Draft Integrated Youth Development Strategy for South Africa

National Youth Development Agency

TABLE OF CONTENTS

LIST OF FIGURES	

ABBREVIATIONS AND CRONYMS

ABC	Abstain, Be faithful and Condomise
AgriSA	Agri South Africa
ART	Antiretroviral treatment
ASGISA	Accelerated and Shared Growth Initiative-South Africa
AYC	African Youth Charter
BBBEE	Broad-based Black Economic Empowerment
CCEP	Civic and Citizenship Education Programme
CCES	Charter of the Council of European Sports
CNC	Computer Numeric Control Operator
COSATU	Congress of South African Trade Unions
CSO	Civil Society Organization
CSSRP	Civic Shared Social Responsibility Programme
DAC	Department of Arts and Culture
DBE	Department of Basic Education
DCS	Department of Correctional Services
DHET	Department of Higher Education and Training
DoE	Department of Education
DoL	Department of Labour
EPZ	Export Promotion Zones
FDI	Foreign Direct Investment
FET	Further Education and Training
GDP	Gross Domestic Product
GEAR	Growth, Employment and Redistribution
GEM and BEM	Girl and Boy Education Movements
HDI	Human Development Index
HEA	Higher Education Act
HIV	Human Immuno-deficiency Virus
HRDSSA	Human Resources Strategy South Africa
HSRC	Human Sciences Research Council
IDZ	Industrial Development Zones
IEC	Information, Education and Communication
IFTA	Ikhaya Fundisa Techniskills Academy
IPAP	Industrial Policy Action Plan
IYD	Integrated Youth Development
IYDS	Integrated Youth Development Strategy
JIPSA	Joint Initiative on Priority Skills Acquisition
LED	Local Economic Development
MDGs	Millennium Development Goals
MerSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MIG	Municipal Infrastructure Grant
MIT	Massachusetts Institute of Technology

MTSF	Medium Term Strategic Framework
NAFCI	National Adolescent Friendly Clinic Initiative
NASFAS	National Student Financial Aid
NEPA	National Education Policy Act
NGP	New Growth Path
NSA	National Skills Authority
NSDS	National Skills Development Strategy
NSI	National Sports Indaba
NSSF	Norms and Standard for School Funding
NYC	National Youth Commission
NYDA	National Youth Development Agency
NYP	National Youth Policy
NYS	National Youth Service
NYSPF	National Youth Service Policy Framework
PGDS	Provincial Growth and Development Strategy
PHC	Primary Health Care
PSC	Priority Sporting Codes
PWD	Persons with Disabilities
QLFS	Quarterly Labour Force Surveys
R&D	Research and Development
RDP	Reconstruction and Development Programme
RSA	Republic of South Africa
SAQA	South African Qualifications Authority
SDA	Skills Development Act
SDF	Skills Development Fund
SDLA	Skills Development Levies Act
SGB	school governing bodies
SET	Science, Engineering and Technology
SETA	Sector, Education and Training Authorities
SANYRBS	South African National Youth at Risk Behaviour Survey
SARS	South African Revenue Services
SASA	South African Schools Act
SED	Spatial Economic Development
the dti	Department of Trade and Industry
UN	United Nations
UIF	Unemployment Insurance Fund
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNDP	United Nations Development Programme
UNWPAY	United Nations World Programme of Action on Youth
UYF	Umsobomvu Youth Fund
VOSESA	Volunteer and Service Enquiry Southern Africa
WPAY	Worldwide Programme of Action on Youth
YWS	Youth Wage Subsidy

1. Executive Summary

Since 1994, South Africa's youth development sector has undergone major restructuring with an emphasis on putting in place institutions and strategies aimed at eliminating historically engineered inequalities. The restructuring process was build upon the Constitutional commitments which mandate Government to make available opportunities for the development of all citizens and the attainment of national goals The process took place within the context of the country's post-apartheid policy reforms and other developmental goals as acknowledged in the Reconstruction and Development Programme document.

The government-led undertakings sought to empower all youth with the necessary capacity and to afford them opportunities to actively and constructively participate in a cross-section of political, social and economic activities. Central to these ambitious projects, government committed to establishing the conditions and frameworks for 'fair' industrial relations system that would optimally utilise youth resourcefulness in building a vibrant and sustainable economy. This commitment is best expressed in the various strategic documents: GEAR, ASGISA, NGP, HRD-SA, NYP, NSDS, NIPF, IPAP, BBBEE, etc.

IYDS acknowledged the gains of post 1994 freedom. Institutionalized discrimination and systemic obstacles accessing to basic services have been eliminated. The realization of free education is almost certain as exemplified by 98% enrolment rate in basic education. Student funding for post-schooling education has increased nine-fold, covering over 16% of all students enrolled in tertiary institutions. Access to health services has also improved significantly. A large majority of poor citizens, especially women and children now access free health care services and free-service abortions for unwanted pregnancies. Over and above, the girls and boys of the national flag have to a large extent, embraced the new societal order as citizens, members of families and communities, leaders and as servants of the country. Except for a few backward products of apartheid, the majority identify themselves with the national flag, as seen during the AFCON, Rugby Cup, 2010 Fifa World Cup, cricket and many other national events and social gatherings.

At the outset, the IYDS acknowledges that the challenges facing youth in the country are multi-fold and inter-woven, that they impact on the lives of youth across all sectors of their activities; economically, socially, politically and simple lifestyle.

The majority of Black youth, particularly Africans, are still trapped in abject poverty, with over 70% of the 25% unemployed South Africans are youth. These together with other factors, have negative spill-over effects on other activities. Their participation and performance in education is below expectations. This is further compounded by unacceptable levels of learners lost to the system. It is on record that over 55% of young people often do not reach Grade 12. Of those who make it to Grade 12, only of 20% achieve exemption. Public information reveals that a lot of those who enroll in universities drop-out before they complete their programmes.

What is also observed is the over-concentration of students in universities and under-enrolment in FET colleges. This affect the production of the necessary skills required for an industrializing economy. The current production rate of artisans in the country is less than half of the required number. This shortfall has both short and long-term impact on the economy and service delivery generally, and employment specifically. This has the potential to sustain unemployment, poverty, spiraling social instability and crime.

Public health service has transformed from what it was sixteen years ago in terms of policy and delivery. A lot more people have access to facilities and information. Progressive policies have been effected and citizens have access to free health services from public facilities and abortion clinics. However, a lot more people still do not have medical aid benefits. Teenage pregnancies remain 'fashionable' among youth with low usage of abortion facilities. While HIV/AIDS infections have stabilized, the lingering impacts continue to ravage families, with youth carrying much of the responsibilities.

In the midst of high unemployment among youth, alcohol and substance abuse have become a past-time activity for those heavily affected. Indulgence and abuse often lead to crime, violent behavior, injuries and imprisonment. Public information reveals that youth constitute the majority of people held in correctional facilities, mostly for violent conduct.

Over and above, youth are still expected to diligently carry their social mandate of championing the causes of society, providing leadership and generating income for their families. It is expected of youth, the majority of whom are literally poor, to facilitate and enforce stability within communities, help build the dyke against social evil, heal the wounds of history, be responsive to societal expectations and be responsible citizens.

Despite the limited opportunities, the abundance of national resources gives hope that can raise the national flag, selflessly investing their energies in the national causes, demonstrate high level of patriotism, represent the country in domestic and international events and above all, help other South Africans. This agenda, is held high even the highest office in the land, the Presidency.

In pursuance of a consolidated youth cadreship development, government undertook a project to review policy on youth with a view to re-define the national youth establishment. This resulted in the merger of the national Youth Commission and Umsobomvu Youth Fund, and established the National Youth Development Agency in 2009 through an Act of law. The National Youth Policy was adopted as a central 'navigator' for all NYDA activities in the country. These two key frameworks, together with other youth strategic frameworks, led to the development of the Integrated Youth Development Strategy. The Strategy seeks to align and consolidate all youth development activities and to ensure that youth become the custodians of the nation's future.

The structure and focus of the Strategy is shaped and guided by the following broad thematic areas:

- Economic Participation;
- Education and Skills Development;
- Health and Wellbeing;
- Social Cohesion; and
- Sports and Recreation.

All the thematic areas are built upon various domestic and international policy frameworks which have resonance on youth interests. These include national statutes, policies, international charters and protocols as well as social contract to which NYDA subscribe.

2. Introduction

This strategy presents challenges and opportunities for youth as identified by a cross-section of stakeholders, including professional bodies, government departments, civil society, NGOs and youth formations. A lot of work also involved drawing information from various domestic and international instruments, public and research reports. The strategy provides an insight of experiences of youth, both systemic and structural. The common denominator is that youth are at the bottom scale of economic activities; majority are unemployed and that business opportunities are not within easy reach. Furthermore, they lack access to quality education and useful skills development.

While the report IYDS does not give in details the historical detail of youth development in South Africa, it does however acknowledge context within which the idea of an integrated approach to youth development was muted. It reflects some of the implications and impact of the country's political history and its legacy on the unfolding economic transitions

2.1. Objective

The objective of this IYDS is to develop an integrated strategy that responds to the economic structure as discussed in key national policy frameworks including among others; National Industrial Policy Framework (NIPF), Industrial Policy Action Plan (IPAP), National Growth Path (NGP), National Skills Development-South Africa (NSD-SA) National Youth Policy (NYP) and NSDS III.

2.2. Methodology

The process employed a multi-pronged approach: Desktop research, consultation with key interest parties including Provincial Advisory Boards (PAB), NEDLAC, Inter-Departmental Committees on Youth Affairs (IDC), government departments, consultation with youth formations and structures, consultation with the Reference Group established solely for the project. The selection of the Reference Group was done in consultation with internal officials and key stakeholders. Furthermore, consultation was conducted with NYDA staff and its Board of Directors.

2.2.1. Document Review

The literature depended heavily on materials collected from various institutions, internet materials and public reports. Information gathered provided a wealth of conceptual dimensions in attaining the objective of the project. It helped with the construction of ideas and the general understanding of key concepts around youth development. Furthermore, it also assisted in understanding of the historical and future contexts that will shape the character its implementation.

2.2.2. Consultation

Nine sets of consultation with PAB were held prior to the finalisation of the strategy. Furthermore, numerous meetings were held with the Reference Group for their advice on the project activities generally. The selection of members of the reference groups was done in consultation with internal officials and other key stakeholders. Participants included representatives of the South African Graduate Development Association (SAGDA), Medical Research Council (MRC), Disability Youth South Africa (DYSA), Youth Chamber Gauteng (YCG), South African Council of Churches (SACC) and Youth Forum (YF).

2.2.3. Project Designing

The following were considerations were observed in the structuring and preparation of the project:

- Consultation with key stakeholders;
- The timing of the activities; and
- The urgency of the product delivery.

2.3. Structure of the Strategy

The Strategy is presented in seven Sections and subsections:

SECTION 1:EXECUTIVE
SECTION 2: INTRODUCTION
SECTION 3: LEGAL AND POLICY FRAMEWORKS;
SECTION 4: LITERATURE REVIEW ;
SECTION 5: ANALYSIS OF STATUS OF YOUTH;
SECTION 6: STRATEGIC IMPLEMENTATION
SECTION 7: PROGRAMMES AND PROJECTS
SECTION 8: ANCHOR PROJECTS
SECTION9: INSTITUTIONA ARRANGEMENT

Each section dealing with particular Thematic area is preceded by a brief overview and punctuated with a summary conclusion.

3. Legislative and Policy Framework

3.1. Context

Since 1994, South Africa's youth development sector has undergone major restructuring with an emphasis on putting in place institutions and strategies aimed at eliminating historically engineered inequalities across all racial, ethnic and gender divides. The newly elected government adopted in the same year the Reconstruction and Development Programme (RDP) as a redress policy aimed at undoing the injustices of the past. The government sought to establish the conditions and frameworks to promote 'fair' industrial relations system that would optimally utilise youth resourcefulness in building a vibrant and sustainable economy. The central object of these projects was to ensure that youth are empowered with the necessary capacities and opportunities to actively participate in the mainstream economy.

The restructuring process was build upon a Constitutional commitment which guarantees all citizens specific rights and responsibilities. The Constitution (1996) further mandates government to make available opportunities for youth to access education, skills and employment, and other sources of income. As the supreme law of the country, the constitution laid a foundation for the adoption and promulgation of all policies and laws in the country, in line with the provision in the Bill of Rights.

In 1996, government adopted some broad economic policy frameworks which directly impacted on the welfare of the general populace, notably; the Growth, Employment and Redistribution, the Accelerated and Shared Growth Initiative-South Africa (ASGISA) and its implementation framework, the Joint Initiative for Priority skills Acquisition (JIPSA) targeting at improving the economic outlook of country. In 2010, the New Growth Path (NGP) was adopted by government as policy that would turn around the chronic unemployment, the snail-paced growing economy and the increasing levels of poverty in the communities.

Unlike its predecessors which were somewhat one-dimensional, the NGP provides an integrated framework for macroeconomic, microeconomic measures and social partners into one developmental policy. All the three developmental elements have a package of interventions that links to one another to ensure that development focuses on addressing job creation, economic growth, reducing inequalities and poverty and support positive environmental outcomes.

There are sector specific policy frameworks skills development, health and well being, social security and environmental needs. Of significance, the National Industrial Policy Framework (NIPF) and the Industrial Policy Action Plan (IPAP) adopted in 2007 provide guidelines on the approaches and strategic sector programmes that need to be implemented to accelerate industrialisation of the South African economy. The Department of Trade and Industry (DTI) also developed an Integrated Strategy on Promotion of Entrepreneurship and Small Enterprises (ISPESE) which was based on three strategic actions:
   • Increase supply for financial and non-financial support services;
   • Creating demand for small enterprises products and services; and
   • Reduce small enterprise regulatory constraints. (Section needs clarification)

The National Youth Commission Act no 19 of 1996 established the National Youth Commission (NYC) as a custodian of youth policy coordination and development. In an endeavour to consolidate this undertaking, government further established a youth development funding agency, Umsobomvu Youth Fund (UYF), though the latter was institutionally and administratively independent of the NYC.

The Cabinet further endorsed National Youth Development Policy Framework 2002-2007 (NYDPF), which impressed upon the need for an integrated, holistic youth development strategy, and served as the navigator for government's youth development programmes and activities.

