources
	Increased participation of youth in programmes	Increased number of youth enrolled in SETA programmes	70% of the total participants are youth: 2012 going forward	DHET SETA NYDA	DHET SETAs
	Production of skilled labour force	Increased number of young artisans	70% of 30 000 engineers by 2015 70% of 50 000 artisans by 2015 70% of 1.2 million workplace skilled labour force by 2013	DHET DOL NYDA	DHET
	Placement of youth in industries	Increased number of youth gain experiential learning in industries	90 % of all youth enrolled in various programmes	DHET DOL	DHET Private partners
Estimated cost					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R100m	R120m	R130m	R140m	R150m	R640m

7.6.6 Infrastructure Development

Programme Name	School Infrastructure Development				
Strategic Objective	To improve the development of infrastructure in poor schools and communities				
Programme objectives	<ul style="list-style-type: none"> To ensure that all public schools have access the required learning support facilities To improve the overall quality of education. 				
National Youth Policy Area	Education	Government priority area	<ul style="list-style-type: none"> Building and renovation of schools Learning support facilities: libraries and ICT support, School sport Job creation 		
Location (National/Provincial)	Output	KPI	Target	Implementers	Funding sources
National, provincial municipalities	Libraries and community multi-purpose centres, ICT facilities, sporting grounds and recreational facilities	Each public school has a resourced library and computer centre.	100% by 2014	DBE DOC	DBE Municipalities Private Partners
		Each school has access to outdoor and indoor sport facilities	100% by 2014	DBE SRSA	DBE SRSA Municipalities Partners
	EPWP Jobs	Youth participate in jobs schemes	8000 by 2014	DBE DPW SRSA Municipalities Sports bodies Partners	DBE DPW SRSA Municipalities Sports federations Partners
Estimated cost					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R50m	R60m	R70m	R80m	R100m	R360m

7.6.7 Out-of-School Youth Programme

Programme Name	Education, Skills Development and Job Preparedness programme for Out-of-School Youth				
Strategic Objective	<ul style="list-style-type: none"> Establishment of community colleges including technical centres for every municipality To lobby FET sub-system to provide skills package for out-of-school youth 				
Programme objectives	<ul style="list-style-type: none"> To remove obstacles for youth to access skills development programmes To ensure massive enrolment of students from 2011 going forward into technical centres and FET colleges 				
National Youth Policy Area	Education	Government priority area	<ul style="list-style-type: none"> Increased number of accredited community colleges within municipalities 		
Location (sectors)	Output	KPI	Target	Implementers	Funding sources
National (9 provinces)	Policy on Community and technical Colleges	Accreditation of Community and technical colleges	Policy adopted by 2012	DHET, DOL, SAQA Municipalities, NYDA	DHET, DOL Municipalities
	Increased participation of youth in programmes	Increased number of youth enrolled in FET and community colleges	70% by 2014	DHET, NYDA, DSD, DOL, Municipalities	DHET, NYDA DSD, DOL Municipalities
	Placement of youth in industries	Increased number of trained youth that gain access to employment opportunities	70% by 2014	DHET, NYDA, DOL, Municipalities	Public sector Private partners
Estimated cost					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R20m	R30m	R40m	R50m	R60m	R200m

7.6.8 Policy and Advocacy

Programme Name	Policy and Advocacy				
Strategic Objective	<ul style="list-style-type: none"> To ensure that youth are represented in all government department and other decision-making bodies, and in the private employment, educational institutions and civic sectors 				
Programme objectives	<ul style="list-style-type: none"> Transform decision-making structures in all educational institutions To facilitate policy development based on equitable and progressive representation on decision making bodies within the education sector 				
National Youth Policy Area	Education	Government priority area	<ul style="list-style-type: none"> School governing bodies University councils 		
Location (sectors)	Output	KPI	Target	Implementers	Funding sources
National (9 provinces)	Transformed representative bodies	Increased participation of youth on school governing bodies	90% by next election	DBE NYDA Partners	DBE
		Balanced demographic representation on former 'Model C' SGB	100% by next election	DBE NYDA Partners	DBE
		Increased representation of students on FET and university councils	100% by 2013	DHET NYDA CHE	DHET
Estimated cost					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R5m	R10m	R10m	R15m	R20m	R60m

8. CHAPTER 8: YOUTH WORK

8.1 Strategic Goal

Strategic Goal: To create an enabling environment for young people to receive holistic care and development through the skilled services of a Professional Youth Worker.

8.2 Strategic Objectives

- To develop a legislative framework on youth work;
- To establish Institutional mechanisms towards professionalising youth work;
- To lobby and advocate for multi sectoral participation in youth work as a profession;
- To ensure the development of a Youth Work Qualification;
- To maintain and manage a youth workers' database; and
- To produce knowledge on youth work.

8.3 Enabling Environment

The professionalisation of Youth Work is reaffirmed through the:

- The NYDA Act No 54, 2008 stipulates that the Agency should promote a uniform approach by all organs of state, the private sector and non-governmental organisations, to matters relating to or involving youth development.
- The National Youth Policy: 2009 - 2014, articulates the need for the professionalisation of youth work in an effort to build capacity for those responsible for provision of youth development services so that they can adequately and effectively address the challenges faced by the youth within their respective communities.

Additionally, the following creates an enabling environment for professionalising youth work;

- National Youth Policy
- Higher Learning Institutions offering Youth Work Qualifications currently
- South African Youth Work Association
- National Association of Child and Youth Care Workers
- Commonwealth Youth Programme and network
- African Youth Charter

The NYP seeks to promote the recognition of youth work as a profession. It is a strategy to:

“Strengthen capacity while promoting the provision of quality services” for the youth.

The NYP defines Youth Work as

“...a field of practice that focuses on the holistic development of a young person. For the young beneficiary of the programme, it means realising their/her developmental objectives and outcomes achieved through a combination of focused strategies. For the practitioner, it means walking alongside the young person with a view of jointly identifying where the young person is, where he/she would like to be, what obstacles, if any, impede progress and what competencies may be developed to attain the desired developmental objectives. For society, youth work tackles systemic challenges that may hinder the development of youth, combats disadvantages and enhances the contribution of young people to nation-building. In essence, youth work identifies desired developmental outcomes for young people and determines practices that need to be in place to achieve these outcomes” (2008).

The NYP also observes that the benefits of recognizing youth work as a profession include having personnel who can:

- Design holistic youth-focused interventions;
- Coordinate youth development activities to ensure maximum impact;
- Mobilise young people to be involved in development processes;
- Mobilise the needed resources for young people and ensure that they access them;
- Foster young people’s sense of responsibility towards self and the nation;
- Enhance young people’s role as active citizens;
- Build on young people’s strengths and confidence;
- Develop young people’s ability to manage life’s challenges; and
- Listen to and hear the voices of young people.

For youth work to thrive, the following needs to be in place:

- Legislative Framework on Youth Work, leading to a regulatory body for professional youth workers;
- Youth Work Qualifications and Recognition of Prior Learning offered in institutions of higher learning;
- Access to the Qualifications and career opportunities in Youth Work;
- Database of Youth Workers;
- Continuous knowledge generation and dissemination on Youth Work best practice; and
- Increased understanding and appreciation of Youth Work

8.4 Strategic Interventions

- Develop a legislative framework on Youth Work;