In is noteworthy that from the onset, the conception and inception of NYC and Umsobomvu as parallel institutions received mixed responses from a cross-section of the interested parties. Policy and decision makers as well as commentators contended that the nature and structures of their arrangement created administrative tensions which stifled their ability to optimally render their mandated services. The body of literature and opinion polls confirm that their performance was marginal, as exemplified by low rate of youth participation in economic activities.

In pursuance of a consolidated youth establishment, government undertook in 2007 an extensive policy review project. The process resulted in a merger of the NYC and UYF. This further culminated in promulgation in 2008 of the National Youth Development Agency Act which provides for the establishment of the National Youth Development Agency (NYDA). The Act mandates the Agency to develop an Integrated Youth Development Plan and Strategy for South Africa and guidelines for the implementation of an Integrated National Youth Development Policy which would serve as key drivers for all youth development activities within the country.

Therefore, the design and orientation of the strategy is contextually guided by the prescribed domestic policies and legislative frameworks. Collectively, they should be read, interpreted and understood in line with the broader international guidelines and protocols to which South Africa is a signatory. This section therefore provides a list of summary descriptions of domestic and international instruments that have resonance on the strategy and impact on youth development.

3.2. Domestic Instruments

- Constitution of the Republic of South Africa provides, through the Bill of Rights, for youth's rights to development and protection;
- NYDA Act defines economic participation as a central objective and, among others, tasks the NYDA with implementing the NYS;
- NYS Green Paper prioritized the participation of youth in voluntarism as a mechanism to build patriotism and social cohesion;
- NYS Policy Framework defines youth service as transformative and involving young people in activities that not only benefit their communities but simultaneously help the youth themselves to build their skills and abilities. The NYSPF's holistic approach to youth development is intentionally focused on building "character and competence" by including psychological, economic, social, political and cultural aspects;
- Medium Term Strategic Framework (MTSF) prioritizes:
    » Speeding up growth and transforming the economy to create decent work and sustainable livelihoods;
    » Massive programme to build economic and social infrastructure;
    » Comprehensive rural development strategy linked to land and agrarian reform and food security; and
    » Strengthening of the skills and human resource base; building a developmental state, including improvement of public services and strengthening democratic institutions and improving the health profile of all South Africans.
- NGP places that three focus areas as related to the Economic Participation thematic area are Stepping Up Education and Skills Development, Enterprise Development, and Broad-Based Black Economic Empowerment. In Tourism, the NGP identifies the need for measures to expand the infrastructure and services, promote marketing campaigns that are targeted, manage costs, improve training and identify employment and entrepreneurial opportunities for the youth.

Active Industrial Policy	Increasing focus on, other than traditional resource extraction based policies, areas with employment creation potential in knowledge intensive sectors and green technologies.
Rural Development Policy	Identification of development potential in the poorest regions of the country, improving livelihoods and addressing rural backlogs.
Competition Policy	Policy and regulatory mechanisms will address potential concentration and uncompetitive positions which translate to lower output, lower investment and lower employment.
Stepping Up Education and Skills Development	The NGP posits improvements in education and skills in the country as a "fundamental prerequisite for achieving" the NGP's objectives especially that of employment creation.
Enterprise Development	Strengthening the historically weak small and micro enterprise sector is a priority of the NGP that is meant to, among others, increase its capacity to create sustainable employment opportunities.
Broad-Based Black Economic Empowerment	The implementation of Broad-based Black Economic Empowerment (BBBEE) has emphasized ownership and employment equity and the NGP seeks to introduce measures to incentivise employment creation within the context of BBBEE.
Labour Policies	Some of the initiatives that the NGP tables for further development include the expansion of the Unemployment Insurance Fund (UIF) and improving the provision of employment and training opportunities information through labour centres.
Technology Policy	Strengthening the Research and Development (R&D) the ICT and the adaptation and diffusion of technologies to support employment creation is also meant to promote rural development, as well as the growth of small and micro enterprises and cooperatives.
Developmental Trade Policies	Export promotion should translate to greater capacity utilization of industry and, as a corollary, creation of more employment opportunities.
African Development	Supporting regional growth simultaneously promotes solidarity while creating space to enhance economic growth and development. It also translates into creating more employment opportunities for South Africa.

The topical debate on nationalization of mines and expropriation of land cannot be avoided as the above do not specifically apply to addressing youth unemployment. The NGP does provide an overview of policy issues that will have an impact on youth but does not put forward nationalization of mines and expropriation of land as a key policy thrust. In its discussion of priorities, sequencing, implementation and next steps, it details policy issues as including the design of implementation plans for each growth path area.

These plans would include:
- Strengthening competition policy;
- Procurement reform to support local procurement;
- Reform of broad-based BEE to support employment creation and broad-based equity and ensure alignment across all economic sectors;
- Stepping up skills development, including through reform of the SETA system and the National Skills Development Strategy;
- African regional development;
- Tourism;
- Creation of employment through agriculture, agro-processing and rural development;
- Strategy for the green economy;
- Reducing cost drivers across the economy;
- Long-run perspective on mining development, including directions for infrastructure and skills;
- Youth employment; and
- Spatial development within South Africa.

The following table provides a breakdown and descriptions of various domestic policy regimes, and how these resonate with NYDA's prescripts and mandate:

Table 1: Domestic Instruments

Theme/Focus Area	National Youth Policy	RSA Constitution	NYDA Act
Economic Participation	Policies, strategies, services and programmes must be designed for and with young people through: Sharing information; Involving them in decision-making as active participants in their own development.

Young people should own the outcomes of the development process and should view human rights as a fundamental basis for human development. | The Founding Provisions of the Constitution of the Republic of South Africa include human dignity, the achievement of equality and the advancement of human rights and freedoms.

The Bill of Rights mandates the protection and freedoms and rights that include:

Equality
Human Dignity
Life
Freedom/Security of Person
Freedom of Religion, Belief and Opinion
Freedom of Expression
Freedom of Association
Political Rights
Health Care, Food, Water and Social Security
Housing
Education
Environment | One of the objects of the NYDA Act (Act 54 of 2008) is to facilitate economic participation and empowerment of the youth. The Act also seeks to promote the youth's participation in democratic processes, decision making and development at all levels. |
Youth Service	Young people should be involved in various meaningful activities that will benefit communities while they develop a sense of patriotism and their abilities through learning and service.		The Act provides for the establishment of the NYDA one of whose key functions according to Section 3(i) is the National Youth Service programme and Social Cohesion.
Holistic Development	Youth development initiatives must encompass all aspects of their lives and respond to their physical, psychological, social, economic and spiritual needs within the environment, thus ensuring that they gain the necessary knowledge, skills and experience required to ensure smooth transition into adult life.		Holism is implied in the wide range of services that the NYDA is mandated to provide including youth advisory services, career guidance, administering databases of employment opportunities for the benefit of the country's youth, financial assistance, bridging programmes, facilitation of transition from school or training to work, training of unemployed youth as well as entrepreneurship training and development.
Integration	Different key role players such as government, civil society, private and business sectors to coordinate their efforts to ensure greater impact in developing young people.		The Act acknowledges the need for "interventions on youth development in South Africa to be implemented in a cohesive, seamless and integrated manner".
Social Cohesion	Interventions should promote the inclusion of young people as significant part of societal structures by involving them in democratic and nation-building activities.		The Act provides for the establishment of the NYDA.
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 and address the needs of the youth, thus reducing their vulnerability.		-
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 without compromising the ability of future generations to meet their own needs.		A key principle articulated in the Act is the promotion of the value of sustainability in order to ensure that the needs of youth are met without compromising the ability of future generations to meet their own needs.
Non-Discrimination	All youth development initiatives should not discriminate against young people on the basis of their age, gender, race, sexual orientation, disability or any other form of unfair discrimination as enshrined in the Constitution of the country. This principle acknowledges the impact of socialization and promotion of respect for human rights.		-

Theme/Focus Area	NYS Green Paper	NYSPF	New Growth Path
Economic Participation	The Green Paper on the NYS prioritizes the participation (in the NYS) of four key target groups namely higher education students, further education and training students, unemployed young people, and youth in conflict with the law. Other important target include youth with special needs; young women, rural youth and disabled youth as well as youth who are self-employed. The Green Paper links the NYS with the development of civic values required for active participation in a democracy.	The NYSPF recognizes the need to provide the youth with opportunities to participate individually and as a generation. It also provides for the introduction of incentives to support participation. The NYSPF eschews a youth-centred approach to development that underscores the importance of the participation of young people in planning, programme design and decision making.	The three focus areas that that are directly related to the thematic area are: Stepping Up Education; and Skills Development Enterprise Development; and BBBEE. In Tourism, the NGP identifies the need for measures to expand the infrastructure and services, promote marketing campaigns that are targeted, manage costs, improve training and identify employment as well as entrepreneurial opportunities for the youth.
Youth Service	The Green Paper defines the NYS as creating an environment for all youth service initiatives aimed at benefiting communities and aligned to national development priorities. Apart from skills development and contributing to national development. It expresses a vision that includes the fostering of a spirit of national unity among young people in South Africa as well as building a culture of service and voluntarism between young people and the communities in which they live. It further defines "service" as activity undertaken not necessarily for financial gain, rather as having community development benefit dimension to it.	The NYSPF defines youth service as transformative and involving young people in activities that not only benefit their communities but simultaneously help the youth themselves to build their skills and abilities.	
Holistic Development	The Green Paper on National Youth Service avers for the promotion of "positive and integrated methods of youth development" that appropriately respond to the youth's diverse needs "in a holistic manner".	The NYSPF's holistic approach to youth development focuses on 'building character and competence' by including psychological, economic, social, political and cultural aspects.	-
Integration	The Green Paper defines one of the requirements of the NYS as being that promotes positive and integrated methods of youth development in the country. It provides that the "NYS should promote an integrated approach to youth development, one which acknowledges and respects the fact that young people experience a range of social, educational, economic and psychological needs, and which seeks to respond to these in a holistic manner.".	The NYSPF's defines Institutional Mechanisms as an "effective and efficient delivery of [the] NYS" through "an integrated national delivery mechanism" taking into account both "vertical coordination and horizontal coherence."	In its discussion of the Developmental State, the NGP observes the need for the growth path to step up the integration of national, provincial and local policies and collaboration around in the areas of developmental policies and programmes. The NGP notes that work is needed to align growth and development strategies adopted by different spheres of government and to establish knowledge-sharing and collaboration across the state. These points are general but have obvious applicability to youth development.

Theme/Focus Area	NYS Green Paper	NYSPF	New Growth Path
Social Cohesion	The Green Paper on NYS envisages the "re-establishment of social cohesion through community support and participation".	The NYSPF acknowledges the centrality of NYS in social mobilization of young people as well as building capacity in the youth sector.	-
Sustainable Development	The Green Paper defines Sustainable Development as "the extent to which an initiative is sustainable within and by the community in which it is located" and Sustainable Development is seen as "a critical factor in assessing whether a project should fall under the National Youth Service".	One of the key "operating principles" spelt out in the NYSPF relates to sustainable development. It states that the "extent to which community assets are built and sustained is critical hence it links the NYS to community planning outcomes as well as regional and national priorities."	The NGP stresses the need to also focus on a strategic objective "to forge a consensus on the new opportunities within South Africa, across the continent and globally, and how these can be seized to achieve socially desirable and sustainable outcomes".
Non-Discrimination	The Green Paper on NYS acknowledges that "young women find it more difficult to access the labour market and face particular problems such as discrimination and harassment when searching for work". The Green Paper identifies the need for NYS interventions to address issues of discrimination and harassment in the delivery of programmes designed to prepare "young women for entering the workforce".	-	-

3.3. International Instruments

African Youth Charter (AYC) recognizes the right of every young person to participate in all spheres of society as well as the need for holistic and integrated youth development which includes the provision of multiple access points for education and skills development;

United Nations World Programme of Action on Youth (WPAY) recognizes the need for governments to promote youth development in general and access to employment in particular through integrated policies. This includes not only the formulation of integrated youth development policies but also cross-sectoral national youth programmes of action;

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) recognizes, among 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 make to their communities. Article 5 of the Convention talks to "Equality and Non-Discrimination" which includes the principle of reasonable accommodation for people with disabilities. Articles 6 and 7 address States Parties' commitments and responsibilities with respect to specifically women and children with disabilities respectively. Article 24 on Education addresses the need for the development of PWD in terms of their "personalities, talents, creativity, mental and physical abilities to their fullest potential" (UNCRPD page 16). The rights of people with disabilities to work on an equal basis with others are enumerated in Article 27 of the Convention. States Parties' responsibilities in this respect include the promotion of employment opportunities for PWD.

Millennium Development Goals (MDG) target the eradication of poverty and hunger (MDG1), achieving universal primary education (MDG 2), reducing child mortality (MDG 4 and improving maternal health (MDG 5); and

Table 2: International Instruments

Theme/Focus Area	African Youth Charter	UN WPAY
Participation/ Inclusion	Article 11 provides that "every young person shall have the right to participate in all spheres of society."	Full and effective participation in decision making of youth in communities and society is one of the priority areas of the
Youth Service	Article 13 provides that States Parties shall "avail multiple access points for education and skills development including opportunities outside of mainstream educational institutions e.g., workplace skills development, distance learning, adult literacy and national youth service programmes".	The WPAY recommends the establishment of voluntary service programmes for youth and the provision of alternatives to military service.
Holistic Development	The Charter acknowledges "the inter-relatedness of the challenges facing youth and the need for cross-sectoral policies and programmes that attend to the needs of youth in a holistic manner" and advocates for the promotion of "holistic development of the young person's cognitive and creative and emotional abilities to their full potential."	The WPAY proposes activities that cover a wide spectrum of youth development including of drama, fine arts, music, education, health, employment, skills development, accessible ICT and a deliberate focus on vulnerable youth.
Integration	Article 12 provides for the integration of "a youth perspective… into all planning and decision-making as well as programme development. The appointment of youth focal points in government structures shall enable this process."	The WPAY recognizes the need for governments to promote youth development in general and access to employment in particular. This should include integrated youth policies and cross-sectoral national youth programmes of action
Social Cohesion	The Charter recognizes that youth are partners, assets and a pre-requisite for sustainable development and for the peace and prosperity of Africa with a unique contribution to make to the present and to future development.	
Social Protection	Article 17 provides for the promotion of peace and security of the person.	The UN WPAY emphasizes the commitments made by member states to promoting higher standards of living in general and to creating physical and social environments that promote good health and offer protection from diseases and addiction, and are free from all types of violence. The WPAY also advocates for legislation to afford such protection to designated and vulnerable groups such as girls and young women.
Sustainable Development	Article 15 provides that youth shall have the right to gainful employment and be protected from economic exploitation while Article 19 further provides for the use of sustainable methods to improve the lives of young people such that measures instituted do not jeopardize opportunities for future generations.	The WPAY provides for the participation of young people in the "protection, preservation and improvement of the environment". Environmental degradation and deterioration is recorded as a key concern for young people worldwide and the WPAY argues for "environmentally friendly use of natural resources and environmentally sustainable economic growth."
Non-Discrimination	Article 2 provides that "every young person shall be entitled to the enjoyments of the rights and freedoms recognized and guaranteed in this Charter irrespective of their race, ethnic group, colour, sex, language, religion, political or other opinion, national and social origin, fortune, birth or other status.	The WPAY upholds the UN Charter's commitment to human rights and fundamental freedoms. includes the elimination of all forms of discrimination against young women and girls as well as removal of all obstacles to gender equality.

At international level, the NYP's focus areas and themes of Education, Economic Participation, Health and Well-being, Social Cohesion and Civic Participation, National Youth Service, and Youth Work also mirror the Millennium Development Goals (MDGs) which target the eradication or poverty and hunger (MDG1), achieving universal primary education (MDG 2), reducing child mortality (MDG 4) and improving maternal health (MDG 5).

Other frameworks that are applicable to the implementation of youth development include the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). The UNCRPD recognizes, among 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. Article 5 of the Convention provides for "Equality and Non-Discrimination" which includes the principle of reasonable accommodation for PWD. Articles 6 and 7 address States Parties' commitments and responsibilities with respect to specifically women and children with disabilities respectively. Article 24 on Education addresses the need for the development of PWD in terms of their "personalities, talents, creativity, mental and physical abilities to their fullest potential" (UNCRPD page 16). The rights of PWD to work on an equal basis with others are enumerated in Article 27 of the Convention. States Parties' responsibilities in this respect include the promotion of employment opportunities for PWD. Finally, Article 31 on "Statistics and Data Collection" enjoins countries to collect "appropriate information including statistical and research data to enable them to formulate and implement policies to give effect to the … Convention" (UNCRPD, page 23).

4. Literature Review

4.1. Economic Participation

Economic participation encompasses ownership of productive assets, participation in remunerated work, ownership and use of financial products including savings accounts. As a household accumulates more assets, then the vulnerability of its youth decreases. In South Africa, the lingering effects of apartheid policies continue to shape the patterns of economic activities, development and living standards. A very large proportion of South Africans suffer poverty, driven by large-scale long-term unemployment, affecting over 6 million persons of working age (source).

In discussing economic participation, the following documents were reviewed: NGP; Youth Wage Subsidy (YWS), Policy options for South Africa; the NYP and the Department of Trade and Industry's (DTI) Youth Entrepreneurship and Empowerment Strategy. These new policies are based on a careful analysis of ASGISA, RDP, GEAR and various consultations by government.

At the outset, government has demonstrated credible capacity to manage its monetary and fiscal policy and has generally avoided significant budget deficits by implementing various policies in the past 16 years of democracy.

The central feature of the labour market is that the number of people who are willing, qualified and ready to work far exceeds the number of jobs available particularly in the private sector[1]. The state employs about 13% of the total labour force, and will progressively become a proportionately smaller employer as the economy grows.

The past 16 years have had the following prominent economic features:
   • The labour supply has grown faster than the economy's absorption capacity[2]
   • There is a shortage of entrepreneurial; management and leadership skills to initiate and support economic growth[3]
   • Wealth and poverty are dictated largely by salary or wage income[4]
   • GDP growth has not been consistent and sustained at or above 4%, or the 6% required to start reducing unemployment[5]
   • Achieved success in controlling inflation and interest rates
   • The industrial base and beneficiation of both mineral and agricultural output has not developed to any significant degree[6]

The government acknowledged that despite having established proper monetary systems, the economy had not been matched by extensive developments in the real productive economy. Of significance is that the economy was a net job loser in the 16 years of democracy[7]. The NGP noted that over the past three decades, the economy had not created sufficient employment opportunities. Creating more and better jobs must lie at the heart of any strategy to fight poverty, reduce inequalities and address rural under-development.

The economy needs collaborated efforts to create new business through aggressive entrepreneurship across all age groups, working through existing government strategies and initiatives that target small and medium enterprises. It is also quite necessary that underprivileged communities develop medium to large enterprise that will anchor economic development within their own locations. The localized developments should be done in conjunction with municipalities and provincial governments.

It is in this light that government has shifted its focus towards addressing unemployment, of about six million South African, with the youth having the highest proportions.[8] This is largely because the youth in South Africa are demographically in majority. There is also a global trend among employers to prefer older workers, and this could be the case in South Africa.

---

1 http://www.polity.org.za/article/sa-has-lowest-employment-ratio-in-africa-report-2010-07-01
2 New Growth Path page 3
3 http://www.politicsweb.co.za/politicsweb/view/politicsweb/en/page71654?oid=235542&sn=Detail&pid=71616
4 New Growth Path page 3
5 New Growth Path pg 3
6 http://www.polity.org.za/article/beneficiation-strategy-ready-for-cabinet-approval-minister-2010-05-21-1
7 http://www.utatu.co.za/images/stories/Joseph_Stiglitz_on_NGP.pdf
8 http://mg.co.za/article/2009-07-31-idle-minds-social-time-bomb

It is noteworthy that job creation would require concerted efforts, including robust entrepreneurship program across all age groups and key prosperity nodes in all provinces. In South Africa the state only employs 13% of the labour force and therefore the major driver of future employment is the private sector or entrepreneurship, inclusive of social and business entrepreneurship.

It is further noted that bedrock of economic participation is employment or the opportunity to earn a wage or salary. The wage then dictates further participation in the economy covering both savings and consumption. Savings is the most important aspect for the development of nation economics. This is largely because savings drive investment in physical assets and human capital. Households that have wages or salary income have the best opportunity of gathering some capital to start a business.

Currently, South Africa's economy has been consumption-led without a growing savings, technology and industrial base. This limits the trade opportunities with high income countries and would have significant impact on how the country manages its trade activities within the BRICS family.

The New Growth Path identifies three thrusts for creating employment namely:
- Short-term employment opportunities driven by increased government expenditure and subsidies.
- Medium-term to stimulate the creation of labour absorptive ventures; and
- The long-term strategy to support capital intensive and knowledge based industries.

Like any government institution, the NYDA economic participation strategy is located within these thrusts.

The following indicators provide a brief picture of the performance/lack thereof of the South African economy:

	1994/1995	2009/2010	Observations
GDP growth	Dec 94 – 7.6% growth	Mar 09 – (-7.4%)	March '09 was the lowest point for SA during the global recession
Unemployment (Narrow Definition)	22.89%	24%	
Ranking-Global Competitiveness Report		45 out of 133 countries	
Ranking-Human Development Index		110 out of 169 countries	
Poverty levels/Income inequality	Gini coefficient: 0.66 % of population living on R388 (or less) p.m poverty line: 51%	Gini coefficient: 0.679 % of population living on R388 (or less) p.m poverty line: 39% (2008)	In the South African context, the Gini coefficient shows a value that is above 0.5 which is unacceptably high. Interestingly, such inequality seems to have deteriorated somewhat with higher economic growth. While the income of all sectors has improved, that of the richer segment of society seems to have improved at a faster rate. Inequality within the African population has declined since 2000 and is in contrast with the rising inequality within the Coloured population. Overall, while it has declined, interracial inequality is still high. (The Presidency, Development Indicators, 2009)

Industrial Strategy versus Services Strategy

Many of these proposals and comments can be implemented without abandoning the NGP including simply points of emphasis. Economic commentators have strongly recommended that the central thrust of the NGP would be a services strategy rather than an industrial strategy, and that the industrial strategies have failed to promote employment for the past 30-40 years. This line of thinking points that service industries like Tourism; Sport and Transport should be a priority for government. On average, these sectors are have been growing faster than the national average. By design, Tourism features well in NGP.

Industrial Development Zones

The other emerging proposal is the promotion of Industrial Development Zones (IDZ9). The South African Revenue Services (SARS) recognises three IDZ or Export Promotion Zones (EPZ) namely Coega, East London and Richards Bay. Others include OR Tambo or Johannesburg and Mafikeng.

9 *Vannessa Tang;, Zoning in on South Africa's Industrial Development Zones; School of Economics and Finance; University of Kwa-Zulu Natal, October 2008.*

The implementation of IDZ is already in place and is linked to major seaports and airport for export purposes. The purpose of establishing IDZ was to attract foreign direct investment (FDI) and to create competitive exports of manufactured products. This is achievable by providing cheap infrastructure, various tax incentives, duty free import of manufacturing related raw materials, efficient logistics and easy access to export transport facilities such as seaports and exports. Vanessa Tang. points out that the oldest and most promising IDZ, East London and Port Elizabeth (3%), handle less than 5% of the total cargo handled by South African ports. Richards Bay handles 46% and Durban 23%.

The Coega IDZ was established in 1996 and constructed in 2002, and by 2008 it was not yet fully operational. There is insufficient data to certainly confirm the wisdom of the existing IDZ[10] as they are not performing better than other ports, and the bulk of the South African economy is inland. There are no clear grounds or criteria other than political criteria regarding where to locate these IDZ. Coega which is the largest IDZ in Africa has cost the economy a minimum of R8bn: R3.1bn for the port, R2bn for infrastructure, R2.1bn for electricity and R500m for transport and rail infrastructure. Since 1996, the Coega IDZ has created only 1600 jobs (if you subtract the delayed Rio Tinto Smelter) and has not been able to secure any significant investments other than losing the Rio Tinto Smelter of R20bn.

Since 1996 less than 5000 jobs have actually been realised in Coega and East London IDZ. The Business Report (2011) stated that Coega has created 2434 jobs, East London 930 jobs, Richards Bay 300 jobs.[11] These IDZ have tended to be very expensive and huge consumers of electricity, which hinders other forms of socio-economic development. They have not attracted labour intensive industries. Furthermore, they are unlikely to contribute towards the NGP on the short-to-medium term objectives of policy, which is to creating labour intensive industries.

To some extent and due to their spatial locations, they tend to compete with Local Economic Development Plans of municipalities, and Provincial Growth and Development Strategies. The NYDA and youth formations need to focus on making meaningful contributions to the LEDs and PGDSs in order to address the key opportunities that exist in their local and provincial contexts. Such could be achieved by working closely government developmental institutions such as Industrial Development Corporation (IDC).

There are municipalities that have already shown high potential, such as Upington, Middleburg, Polokwane and many others which youth must recognise as prosperity nodes requiring optimisation of opportunities. It is equally important to acknowledge and consider the contextual peculiarities within localities to ensure that intervention are relevant, to avoid the 'parachuting' of foreign activities into communities. Quite often, such exported programmes fail to materialise as communities do not necessarily identify themselves with them.

Youth formations should also play a central role is supporting new graduates with specialities in Economic and Management Sciences to contribute to the municipalities, to assist with local economic development (LED) and Provincial Growth Development Strategy (PGDS) implementation. Each municipality must get at least 4-10 such graduates. Proper partnerships must be forged with local universities, the Innovation Hub, CSIR, National Productivity Institute, SABS and many others to address Spatial Economic Development (SED).

Nationalisation of Land and Mines

The topical debate of Nationalisation of Mines and Expropriation of land for agricultural production, mine plants, equipment and operations is inevitable. It comes up quite naturally and in recognition of the fact that all economic activity is derived from animal, plant or mineral substances, the primary production of agriculture and mining. So the basis of almost all economic activity is the soil or land.

The opportunities in agriculture have been correctly identified by government as developing agro-processing on a large scale in South Africa. This presents the greatest opportunities for wealth creation for the Black masses generally and youth in particular. If implemented together with accelerated investments in skills development, calculated and systematic capital investment over the next 5-10 years nationalisation of mines and expropriation of land could yield better economic results for masses in South Africa. The youth will be trained in agricultural expertise and occupy the value-chain and the upstream opportunities. For example, the creation of indigenous processed foods such as Inkomazi, Morogo right up to Simba Chips is a classical example and a real possibility for the future. Unless the majority of our people, who happen to be youth, have access to these resources, economic development will be sluggish.

The re-organisation of rural communities for commercial production that is directly linked to agro-processing and other international markets is developing in provinces such as Limpopo. Youth-owned and youth-led farms and agro-processing businesses must be positioned to take advantage of these opportunities. Initiatives are in place to create an agro-supply-chain for this major economic event unfortunately, youth have been locked outside of this king-making deal. Such opportunities should be structured to meet the needs of the youth and enable them full participation in the economy of their country.

10 Vannessa Tang;, Zoning in on South Africa's Industrial Development Zones; School of Economics and Finance; University of Kwa-Zulu Natal, October 2008.
11 http://www.iol.co.za/business/business-news/investors-in-idzs-need-incentives-1.1053322

Black Economic Empowerment and Youth Quotas

Quotas and Black Economic Empowerment are other areas of debate where proposals such as saying all procurement must set aside 30% for the youth or 30% of all new job appointments must be youth, in particular Black youth. These proposals must be understood as redistributing the revenues that are already in existence and must be linked to a clear long term fixed and human capital process. The central thrust should emulate programmes such as SAB Kick-Start and Shanduka's Black Umbrellas, with special emphasis in making meaningful investments in Black communities in order to eliminate poverty and dependence.

Loans to Micro Enterprises

Micro-finance reaches a significant population of otherwise disadvantaged people, those with low or unstable incomes, little or no land or assets, low social status, few or no alternative sources of financial services. It provides them with the ability and resources to start small businesses. The lack of accessibility to financing is one of the primary reasons for business failure in rural communities. It would thus be pertinent to launch a scheme based on similar principles like the Bangladesh's Grameen Bank and various micro-finance programs that have appropriate interest rates to ensure increasing productive activities in rural and poor communities.

It would be of value to study the Small Enterprise Foundation's model that has achieved much success in Limpopo with encouraging entrepreneurship among rural women. Job creation is stimulated by the requirement for credit officer type positions within the lending company and various positions created within the businesses formed by the women. Support for scaling-up of businesses is important especially cooperatives that are for and run by young South Africans. Partnerships with the International Labour Organisation's WEDGE programme would enable access to a range of tools and services developed for rural women entrepreneurs. The NYDA would seek to encourage the expansion of this type of model for economic development purposes for both female and male youth.

Property Ownership by Foreigners

In 2007, government determined that far less than 5% of land is owned by foreigners. The question of land speaks only to production that can be achieved through agricultural ventures. 85% of South African land is suitable for agriculture, and 87% if forestry in added. Urban residential land is about 1.1%, forestry 1.5% and industrial land is .2%.The State needs to regulate the ownership of agriculture for reasons of food security, and have clear buy back policies where agricultural land is bought by foreigners.

From here going forward, attention needs to be given to the current discourses and opportunities which they present. The NYDA would engage and facilitate discussion on the matters at hand. At the same time, NYDA as a legitimate custodian of youth development in the country, will continue to seek ways and methods through which youth are brought on board the mainstream economic activities, both on short-long term plans, as defined in the NGP.

4.2. Education and Skills Development, and Youth Work

Since 1994, the education system has undergone major restructuring phases aimed at improving access to quality education and skills, and cadreship development. The multiple processes and projects undertaken culminated in the review and development of policies and legislations that sought to remove of all systematic barriers to education , guided by the Freedom Charter and as mandated by the Constitution (1996).

One of the key milestones of this process was the promulgation of the National Education Policy Act (NEPA) of 1996, under the administration of the then Department of Education (DoE). The Act gave birth to a host of other policies and legislations that currently govern the administration of the education system, notably; the South African Schools Act (SASA) no 84 of 1996, Further Education and Training Act (FET) no 98 of 1998, Higher Education Act (HEA) 101 of 1987, Norms and Standard for School Funding (NSSF) as well as the National Student Financial Aid (NASFAS) no 56 of 1999.

In 2009, government further reviewed the organisational structure of the education system, resulting in the split of the DoE into two departments: The Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) under two separate Ministries with dedicated mandates.

The DBE on the one hand, is mandated with ensuring that all children of school-going age have access to basic education, in line with the MDG targets and as provided for in the Constitution. On the other, DHET has the responsibility to facilitate the transition of learners from school education to post-schooling education and skills development institutions. Such noble goal is to be achieved through an integrated further and higher education sub-systems and skills development strategy under a single and dedicated higher education administration. One of the restructuring milestones was the re-location and integration of the Sector, Education and Training Authorities (SETA) from Department of Labour (DoL) into the DHET. It is worth noting that in the short-medium terms, these processes have already made significant impact in educational attainment, with an increase in enrolment patterns in all education sub-systems.

School Education

Public information reveals that access and retention rate in the basic education sub-system has improved, and almost all children (98%) aged 7 to 15, are attending school. Only 10% of children aged 16 to 18 are reported to be out of school (source). These estimates suggest that about a marginal 12% of school-going age children are not attending school. The 12% would include children who might have otherwise passed Grade 12 before the normal completion age.

These achievements can be attributed to a rapid increase in budgetary allocation for school education, school fee exemptions policy and the increased number of no-fee schools. In 2010, 19 000 public schools enrolling 8 million (68%) learners were classified as no-fee schools (source), and a lot of children enrolled in those school receive government grants. Parents whose children are enrolled in those schools are not required to pay school fees. It is worth noting that youth constitute higher percentage of parents to children who are attending primary schools, which are the main beneficiaries of waiver policies. This estimate is made against the high levels of unemployment among the youth, including young parents. While the increase of no-fees schools is a welcome improvement, the current quintile structure and criteria for that purpose have become somehow controversial, warranting a thorough review. The poverty indicators that are used to define the status of the schools are no longer necessarily relevant.

Furthermore, the expansion of school nutrition programme in poor communities has had an enormous impact on the overall enrolment and retention of learners in schools. It provides the most needed nutrition for a lot of learners who would otherwise not have a meal for a full day. It is noteworthy that the applicable criteria for schools to qualify for the programme. For example, poor learners who attend former 'Model C' schools are likely not to benefit from such a programme. There are also cases of schools with close proximity of each other which are differentially treated. That is, one school would benefit while the other is excluded.

Another significant development within the sub-system is the reported improvement in teacher: learner ratio, which has the potential to contribute towards quality. Research has shown that teaching classes with fewer learners tend to be more manageable when compared to crowded classes. Various sources have consistently raised concerns on the declining supply of graduate teachers amidst the ageing cohort within the profession. The reported short supply of educators is rather compounded by the rate of attrition within the profession and the declining enrolments of students in the education field.

Despite the few reported incidents of violence and abuses of children while in the custody of school authorities, the atmosphere in most schools has improved. Cases of corporal punishment and other forms of abuse have decreased. It is however not clear as to whether it is the number of incidents that has declined or the confidence among victims to report cases for fear of victimisation. There have been reported concerns that in some instances, abuse incidents tended to evade public attention when the perpetrator is someone in a position of unmonitored authority and influence. It becomes prudent that special measures are instituted to completely eliminate any practice that violates the rights and freedoms of young people.

Despite high enrolment in basic education, is however a growing concern that enrolment in Grades 10-12 declines sharply. Anecdotal information reveals that a staggering 57% of learners who enrolled in Grade 8 in 2005 for example, did not enroll for Grade 12 by 2009 (DoE, 2010). In confirming the loss of learners to the system, the report further illustrates that only 38% of the youth aged between 19 and 25 have Grade 12 or NTC III.

Multiple factors have been cited as contributory elements to the low progression rate. These include among others; rising teen pregnancy among school-going age children (DBE, 2009) , deliberate retention of 'slow-learners' in lower grades to boost Grade 12 results in some particular schools, child-parenting, and negative attitude towards education. The Social Survey (2010) compiled a list of factors that have an impact on learner drop-out. These include:
- Vulnerability to risky social and sexual behaviour;
- Inadequate preparation of learners in foundational phases which affect their learning capacities in senior phases;
- Inadequate remedial support to learners who have learning challenges;
- Farm learners tend to drop-out and take-up unskilled labour in the farms;
- Inadequate supply of facilities for learners with disabilities in ordinary public schools and general social exclusion;
- Lack for transport for children coming from poor households; and
- Peer pressure.

In addition, hidden costs such as school uniform and 'lunch boxes' have direct implications on the leaner confidence, as these expose the learners' socio-economic backgrounds. Such have the potential to permanently erode the confidence of the affected learners, which may result in abrupt quitting and unwillingness to return.

The multiplicity of the challenges cannot be remedied by a one-size fits all solution. Rather, they require concerted efforts involving different stakeholders and partners, and dedicated resources.

Further Education Colleges

The restructuring and mainstreaming of FET colleges, from inequitable assortment of 152 smaller colleges smaller into 50 mega institutions has been welcomed policy move The move sought to raise the profile of these institutions as an integral component of the broader skills development landscape. However, the response was marginal as the enrolment in this sub-system had been relatively modest and unstable. Despite this positive undertaking, the total enrolment in FET colleges dropped by 15% for the period 2005 and 2007. *12* In 2005, there were 361,386 registered students in the 50 public FET colleges, and steadily grew to 420,475 in 2009. The trend was reported to be common in developing countries where over-concentration of students is observed in universities. This low enrolment and production of technically skilled labour force militate against the economic and industrial sectors' ability to build the economy and development, sustain growth, creates wealth and the most needed jobs.

There are various factors associated with conservative enrolment patterns within the sub-system. The FET Institute (2009) discusses three categorised factors as common denominators for low enrolment; 'Programme Related', 'Learner Related' and 'College Related' as briefly presented below:

Programme Related Factors:
  • The cognitive demands of particular subjects being inconsistent with the level to which they were assigned;
  • Excessive workload due to long syllabus and assessment requirements; administration overload associated with assessment;
  • Progression and certification criteria set too high; and
  • Imbalance between theory and practical input of the programmes.

Learner Related Factors:
  • Learner expectations about the courses not being met. For instance, expectations about more practical work and less theory;
  • Inadequate academic preparedness with regard to mathematical and language skills;
  • School learners with learning problems recruited into NCV programmes; and
  • Socio-economic conditions of learners viz. financial difficulties, transport, living conditions, nutrition; self-management skills and self-discipline.

College Related Factors:
  • The lack of recreational facilities, comfortable spaces for after-hours study, computer internet access;
  • Appropriated selection and recruitment practices;
  • The language of teaching and learning;
  • Poor lecturer quality;
  • Poor preparation for the new programmes, and
  • Staff turnover.

Other prominent disjunctures include curriculum misalignment to basic and higher education, parity between urban and township colleges, and a lack of clearly defined transit strategy from college to job placements.

Higher Education

Like in the other sub-systems, the rationalisation process and the 'successful' merger of the 36 tertiary institutions (technikons and traditional universities) into 23 national universities have had positive spin-offs. Also, the NSFAS has increased exponentially and other systemic barriers to access have been eliminated. The latest undertaking by the DHET to establish fully-fledged universities in Mpumalanga and Northern Cape will go a long way in ensuring that more youth have easy access to skills training.

These developments, together with other interventions, have significantly contributed immensely towards growth in enrolment for Black students, especially Africans. For example, in 1994 Africans had a total enrolment of 212,042, 34,010 Indians and 'coloured' 27474. By 2006, the numbers grew to 451,106 for Africans, 54,859 for Indians and 48 534 for 'coloured'. In contrast, enrolment among whites dropped from 22,829 to 184,667 for the same period.*13* Statistics revealed that enrolment for female students increased and accounted for 54% of the total student enrolment.*14*

The graduation rate in these institutions has however not increased exponentially across all populations groups. From 2006-2009, the graduation rate for Africans increased from 11% to 15.5%. For 'coloured', it increased from 13.9% to 16.1%, for Indians it increased from 13.6% to 14.8%, and for the Whites it increased from 19.1% to 20.9%.*15* The data suggest that Africans in the universities are more likely not to graduate as compared to all the other population groups.

12 Education for All: 2009 Country Report; Department of Basic Education; 2010
13 Department of Education (2008). Education for all (EFA) Country report: South Africa.
14 Ibid
15 Ibid

There are varied reasons attributed to this scenario, including among others:

- The lingering legacies of apartheid;
- Lack of solid foundational education;
- Lack of adequate preparation for a transition from secondary to higher education environment;
- Lack of support system within the universities; and
- Language challenges.

One of the most intriguing observations is that the surge in enrolment in higher education has not translated into 'acquisition of priority skills'. Instead, a lot more graduates often don't easily absorbed into the labour market. It is reported that unemployed graduates account for 180 000 of the total 8 million unemployed people, either because they are irrelevantly or inadequately trained.

Skills Development

Skills development is an essential factor for achieving the objective of decent work both by increasing the productivity and sustainability of the enterprise and for improving working conditions and the employability of workers. It requires a holistic and integrated approach, which encompasses continuous and seamless pathways of learning from lower grades right up to secondary and higher education, as well as vocational training. Such grounding includes the provision of career guidance, labour market information, and counseling as young women and men move into the labour market, offering young workers and entrepreneurs opportunities for continuous learning to upgrade their competencies and learn new skills throughout their lives (ILO on-line).

In the South African context, apartheid has crippled the production of skilled workers, and this has affected the numerical production of Black youth in science, technology and engineering. This was largely because Africans were simply not allowed into the system. The shortage of suitably skilled and qualified people was amplified by the impact of spatial patterns and habitations on the cost of labour.

Reports suggest that in the early 1980s, there were 30 000 registered apprenticeships in South Africa. By 2005, however, that number had fallen to 1 400. According to a 2009 report published by the Steel and Engineering Industries Federation of South Africa (Seifsa), apprenticeship intake by the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA) Metal Chamber fell from more than 12 000 in 1982 to less than 2 000 in 2003.

Briefing the parliament's Water and Environmental Affairs Portfolio Committee, the Deputy Minister of Economic Development commented that the lack in aggression to train artisans has resulted in sharp decline, from 33 000 in 1975 down to 3000 in 2000. Accordingly, the earlier successes were attributed to the investment by institutions such as Iscor, Eskom, Telkom and Transnet (before corporatisation).

Accordingly, South Africa presently produces less than 45% per annum of the number of artisans its economy requires, and less than half the number it produced a quarter of a century ago. This scenario impacts heavily on ability of municipalities to render proper services. It is estimated that South Africa produces about 5 600 qualified artisans a year, compared to a target of 12 500 set by the DHET. In contrast, the relative estimates of the country's artisan requirements vary, ranging from 50 000 to 80 000. This is viewed against the background of the ageing artisan population, with at least half of artisans being 50 years or older. (Service Publication, on-line).

The shortage, however, is not only evident in the government, where artisans are required to "keep the lights on, keep our water flowing and drinkable, and ensure our roads, bridges, dams, culverts and manholes are all in working order". There is also a lack of these skills in manufacturing, mining and in heavy industry (ibid). It is therefore imperative that the supply of skills needs to be accelerated to ensure that government's service delivery agenda is not compromised, and that young people secure decent work and guaranteed of social justice. Over and above, the shortage has impacted massively on the economy's growth prospects.

Responding to the growing challenge, government adopted a two-pronged approach, with both short-to-medium and long-term objectives.

On the short-medium term, government adopted a specialized program, ASGISA. The programme sought to elevate the skills issue on the national agenda and gave rise to impetus to Joint Initiative on Priority Skills Acquisition (JIPSA). On the one hand, ASGISA focused largely on education and scares skills, identified target categories and numerical output of the workforce. At professional level, the projects targeted an average graduation rate of about 1000 engineers and scientists, increasing by 33% over a period of four years from its inception. Over 18000 artisans and technical skills were projected for the year 2008/9.

Some of the interventions included: QUIDS-UP programmes aimed at achieving high levels of literacy and numeracy in the lowest grades, Maths and Science (Dinaledi), an upgraded career guidance programmes, increased upgrade of FET colleges and ramped-up ABET programmes based on a Cuba and New Zealand models.

JIPSA was launched to accelerate that provision of priority skills to meet ASgisa objectives. It prioritised key skills and development of HRD strategies to address these in short-medium term; promote greater relevance and responsiveness in the education and training system and strengthen the employability of graduates. It focused on limited number of five high priority skills:

- High-level world class engineering and planning skills for 'net-working industries' including transport, communications, water and health;
- City, urban, regional planning and engineering skills;
- Artisans and technical skills with priority attention to infrastructure development, housing and energy, and other areas as being in strong demand in the labour markets;
- Management and planning skills in education and health; and
- Mathematics, science and language competence in public schools.

At the time JIPSA ended, there were about 47 000 artisans registered, including those who were still undergoing training. The initial 2007 target of 50 000 was not met, and there was a strong view that the number should have been hiked to 80 000 (Engineering New, online).

However, there were positive developments in other sectors. For example, there were about 5 930 apprentices in training by the year 2009 for metal industry. The growth is ascribed to the accelerated artisan training programme which has allowed the traditional apprentice training companies to take on more people, receiving better support and grants from MerSeta. Many companies including groups such as Eskom, Sasol and Transnet have committed to invest millions towards the acceleration of artisans development. One of the more recent signs of encouragement has emerged out of KwaZulu-Natal, where cement manufacturing company NPC-Cimpor, has signed a R10-million artisan training deal with black-owned artisan training academy Ikhaya Fundisa Techniskills Academy (IFTA) that will see up to 200 learners being trained each year. Such initiatives need optimal support.

On the long-term, government introduced policy that strengthens tax and incentive systems to finance skills development programs on a scale consummate with labour and economic (source). Central to this undertaking were the targeted interventions in priority areas and up-scaling of skills required for economic growth and employment. Government adopted a series of policies and strategies including: the Skills Development Act (SDA), the South African Qualifications Authority (SAQA), Skills Development Levies Act (SDLA), National Skills Authority (NSA), Skills Development Fund (SDF) and National Skills Development Strategy (NSDS). The ambitious projects were to be achieved largely through concerted roles of the Sector Education and Training Sector (SETA).

However from their inception, the Seats were characterized by lack of clear strategy and general lack of capacity. The mischief lied in their conceptualization, governance and institutional misplacement, initially under the custodianship of the Department of Labor (DoL). The 2009 cabinet reshuffle and administrative restructuring resulted in the relocation of the SETA from DOL to DHET.

Despite all these innovative interventions, the economy continued to experience growing skills shortage. In response, the newly established DHET launched the NSDS III which serves as a "central compass" of all skills development programmers and projects. This comprehensive strategy seeks to support all government-driven initiatives such as the NGP, IPAP, the Human Resources Strategy South Africa (HRDSSA) and sector development plans.

The strategy puts emphasis on increasing access to training and priority skills development opportunities and to achieve fundamental transformation inequities linked to class, race, gender, age, spatial challenges and disability in the society. While not necessarily departing from its predecessors, the strategy pays particular focus on technical, occupational and technological skills and how the various role-players can contribute towards advancing national economic interests and welfare of the populace. Government's commitment to these endeavors is best expressed through the massive budgetary allocation to these projects, as exemplified by the 2011/12 budget.

As projected in the NGP, government has committed to training over 30 000 engineers by 2014 and at least 50 000 artisans in 2015, and about 1.2 million for certified workers on-the-job skills improvement programmed annually. The FET colleges are targeted to enroll about 1 million students by the year 2014. ICT for public servants, educators and learners is among the key priorities of the NGP

The NGP identified six key sectors for employment creation, which also have an impact on the kinds of skills that would be required to achieve its stated goals:

- Infrastructure;
- Agricultural Value Chain;
- Mining Value Chain;
- The green Economy;
- Manufacturing sector; and
- Tourism and certain high-level services.

The priority skills most in need for these sectors:
- Artisans;
- Engineers
- Town and Regional Planning;
- Technicians and Technologists;
- High-level engineering and planning skills;
- Planning and management capacity'
- Planning and management capacity in of the public education sector;
- Mathematics, science and ICT; and
- Tourism skills.

The priorities are linked to the five job drivers as identified in the NGP. These are summarised in the table below:

Drivers	Areas	Projected Jobs	Year
Infrastructure (mainly in housing and public works)	energy, transport, water and communications infrastructure and in housing,	250 000	2015
Main Economic Sectors	Small holder schemes	300 000 households	2020
	Agro-processing	145 000	
	Manufacturing	144 000	
		350 000	
	Tourism and business service	250 000	
Seizing opportunities of main economies	Manufacturing construction, operations and maintenance of infrastructure	380 000	2020
Social Capital and public services		360 000	2020
Spatial Development		150 000	2020

4.3 Youth Work

Internationally, youth work has been in existence for many years. The NYP is instructive on the processes required for the professionalisation of youth work.

While there are multiple definitions of youth work, the NYP defines youth work as "a field of practice that focuses on the holistic development of a young person;" enabling the realization of youth's development via a combination of focused strategies.[16] The policy stresses that the importance of the professionalisation of youth work cannot be undervalued. Given the huge challenges faced by youth in the country, it is important to ensure that people that would work in the various sectors to address these challenges should be competent and skilled, with the required expertise to effectively address these challenges. International best practice shows that the professionalisation of youth work could:
- Strengthen the capacity of young people and their networks, governments and civil society partners to develop and delivery value added youth development services and empowerment;
- Assist to create a framework for youth workers to operate professionally in varies sectors of society; and
- There will be also a better overall standard among youth workers because of access to education and training.

16 *Government of the Republic of South Africa. National Youth Policy 2009-2014:31*

National Youth Development Agency

IYDS _May 2011.indd   24   17/06/2011   17:23

The table below provides the four critical elements for the professionalisation of Youth Work as identified in the NYP:

Facilitate the recognition of youth work as a professional field of practice by the relevant statutory body.	DSD
Facilitate the development of a regulatory framework for the professional youth work by taking into cognizance the prevailing situation, including recognition of prior learning.	DSD
Institutions responsible for the education and training of youth workers should be adapted to meet the needs of rapidly changing youth needs regional, national and global level	Higher Education Institutions
Conduct research on youth work to ensure evidence based decision-making	Government in consultation with civil society
Establishment of youth focal points	Government

The DSD undertook a study on the professionalisation of Youth Work of which the report was handed-over to MYDA in 2011. The NYDA will oversee the process of defining Youth Work in relation to professional standards. Other activities to be undertaken by NYDA include:
   • The formulation of Youth Policy;
   • Obtaining regulatory recognition;
   • Determining the characteristics and linkages to other professions;
   • Ascertaining and defining the content and practice of the qualifications;
   • Professional council; and
   • Conduct research

Presently, the move towards the professionalisation of youth work remains an unfunded mandate. The Commonwealth Youth Programme (CYP) has successfully moved towards the professionalisation of youth work. Graduates receive a Diploma in Youth Development Work. This Diploma is offered by 29 partner institutions in 45 countries. The Youth Development Work diploma is organized under three functions:
   • Enabling is about creating the conditions in which young people can act on their own behalf, and on their own terms, rather than relying on other people and especially professionals to do things for them;
   • Ensuring is about operating in accordance with the value systems which give a sense of purpose and meaning to how young people use their skills and knowledge; and
   • Empowering is about putting democratic principles into action in the fullest sense, so that young people can play an assertive and constructive part in the decision-making that affects them at different levels of society.

The instruction uses both the formal and informal education methods. It has 13 core modules, and each region has its additional region-specific modules. Modules cover topics such as enterprise and economic development, youth policy, gender, health, project management, the environment and sustainable development; and can take up to 6 weeks to complete with full-time study. Completion of the Diploma is an achievement of 120 credits which should be completed between a year and eighteen months. Successful students receive their Certificate not only from the university from which they graduate, but they also receive a pan-Commonwealth award which is signed by the Commonwealth Secretary-General and contains the names and logos of the 27 partner universities.

In Africa, the Commonwealth youth diploma programme has been most successful in Botswana and Cameroon as the highest number of graduates have been from these countries. The following table illustrates:

Table 3: Commonwealth Youth Programme

Region/Country	Graduates (1998-2006)	Currently Studying (2006)	Certificate/ Short Course Graduates
Africa			
Botswana	19	30	40
Cameroon	NA	NA	40
The Gambia	–	16	–
Ghana	48	250	–
Kenya	33	–	–
Lesotho	47	–	–
Malawi	58	–	–
Namibia	14	25	–
Nigeria	NA	50	–
Seychelles	NA	25	–
Sierra Leone	16	30	–
South Africa	72	65	–
Tanzania	56	70	–
Uganda	27	35	–
* Zimbabwe	56	–	–
Zambia	58	30	–
Africa sub-total	**504**	**626**	**80**

Source: Commonwealth Secretariat, 2006

In South Africa, the Nelson Mandela Metropolitan University and the University of South Africa have phased out the degrees that they were offering on Youth Work. The degrees were phased out due to low levels of student intake. Between 1999 and 2006, only 40 students were enrolled for the National Diploma in Child and Youth Development, with only two students successfully graduating with the Bachelor Technology in Child and Youth Development. This B-Tech was developed in conjunction with the Commonwealth Youth Programme and the Royal Melbourne Institute of Technology. Currently, the University of Venda and the University of Stellenbosch are the only institutions still offering a qualification in child and youth work.

4.4 Health and Wellbeing

The health status of the population is one of the key indications of the standard of living of its citizens. Since 1994, access to health services and health conditions of the population has improved. The MDG Country report 2010,[17] which reported that access to sanitation improved from 58.5% in 2001 to 72.2% in 2009. The use of condom has increased from 27.3% in 2002 to 75.2% in 2009. Births attended by skilled personnel increased from 76.6% to 94.3% in 2009.

Classified as an upper middle income country, South Africa's health indicators in some respects compare very badly to countries with similar classification. The 2010 World Health statistics report ranked South Africa lower on indicators such as life expectancy than other sub-Saharan countries, such as Senegal, Namibia, Madagascar and Botswana. On the maternal mortality rate, South Africa ranked higher than countries such as Egypt, Libya, Venezuela, Thailand and Malaysia.[18]

HIV/AIDS

In South Africa, the youth remain the most affected by high levels of HIV. In 2008 South African National HIV prevalence survey[19] conducted by the Human Sciences Research Council (HSRC) revealed that young people between the ages 25-29 years have the highest incidence of HIV. The prevalence was reported to be four times higher in females than in males in the age group of 20-24 years and two times higher in the age group of 25 – 29 years. The national average for HIV prevalence was 10.9% in 2008, while the prevalence rate amongst females between the ages 25 – 29 years was 32.7%, three times higher than the national average.

A study conducted by the Africa Centre for Health and Population Studies (2011) found that despite millions of rands having been poured into promoting the use of condoms to prevent the spread of HIV/AIDS, young people do not take the message seriously. It also found out that fewer females than males use condoms with their most recent partners. Studies in South Africa and other sub-Saharan African countries show that young people often perceive their risk of HIV/AIDS to be low even if they engage in HIV/AIDS risk behaviours, live in areas with high HIV prevalence rates and knowledgeable about HIV/AIDS4. One explanation given for this low perceived HIV/AIDS risk is that youth may exhibit optimistic bias, tending to underestimate risks in general due to a feeling of invulnerability.

Risky Behaviour – Sexual Practice and Substance Abuse

A study conducted by the Medical Research Council (MRC)[20] on youth risk behaviour in schools showed that a significant proportion of young people are involved in risky behaviour that could adversely affect their health. The survey stated that 41.1% of the youth reported to have more than two sexual partners, with 14% of them having engaged in sex after using drugs. Only 30.7% of youth reported consistently using condoms during sex. The fact that young people reported high knowledge of HIV/ Aids but low levels of safe sex practice is a clear example of a disjuncture between knowledge and practice amongst the youth.

The survey also reported very high substance abuse, including tobacco, where 21% reported to be regular smokers and 34% reported to be regular alcohol users. A significant proportion of them reported to be using hard drugs such as cannabis, heroin and cocaine.

Teenage Pregnancies and Abortions

In 2001, it was revealed that each year, approximately 900 000 teenagers become pregnant in the United States, and despite decreasing rates, more than 4 in 10 adolescent girls have been pregnant at least once before 20 years of age. Most of these pregnancies are among older teenagers, 18 or 19 year olds. In 2008 Britain had the highest teenage pregnancy rate in Western Europe. Around 43,000 girls under the age of 18 became pregnant.

In South Africa, there has been a decrease in levels of fertility. This decline has been associated with a high use of contraceptives among women and also the legalisation of abortion in 1996 (Swartz, 2002). Despite the decline in the total fertility rate, adolescent pregnancy has been found to be significantly high. The SADHS revealed that adolescent pregnancies accounted for a third of all births (Dickson, 2002).

17 Government of the republic of South Africa (2010).Millennium Development Goals: Country report 2010
18 World Health Organisation (2010). World health statistics 2010, Geneva.
19 Shisana O, Rehle T, Simabayi L C, etal (2009). South African National HIV prevalence, incidence, behaviour and communications survey 2008: A turning tide among teenagers? Cape Town. 4 Anderson K G, Beutel A M, Maughan-Brown B. HIV/AIDS risk perceptions and first sexual intercourse among youth in Cape Town, South Africa. Centre for Social Science Research (2007)
20 5 Reddy SP, James S et al (2010). Umthente uhlaba usamila - The 2nd South African national youth risk behaviour survey 2008. Cape Town

Teenagers may lack a true understanding of the responsibility around the raising of the child since there is minimal financial contribution expected of the father and the child is very often raised by grandparents as the youngest child in the family. These actions may imply acceptance to young girls who are looking at ways to achieve approval and belonging among their peers.

Literature on this subject indicates that teenagers who grow up in poverty and have been subjected to dysfunctional schools may feel they have less to lose by becoming pregnant and so are less motivated to prevent pregnancy. They are also more likely to find that they have short term goals that are met by pregnancy.

Some of the social and institutional changes of the last 16 years have impacted on the prevalence of teenage pregnancies. Contraception is widely available and many teenagers have responded positively to their use, termination of pregnancy is now legal and evidence suggests again that teenagers are terminating pregnancies safely. The 2000 evaluation of the impact of the Choice in Termination of Pregnancy Act on morbidity from incomplete abortion showed a differential benefit amongst teenagers (Jewkes et al., 2005).

This Act legalises termination of pregnancy under certain circumstances such as when the pregnancy is under 12 weeks gestation, it may be performed by a trained medical doctor or professional nurse in an accredited institution, or when the pregnancy is under 20 weeks gestation, only two medical doctors in a designated hospital concur on the validity of the request made to terminate.

A majority of the health centres that have been designated to provide the service are located in urban areas. Gauteng Province has the highest number of designated centres when compared to other provinces.

Even though abortion is available for those who choose to terminate unwanted pregnancies, structural constraints may make it inaccessible to other sectors of society (Du Plessis, 2002). Sometimes religious and moral values play a role in the decision against abortion (Carolissen, 1993). The harsh and judgmental attitudes of nurses in public health centres, a lack of knowledge concerning early signs of pregnancy and fear of the abortion procedure and its consequences has also been cited as factors which deter women from seeking legal abortions.

Access to quality and youth friendly medical services

Primary Health Care Clinics are the first point of service for communities. They provide information, treatment and care to young people. The focus is on growth and development, gender specific needs of adolescents, oral care, nutrition, and risks to health, alcohol, smoking and drugs, safe sex, condom use, sexually transmitted diseases (STD), HIV/ AIDS and tuberculosis (TB).

Changes in health behaviour and access to quality care for young people are very important. Youth development interventions need to mainstream behavioural change and promote accessible and friendly youth health services.

The low utilisation of safe abortion clinics, which was reported to be about 50%, may be an indication of unfriendliness of health facilities towards young people. The interventions for youth development must therefore take cognisance of quality of health services and the barriers to access such services.

It is worth noting that the significance of a healthy youth community society is best discussed within the contexts of individual and national development goals. On the one hand, healthy children perform better at school and develop into an all-rounded personality. On the other, a healthy worker is an asset in the economy as a source of labour.

A healthy lifestyle is an important precursor for successful youth development. Teenage pregnancy and HIV infection curtail the completion of education for young women and men and may prevent their successful participation in various aspects of society. The data from the SYR 2003 shows that young people viewed themselves as being in general good health. A percentage of 1.4%, constituting 51 youth, described their health as bad. The majority were Africans; the number of women who made this claim was higher than of men, although this difference was not statistically significant.

Policy Frameworks:

National Health Insurance (NHI) system, the proposed national health care model will focus more on preventing disease, providing a comprehensive package of primary and preventative benefits for every member of the population.

Politicians have asserted that 'tough love' must now be in the forefront of prevention of teenage pregnancies. Such an approach would represent a major departure from the policies of the last 14 years, which have sought to empower teenagers with better access to sexual health services, more information and a greater ability to control their fertility.

ANCYL have put forward policy proposals on the "mandatory initiation into contraception for all adolescent girls from the age of 12 to curb teenage pregnancy"; and to raise the legal age for access to alcohol from 18 to 21 years.

The new Children's Act already made provision for 12-year-olds to access contraceptives, but does not mention that it should be mandatory.

Other applicable policies

Community Care Worker Management Policy (2009)	Defines specific cadres; Minimum requirements for a Community Care Worker; Recruitment and selection; employment conditions within state-funded HCBC organizations; General programme management; Skills Development Framework (SDF); Further development and exit strategies; Interrelatedness of learning and career paths; Caring for and supporting community care workers; and Result-based monitoring and evaluation.
Prevention and Treatment for Substance Abuse Act (2008)	Provides a comprehensive national response to combat substance abuse; Provides for mechanisms aimed at demand and harm reduction in relation to substance abuse through prevention, early intervention, treatment and re-integration programmes; Provides for the registration and establishment of treatment centres and halfway houses; Provides for the commitmentl of persons to and from treatment centres and for their treatment, rehabilitation and skills development in these centres; and Provides for the establishment of the Central Drug Authority.
Choice of Termination of Pregnancy Act (1996)	Legalises termination of pregnancy under certain circumstances such as when the pregnancy is under 12 weeks gestation, it may be performed by a trained medical doctor or professional nurse in an accredited institution, or when the pregnancy is under 20 weeks gestation, only two medical doctors in a designated hospital concur on the validity of the request made to terminate
Strategy for HIV/AIDS (2007-2011)	The overall aim of the HIV Strategic Plan 2007- 2011 is to reduce all new HIV infections by 50%; Implementing Life Skills education in all primary and secondary schools; Developing sector-specific policies and plans for the prevention of HIV/AIDS, focusing on the youth; Improving access to male and female condoms, especially to 15 – 24 year olds; Increasing acceptance, positive attitude, accurate perceptions and efficacy among the youth; Making clinics and health care workers youth friendly; Improving access to friendly and supportive counseling services; and Developing programmes to support these objectives.
Policy Guidelines for Youth and Adolescent Health (2001).	Gives guidance to health workers in clinics, community health centres, youth centres and hospitals; and Focuses first on preventing and responding to specific health problems in adolescence and youth, such as unsafe sexual behaviour, and secondly, promoting a healthy development of all adolescents and youth.
Policy on Quality in Health Care (2007)	Access to health care Increasing patients' participation and the dignity afforded to them Reducing underlying causes of illness, injury, and disability through preventive and health promotion activities Expanding research on evidence of effectiveness Ensuring the appropriate use of health care services Reducing health care errors (adverse events)
The White Paper on the Transformation of the Health Care System in South Africa (1997)	Present to the people of South Africa a set of policy objectives and principles upon which the Unified National Health System of South Africa will be based; and Present various implementation strategies designed to meet the basic needs of all our people.

4.5. Social Cohesion and National Youth Service

Three areas that contribute to a cohesive and functional society are examined:
- Social Cohesion;
- Vulnerable Youth Groups; and
- The National Youth Service.

4.5.1. Social Cohesion

Social cohesion definitions generally depend on the histories of the societies in question, hence the multiple definitions. It has become an important aspect for building democratic societies, as it is used as a medium for the examination of, promotion and management of the quality and sustainability of such societies.

In the European context, EURO Social defined social cohesion as:

"...an attribute of societies which implies equality of opportunity so that people can exercise their fundamental rights and ensures their welfare, without discrimination of any kind and in response to diversity. From an individual perspective, it assumes the existence of people who feel part of a community, participate in decision-making areas and can exercise active citizenship. It also involves the development of public policies and mechanisms of solidarity between individuals, groups, territories and generations."

The NYP defines social cohesion as "The process through which individuals or groups are included to participate fully in the society in which they live." It further states that that:

"social cohesion allows young people to participate and engage in activities that build their social capital and networks and also strengthen the relations that bind people together. These interactions with others strengthen young people's identity, build their self-esteem, develop a sense of belonging, close intergenerational gaps and contribute to building a better life for all. This fosters a sense of belonging that will propel young people to reach their personal goals and develop their full capacity. In essence, social cohesion helps young people to become aware of themselves, their rights and responsibilities. It has to do with nurturing a shared value system based on the tenets of our Constitution that speaks of respect and dignity for our self and others."

The DAC report on Social Cohesion and Social Justice refers to social cohesion as the extent to which a society is coherent, united and functional, providing an environment within which its citizens can flourish.[21] Such environment would importantly enable citizens to exercise their social, cultural, economic and political rights. The report provides three conceptual definitions: 'Descriptive', 'Explanatory', and 'Normative'.

As a descriptive term, social cohesion refers the extent to which a society is coherent, united and functional, providing an environment within which its citizens can flourish.

As an explanatory term, social capital refers to the assets accumulated through various social networks and relationships, based on trust, which enable people to work together to achieve common goals. Social capital is a resource created by participating in social networks; it is found in both horizontal or bonding relationships, within social units, and vertical or bridging relationships between social units.

As a normative term, social justice refers to the extension of principles, enshrined in our Constitution, of human dignity, equity, and freedom to participate in all of the political, socio-economic and cultural spheres of society.

As a concept, social cohesion has the potential to deliver on the following:
- Social justice;
- Active citizenship;
- Building of social capital;
- National identity; and
- Unity and functionality of society.

Any chosen definition of social cohesion, must firstly enable its measurability and its achievement. The standard measurement approach to social cohesion involves surveying households to assess levels of trust, patterns of community activity, voter participation and volunteerism among other.

DAC report proposes a range of indicators that would allow for the continuous monitoring of the extent of social cohesion, social capital and social justice in the South African society. These include:
"the ways in which people view themselves in terms of race, nationality, or other markers of identity; the extent to which there is common purpose or a shared set of values; and the extent to which people in society engage in and are part of a recognizable social dialogue." Further, the document reports that *"the phenomena that could be indicators of a lack of social cohesion or of the negative consequences of social cohesion include violence, unrest, substance abuse, intolerance, lack of motivation, a sense of hopelessness and the emphasis on difference."*

The following are indicators used in the Presidency's Development Indicators 2010 Report:
- Voice and Accountability;
- Strength of civil society,
- Voter participation,
- Voters per province,
- Percentage of women who are members of legislative bodies, and
- Confident of a happy future for all races.
- Social Cohesion and Social Capital;
- Public opinion on race relations,
- Country going in the right direction,
- Identity based on self-description, and

---

21 *Social Cohesion and Social Justice in South Africa [check reference]*

• Pride in being South African,

4.5.2. Existing Moral Regeneration Initiatives

Existing initiatives are premised on the government-driven Moral Regeneration Movement (MRM) whose vision is "to strive for a healthy, caring and harmonious society guided by basic human values, included in the national constitution and with particular reference to communal, spiritual and socio-economic development."

Mission

• To facilitate, encourage and co-ordinate programmes in every sector in society as we work towards restoring the moral fabric of the nation

• The objectives of the MRM are:

• To develop strategies aimed at restoring social values in our new democracy;

• To encourage a dynamic mass movement that will support government and civil society, as they put into practice a plan of action from the renewal of our commonly-held values; and

• To promote national advocacy for the creation of an ethical, caring and corrupt-free society.

Networking forums, known as working committees, comprising provincial and local government, faith based organizations, non-governmental organizations, business, labour, traditional leaders, political parties have been established in all provinces. These structures are charged with the responsibility of facilitating the work of MRM within their own provinces and municipalities. Schools, colleges, universities and work places are encouraged to organize and serve as catalyst for the advancement of the regeneration of the social moral fabric and to spread the message on positive values as identified in the Charter of Positive Values (mrm, on-line).

Some of the other government programmes with moral renewal theme include:

• The Values in Education programme run in schools to promote positive values in the Constitution;

• The Rehabilitation of Prisoners programme;

• Promotion of Sports and Recreation as well as choral competitions and various activities of the DAC and SRSA;

• The Safer Schools campaigns of the South African Police Services (SAPS); and

• Programmes promoting the family as an institution and social security programmes run by DSD.

4.5.3 Vulnerable Youth Groups

The NYP identifies a list of youth groupings that it described as "target youth groups." The list of targeted groups include; young women, youth with disabilities, unemployed youth, school-aged out of school youth, youth in rural areas and youth at risk which includes those living with HIV/AIDS, youth heading households, youth in conflict with the law and youth abusing substances.

This section focuses mainly youth with disabilities, youth in rural areas, and those at risk. The other groups are discussed in previous headings such as education, economic participation and health and wellbeing.

Youth with Disabilities (YWD)

Youth with disabilities are amongst the most marginalized and poorest of the world's youth.[22] Although they face the same issues as their non-disabled peers, societal prejudices, barriers, and ignorance further exacerbate their circumstances.

Quite often, their conditions are considerably stigmatised and are sometimes shamed. Feeling embarrassed and ashamed, families often do not publicly disclose the condition of their children. This often results in limitations to peer interaction and with the rest of the community. Other challenges facing youth with disability are discrimination, prejudice, and social exclusion. Ignorance of disability-related concerns in being unrealised, leading to a loss of self-esteem, self-worth and social isolation.[23]

Education is as critical for realizing the full potential of such youth as is the case with their 'normal' peers. Yet, more than 98% of children with disabilities in developing countries do not attend school.[24] Educational institutions are often inaccessible and lack appropriate facilities, and teachers frequently have preconceived ideas about what is appropriate for their students with disabilities, often resulting in the exclusion from certain activities.[25]

Not receiving the skills and qualifications to function in the wider society limits the employment opportunities for the affected youth. Proportionally, unemployment rates for persons with disabilities are higher than the non-disabled population in every society. Discrimination and negative perceptions towards youth with disabilities pose barriers to such youth when looking for employment.[26]

22 Braithwaite J & Mont D (2008). *Disability & poverty: A survey of the world bank poverty assessments and implications. European Journal of Disability 3:219-232*

23 Braithwaite J et al (2008). *Disability & development in the world bank: FY2000-2007.*

24 Mont D (2007). *Measuring disability prevalence. World bank*

25 The World Bank (2007). *Social analysis and disability: A guidance note, March 207.*

26 Ibid

However, these societal misapprehensions can be addressed. Greater awareness and understanding of disabilities is fundamental to improving knowledge about the various conditions of people with disabilities. Technological innovations such as the Internet and software adaptations have created opportunities for people with disabilities to network and communicate with the broader human audience. Such enhances their confidence, sense of belonging and interaction with their peers, and with whomever they wish to.

The establishment of the Ministry for Women, Children and Persons with Disabilities, which is responsible for driving the government's equity, equality and empowerment agenda for those with disabilities, marked a significant milestone. The Ministry's mandate involve the promotion and protection of the rights of persons with disabilities and to guide, monitor, evaluate, co-ordinate and facilitate the mainstreaming of activities relating to people with disabilities. It has identified three strategic objectives:[27]
   • To facilitate policy implementation toward the empowerment, advancement and socio-economic development of persons with disabilities;
   • To mainstream disability considerations into government policies, governance processes and programmes; and
   • To facilitate, co-ordinate, oversee and report on the national rights of persons with disabilities programme as well as those programmes part of South
   African, regional, continental and international initiatives.

Like many other countries, South Africa does not have good data on people with disabilities. The World Bank report on measuring disability prevalence noted that "internationally comparable data on disability that is important for the planning, implementation, monitoring and evaluation is often not available" (2007). This limitation has direct impact on planning, integrating, mainstreaming and reporting on how disabled people participate in the economy and other spheres of life.

The Department of Public Service and Administration (DPSA) developed a strategic framework for recruitment, employment and retention of people with disability for the public sector.[28] This strategy has set its target at 2% of the total civil service to be made up of disabled people. However, evidence from reports has shown that the benchmark has not been achieved. Current reports suggest people with disability only accounts for the total number of people employed in the public service.

Sarbib (2005)[29] argues that "disabled people constitute one of the largest and poorest groups among people living in poverty". This therefore calls for an integrated and coordinated approach in developing programmes and interventions to address challenges they face. Programmes of action for youth with disability should address education and skills development, environment, health, economic participation, information communication technology and infrastructure.

Youth at Risk

The 2008/09 DCS Report[30] revealed that there were 58 281 youths aged between 14 and 25 years held in its facilities. This represented 35.4% of the total prison population that year. In 2009/10 youth inmate population between the ages of 18-25 years was 56,520 against the total offender population of 164,793. Of this total, approximately 58% were sentenced and 42% were awaiting-trial. The largest number of youth offenders was between the ages of 22-25 and represented approximately 62% of the total number of youth offenders. About 50% of the total youth offenders were incarcerated for aggressive crimes.

If the total number of youths were to include those who are 25-35 years, the number may have risen to over 100,000 of the total prison population. With the high rate of recidivism, and the fact that most of these young people once released, will not find jobs, it is likely that many will again commit crime and return to correctional centre.

The Department has 15 youth development centres separately accommodating both medium and maximum offenders. There are formal programmes of formal education; skills development (vocational and entrepreneur training), SRAC, production workshops and agriculture, care programmes, HIV&AIDS, risk profiling and risk assessment being offered in them.

The Department runs programmes that seek to address both formal education and vocational training. The 2008/09 annual report published by DCS, reveals that over 15,000 offenders were enrolled in formal education and over 45,000 were involved in skills development. Of this number, 6,165 were youth. The efforts on both formal education and skills development by Correctional Services needs to be linked to skills required at municipal level such that these young people, when released, can be absorbed by local municipalities to provide services required at that level. Many of these offenders are trained in agriculture, which is a skill desperately required in the rural areas to assist rural communities to improve their agricultural production.

By the same measure, the Department carries huge cost to keep-up with the rights and needs of inmates. The Department spends R123.37 a day to incarcerate an offender, R7.2million a day, R215.7million a month or R2.6billion a year on young people in the correctional services system.

27 Ministry for Women, children and people with disabilities. Parliamentary media briefing by the minister for women, children and persons with disabilities, 17th November 2010.
28 Department of Public Service and Administration. Job access strategic framework for recruitment, employment and retention of persons with disabilities, Pretoria.
29 Sarbib, J (2005). Disability and the fight against poverty. Development Outreach, July 2005
30 Department of Correctional Services. Annual Report 2009/10, Pretoria.

Youth Heading Households

The spread of HIV/AIDS, as well as natural disasters, war, and civil strife, has led to an increase in child-headed households in parts of the world, and in rural parts of Africa. The phenomenon of child-headed households has been experienced in all countries that have been severely affected by HIV/AIDS; countries such as Swaziland, Lesotho, Uganda and Zimbabwe have seen a high increase in orphaned children and households headed by other children.

In child-headed households, older children are forced to drop out of school to care for younger children or sick parents, often with little or no resources. The common challenge which confronts them is the provision of food for their sick family members and siblings.

With high prevalence rate, the pandemic has had a devastating effect on family structures. In South Africa, statistics indicate that about a third of all young people between 15 and 34 years live in a youth headed household.[31] Statistics South Africa reported that households headed by youth in the age category 15-24 years has been around 6% to 7% between 2002 and 2009, whilst households headed by youth between 25 – 34 years has slightly decreased from 23.1% in 2002 to 21.8% in 2009.[32] These figures indicate that a significant number of young people are now heading households.

The HIV/AIDS prevalence and incidence statistics has shown high rates of HIV prevalence amongst female youth more than any other age groups and gender. However, an analysis of HIV incidence figures between 2002 and 2008 showed that there was slight decline in the incidence (new infections) of HIV amongst female youth as compared to any other age groups and gender.[33] This may be due to education and change in behaviour by youth females.

Other contributing factors to the stability on the increase of youth-headed households, especially between 2007 and 2009, may be due to the introduction and roll out plan of Antiretroviral treatment (ART) in South Africa. The rollout program has resulted in many newborn children not contracting the virus at birth due to the Mother to Child prevention programme. This means that more children will be born HIV negative by HIV positive mothers, thus if the mother does not get the required treatment, she may die leaving the child with siblings.

The challenge with youth-headed households is that youth are forced to take on responsibilities of being breadwinner, parent and guardian before having reached a stage of maturity themselves. This makes the young person susceptible to abuse and exploitation. At the same time, these responsibilities affect the youth's own ability to access education and opportunities for his/her own progress.

4.5.4 National Youth Service

The NYS aims to get young people involved in community work and to gain some valuable skills in the process. Central to the endeavours is the principle of purposeful volunteerism where young people are encouraged to volunteer their services to communities. It is also believed that the outcomes of NYS will include enhanced youth employability and a more cohesive South African society. The activities of the NYS are designed to benefit communities, develop the abilities and skills of young people, build a cohesive society, inculcate a strong sense of responsibility and provide life-changing opportunities for the youth.

Relevant policies

The NYS owes its conception from two policy documents, namely the Green and White Papers on National Youth Service (1998 and 1999). These are complemented by The NYS Development Policy Framework (2002) and the NYS Implementation Plan (2003). The two policy documents identified "youth service as one way of providing young people with opportunities for learning, training and gaining work experience, while contributing to the overall development of South Africa's poorest communities". In 2006, NYS was included in the government's Programme of Action, as an integral component of the service delivery imperatives of the national, provincial and local governments[34].

The NYP notes that the NYS is presently implemented on a voluntary basis and structured into three categories:
- • Category1: structured NYS that comprises accredited learning and skills development, community development and exit opportunities;
- • Category 2: voluntary service by professionals in support of young people; and
- • Category 3: ad-hoc volunteering by youth who offer their talent and time in response to the needs of their communities.

These components are implemented in partnerships with various partners including state organs and the private sector.

The intention of the NYS is to provide the youth with opportunities for learning and gaining work experience whilst contributing their labour over two years or more to the achievement of national socio-economic development priorities. This provides them with opportunities for workplace experience and to enable them to obtaining gainful employment opportunities.

---

31 Statistics South Africa (2010). Social profile of South Africa, 2002-2009, Pretoria
32 Statistics South Africa (2010). Social profile of South Africa, 2002-2009. Pretoria.
33 Rehle TM et al. (2010). A decline in new HIV infections in South Africa: Estimating HIV incidence from the national HIV surveys in 2002, 2005 and 2008. PLoS One 5(6).
34 Pahad (2006) What is National Youth Service?

The youth service is tailor-made to suite all groups of out-of-school youth below the age of 35, by designing age appropriate work and learning programs.
  • Other considerations are captured in the purpose of the NYS as stated in the Green Paper;
  • To enable young people to develop the skills, knowledge and ability necessary for them to make the transition to healthy independent adulthood;
  • To give young people a way out of long-term unemployment by providing them with tangible opportunities which increase their likelihood of accessing the economy;
  • To inculcate in young people an understanding of their important role in South Africa's development, to assist them to participate constructively in community reintegration and nation building and to develop pro-social behaviour; and
  • To provide a vehicle through which South Africa can deliver its development objectives through the deployment of young people.

In essence, the NYS becomes a major vehicle for youth to create a better South Africa. Countries such as Botswana, Nigeria and USA have aggressively used youth of all ages to develop infrastructure, power stations, dams, parks and to deliver social services such as health using youth corps. In the USA, youth service starts at primary school level or at five (5) years old. It is noteworthy that the patriotic nature of Americans goes beyond youth in that there are special programs for retirees beyond the age of 65 to participate in national service activities.

4.6 Sports and Recreation

The Charter of the Council of European Sports (CCES) defines sport as "all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness, and mental well-being, forming social relationships or obtaining results in completion at all levels" (1983). It is a universal human right recognised by United Nations (UN) as an "essential component of all-round development of human personality" and emphasizes that "the development of physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life" (Unesco, 1978). It has significant multiplier effects including:
  • It can serve as leverage for social transformation. The case in South Africa was the successful hosting of the 2010 FIFA World Cup, 1995 Rugby World Cup and the 1996 African Cup Nations;
  • It increases the health not only of youth but of the general population;
  • It improves the academic performance of learners;
  • It is a major focus for social cohesion and also addresses truancy amongst the youth; and
  • It is an economic activity. In South Africa, it contributes at least 2% of the GDP and creates a wide range of permanent jobs.

The historical context of sport and recreation in South Africa has been severely undermined by apartheid such that certain sporting codes continue to be dominated by specific racial groups. For example, Whites still dominate in rugby, swimming, cricket and hockey among others. This militates against building nationhood and sourcing the best talent.

Many talented South African youth who could make a living as competitors, administrators, coaches, sports marketers, agents, broadcasters and medical specialists remain in the distant periphery of the fast growing sports economy. In Budget Vote Speech to the National Assembly (2011), the Minister of Sport and Recreation stated that the country was still witnessing a sporting environment where there is a skewed picture of sporting facilities and opportunities. He noted that it was the responsibility of government to fundamentally change the status quo, and ensure that South Africa has national teams and the amenities that were a true reflection of the population. The Minister further noted that:

 "the glaring absence of sport and recreation facilities in our schools and in our communities can no longer be tolerated, and 16 years into our democracy, we have to break this dreadful infrastructure backlog, particularly in the disadvantaged communities. To address this anomaly, we have engaged the Departments of Human Settlement and Co-operative Governance respectively to redirect Municipal Infrastructure Grant (MIG) to Sport and Recreation to ensure seamless roll out of schools and communities sport and recreation facilities"(ibid).

SRSA has identified the following key strategic initiatives for 2009-2013:
  • Broadening participation in Sport:
  • Develop Sports and Recreation facilities in disadvantaged communities;
  • Develop Sports and Recreation Clubs in disadvantaged communities;
  • Develop the enthusiasm and ability of South Africans to organise sport at grassroots level;
  • Subsidise key national sports federations; and
  • Promote school sports as a foundation for sports development.

Promoting participation in international events:
  • Build mutually beneficial relationships with international agencies to assist South African host cities and African sports organisations to host international events;
  • Assist to prepare athletes for international events; and

• Ensure professional coaching, sports science, research and medical support.

There are other considerations that shape the strategic environment such as National Sports Indaba (NSI) held in 2008, which highlighted seven priority areas:
• Sport for persons with disabilities;
• School sport and physical education;
• Sport Science; transformation and excellence;
• The establishment of sport academies.
• Access to resources including funding;
• Sponsorship and equity; and
• Women in sport.

There is a clear connection between policy and target interventions. The White Paper on Sport and Recreation Draft (2010) makes it clear that effort into sports development must be prioritised and that Priority Sporting Codes (PSC) must be identified to ensure that government resources are focused on these codes. Speculatively, there are major codes which are likely to make the priority list, namely; soccer, boxing, athletics, rugby and netball. The 2011 Sports Indaba is likely to progress this matter. It is the prerogative of the NYDA and partners to correctly identify the priority sporting codes and to scale-up school sports. Targeted programme would be launched in drug and gang ridden communities and also the career opportunities presented by the increase of sport activities.

The following documents lay a foundation on which the NYDA Sport and Recreation Youth Mainstreaming Strategy is conceptualized: Department of Sport and Recreation Budget Vote Speech, The National Assembly; Department of Sport and Recreation South Africa (SRSA) Strategy 2009-2013; Swimming South Africa Aquatics Strategy Document; Gauteng Department of Sport, Recreation, Arts and Culture-Strategy to position Gauteng as the "Preferred Home of Competitive Sport; SRSA National Sport and Recreation Plan; White Paper on Sport and Recreation Draft 1: (2010); SRSA: A case for Sport and Recreation. Naturally sports and recreation thinking is also informed by the shared practical experience olives and intents to engage all spheres of government, including municipalities and schools in particular.

There are key strategic proposals for and from youth formations:
• The establishment of state owned sports academies that cater for the youth from 13-18 years old;
• In the same manner that the state owns and operates the School of the Arts, there should be sports schools that prepare them academically and socially to ensure that they become all-rounded sports professionals. Singapore has a relative model worthy of looking.[35] All sports development must be done in partnership with sports federations.
• Properly organised indigenous sports and incorporated into school sport. Such should be supported and sustained by the DBE.
• There is a need for a South African sports model, which pays particular attention to school sports as a foundation. This should be supported by dedicated funding

5. Analysis Of Status Of Youth

5.1 Introduction

This section provides an analysis of the status of young people in the country based on recorded data, mainly surveys and research reports. It provides information regarding where young people are in line with the key imperatives as outlined in the NYP. Furthermore, the section presents statistical data in relation to demographics. It is worth noting that there are limitations with regards to the relevancy of the data as some appear to be relatively old. However, where such was experienced, latest available data was used to provide a proxy of development in those areas. The following thematic areas are analysed in this section:
• Youth demographics
• Economic Participation;
• Education and Skills Development
• Youth Work
• Health and Well being;
• Social cohesion and National Youth Service; and
• Sports and Recreation
• Vulnerable youth groups (disabled youths and youth heading households)

35   http://www.sportsschool.edu.sg/infolinks.aspx?id=50

5.2 Youth Demographics

Table 4: Population Distribution by Age and Year 2005-2010

Age Group	2005	2006	2007	2008	2009	2010
0-4	5,265,523	5,243,899	5,216,905	5,186,353	5,153,944	5,120,704
5-9	5,228,573	5,215,800	5,203,946	5,193,900	5,187,712	5,181,221
10-14	5,228,315	5,249,159	5,257,494	5,252,668	5,231,543	5,202,410
15-19	5,016,193	5,062,472	5,108,465	5,152,316	5,194,242	5,226,212
20-24	4,596,290	4,660,783	4,735,367	4,820,935	4,916,044	5,018,533
25-29	4,271,015	4,323,824	4,381,709	4,438,859	4,487,178	4,518,968
30-34	3,786,001	3,862,627	3,907,863	3,941,632	3,982,084	4,035,763
35-39	2,772,666	2,880,048	3,024,715	3,188,568	3,343,140	3,465,086
40-44	2,435,402	2,428,728	2,420,605	2,425,561	2,458,402	2,524,173
45-49	2,181,740	2,201,041	2,212,869	2,220,660	2,226,249	2,230,468
50-54	1,805,728	1,852,358	1,901,581	1,949,528	1,990,246	2,019,048
55-59	1,476,769	1,511,431	1,544,180	1,577,495	1,613,832	1,653,582
60-64	1,145,008	1,178,327	1,213,429	1,249,651	1,285,519	1,319,609
65-69	854,360	880,530	906,054	931,577	957,829	985,185
70-74	579,874	601,952	625,043	648,708	672,227	695,092
75-79	363,683	378,560	393,569	408,932	424,868	441,484
80+	282,827	295,831	309,545	323,902	338,716	353,934
14 -35	19,333,751	19,602,627	19,855,833	20,104,929	20,355,273	20,593,235
% Change		1.39%	1.29%	1.25%	1.25%	1.17%
Total Population	47,289,967	47,827,370	48,363,339	48,911,245	49,463,775	49,991,472
% Change		1.14%	1.12%	1.13%	1.13%	1.07%
Source: Stats SA Mid-Year Population Estimates Releases,www.statssa.gov.za						

The data estimates that the total population for the year was about 50 million. Youth between the ages of 14 – 35 years was estimated to be about 20.5 million representing 40.9% of the total population. The estimates indicate that the youth population group, year on year, has been growing higher than the national average population growth meaning that there are more people joining this age group than national population growth average.

Table 5: National Distribution of Population by Province, Pop & Age Group (15-34 yrs), 2009

Province	Number	Percent	African (%)	Coloured (%)	Indian (%)	White (%)
Western Cape	1,924,000	10,4	37,7	52,8	0,9	8,7
Eastern Cape	2,504,000	13,6	89,2	7,1	0,1	3,7
Northern Cape	393,000	2,1	57,9	36,1	0,4	5,6
Free State	1,064,000	5,8	88,4	2,6	0,6	8,5
KwaZulu-Natal	4,029,000	21,8	89,6	0,7	7,0	2,8
North West	1,222,000	6,6	92,3	1,7	0,3	5,8
Gauteng	3,916,000	21,2	79,7	3,3	3,8	13,3
Mpumalanga	1,392,000	7,5	95,3	0,6	0,4	3,7
Limpopo	2,031,000	11,0	97,9	0,1	0,1	1,9
South Africa	18,474,0001	100%	83%	8&	3%	6%
Source: Statistics South Africa, Social profile of South Africa, December 2010						

According to data, over two thirds, 67.6% of the youth resides in only four provinces, namely; Eastern Cape (13,6%), KwaZulu Natal (21.8%), Gauteng 21.2% and Limpopo (11%). Two Limpopo and Eastern Cape and KwaZulu Natal are classified as poor provinces, and the latter is predominately rural. In the Eastern Cape, KwaZulu Natal, North West, Mpumalanga and Limpopo the population of the under 15 years is higher that the total provincial proportions of the total population.

The Western Cape has fewer African but high concentration of 'coloured' youth population. It is noted that both coloured and African youth populations are categorized as designated groups and have similar developmental The Northern Cape also has high concentration of 'coloured' youth. Comparatively, Gauteng, Western Cape and Free State have higher percentage of White youth population. Nationally African youth constitute just over 80% of the youth population.

Table 6: Proportion (%) of households headed by youth aged 15-24 and 25-34, by province

	2005		2006		2007		2008		2009	
Age groups	15-24	25-34	15-24	25-34	15-24	25-34	15-24	25-34	15-24	25-34
WC	3,2	24,1	4,1	22,7	5,1	21,1	5,1	20,5	4,2	20,8
EC	7,6	17,5	8,9	16,2	8,0	17,1	7,4	18,1	5,7	20,2
NC	6,0	19,9	5,0	20,5	4,8	20,3	4,3	20,9	5,5	19,4
FS	8,8	20,5	8,4	20,5	7,9	20,5	7,2	21,1	6,7	21,3
KZ	7,8	20,7	7,9	20,7	7,4	21,3	6,3	22,5	5,5	23,3
NW	6,1	16,8	4,6	17,2	5,6	15,2	4,4	15,5	3,8	15,2
GP	5,5	27,6	5,9	26,7	6,3	25,4	6,0	24,8	5,2	24,8
MP	8,3	22,5	8,4	22,1	8,6	21,8	7,4	22,8	7,7	22,4
LP	10,6	18,5	10,1	19,0	10,8	18,2	10,9	18,1	10,1	19,0
RSA	6,9	22,0	7,1	21,5	7,2	21,0	6,6	21,3	5,9	21,8
Source: Statistics South Africa, Social profile of South Africa, December 2010										

Data show that a significant proportion of youth in South Africa are heading households. About 6% of youth between the ages of 15 to 24 years are heading households, and one in five or around 20% of youth between the ages of 25-34 are heading households. On average, a quarter of the young people in South Africa are heading households.

The statistics shows that between 2005 and 2009 in both youth age groups have experienced relative stability. For youth between the ages of 15-24 years, the pattern increased by 1%, while for those between ages of 15-24 years, it decreased by .2%. The stability could be attributed to the increased up-take of AVR. Given the high prevalence of HIV AIDS in the country, the proportions of youths heading households is likely to increase.

Figure 1: % of youth living low income households by age group, gender, pop group and by province, 2009

	Youth population	African	Coloured	Asian	White	WC	EC	NC	FS	KZN	NW	GP	MP	LP
Male 15-24	56,1	62,7	35,5	17,8	7,9	31,3	72,1	61,7	59,8	59,1	55,5	33,8	61,9	75,6
Female 15-24	59,3	66,7	33,3	12,6	8,4	32,5	74,2	64,0	60,3	65,3	60,3	36,8	64,6	77,5
Male 25-34	35,3	40,4	21,4	7,5	4,8	20,6	48,5	40,2	40,9	41,2	40,4	23,3	36,0	53,3
Female 25-34	44,8	51,1	25,0	6,4	7,7	21,3	59,5	55,1	50,3	52,2	49,8	27,4	49,7	68,5
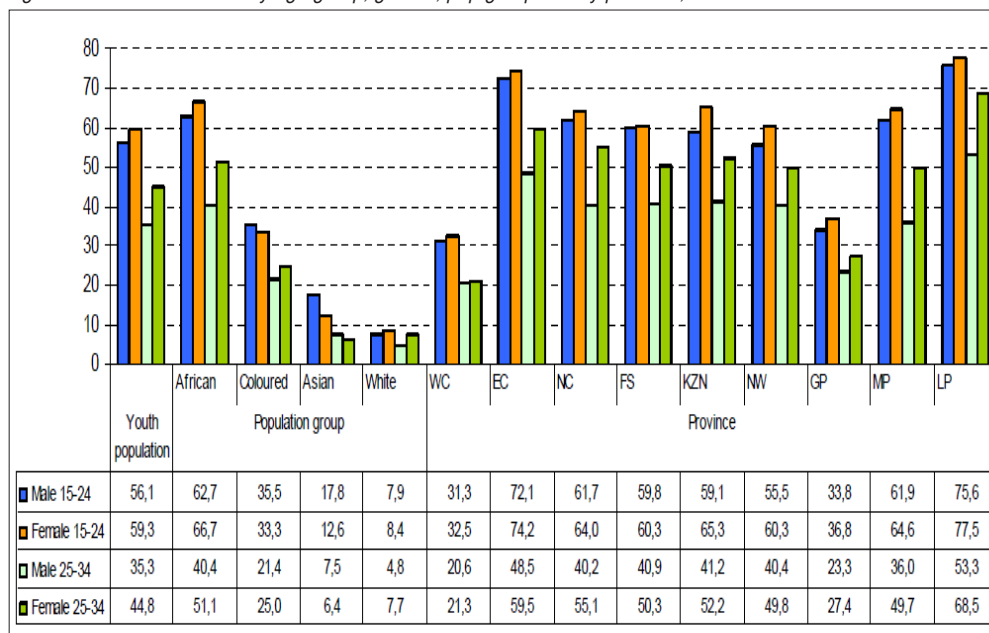
Source: Statistics South Africa, Social profile of South Africa, December 2010

Household income is proxy for poverty. This data show the distribution of youth who live in households with low income. More young women between the ages of 25 and 34 years live in households with low income except amongst Whites and Asians where more young men than young women in the same age category live in households with low income. The youth in Limpopo, the Eastern Cape, Northern Cape, Free State, North West, Mpumalanga, and KwaZulu-Natal are more likely to live in households with low income. All these provinces have over 60% of young people aged between 15 and 24 years living in households with low income. Gauteng Province and the Western Cape Province show a lower rate of youth living in households with low income compared to the other provinces. African youth are more likely to live in poor households than youth in the population groups.

Figure 2: % of 15-34 years individuals living in households without an employed member

	2002	2003	2004	2005	2006	2007	2008	2009
15-34	28,0	32,3	31,9	31,7	31,7	29,3	28,2	28,4
RSA	30,5	35,1	34,4	34,1	33,9	31,7	30,8	30,8
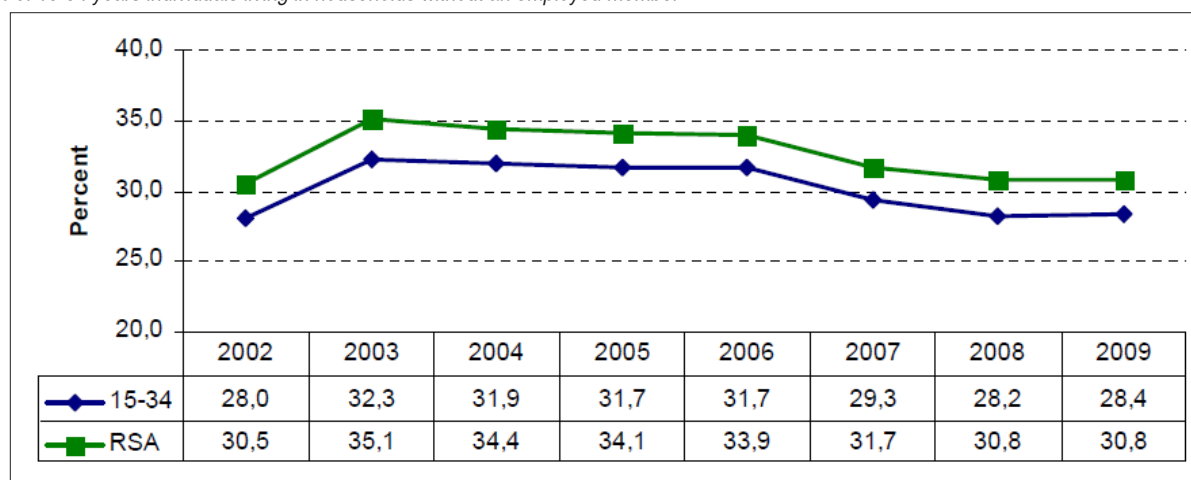
Source: Source: Statistics South Africa, Social profile of South Africa, December 2010

Young people living in households without an employed member have been averaging about 30% from 2002 to 2009. The proportion increased in 2003, from below 30% to about 32% and remained stable until 2006, where it began to fall to just below 30%. An average of 30% is a substantial amount when one takes into account that young people constitute about 37% of the South African population.

Figure 3: Proportion of youth that live in households that reported hunger

	2002	2003	2004	2005	2006	2007	2008	2009
15-24 Total	31,3	30,6	26,0	22,6	16,2	15,7	17,7	26,2
25-34 Total	26,0	24,2	19,6	18,3	13,1	11,4	14,1	21,9
South Africa	29,9	28,3	23,6	20,5	14,7	13,8	16,1	24,2
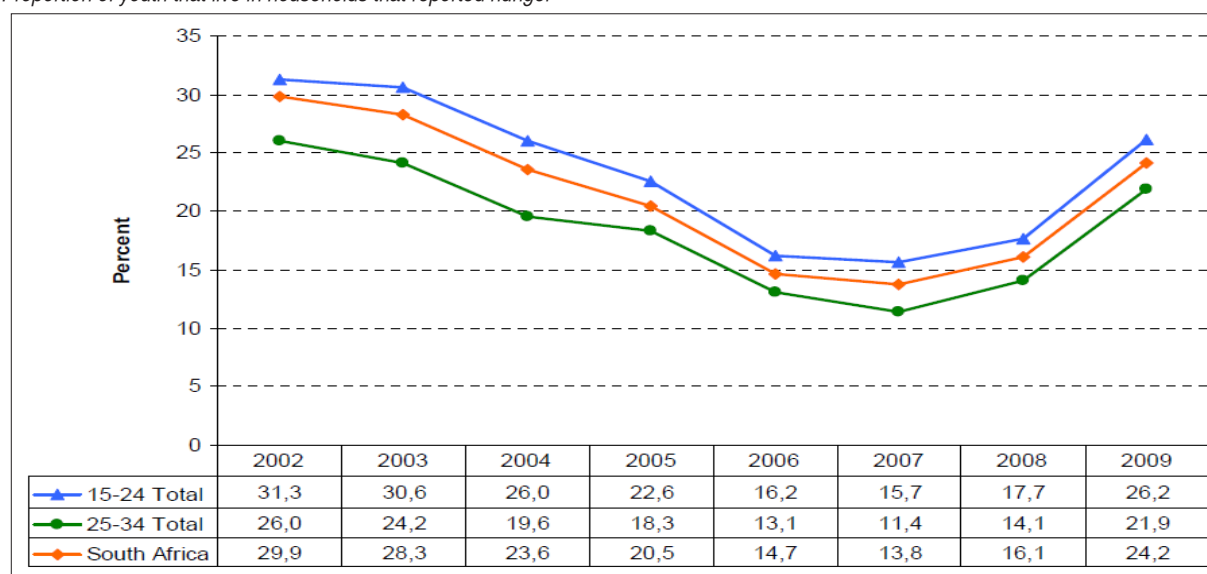
Source: Statistics South Africa, Social profile of South Africa, December 2010

Hunger is one of the indicators of poverty. Data indicate that in 2009 about 48% of young people between the ages of 15 and 34 years live in households that have reported hunger. Young people between the ages of 15 and 24 years are the most affected, with figures being above the national average. It also shows that the proportion of youth living in households that reported hunger decreased sharply from 2002 to 2007, again rising onwards.

Summary Conclusions

The overall population is estimated at 50 million, an increase of about 2.5 million between the year 2005 and 2009. At 37%, the youth constitute the biggest age category of the South African population. African youth make about 80% of the total youth population. Almost one-fifth of the families in South Africa are headed by youth, often without stable means of livelihood.

Over 48% of youth live in household that have reported hunger. About 60% of youth aged between 15 to 24 years in seven of the South African' nine provinces live in households with low income. 30% of youth live in households without an employed member. The poorer and rural provinces like Limpopo, KwaZulu-Natal, and the Eastern Cape have the most number of youth living in households with low income.

5.3 Economic Participation

Youth Employment

In 2010, South Africa was among ten countries with the lowest level of employment in the world[36], a key factor that contributes to poverty and inequalities. Wage income accounts for about 70% of the total income and about 85% of income inequalities in South Africa are attributed to wage income[37].

Young people are the most affected by unemployment. It is estimated that young people constitute about 25% of the working age population in the world, but they constitute 47% of the unemployed[38]. In South Africa, the Quarterly Labour Force Surveys (QLFS) have consistently shown that young people constitute over 70% of the unemployed. It is estimated that about 320 000 young people between 18 and 24 years have lost jobs since December 2008[39]. It is against this backdrop that the NYP places employment creation at the centre of any intervention in youth development.

Key drivers to unemployment:
- The South African labour supply has consistently grown faster than the demand for labour
- The public sector constitutes a maximum of 13% of the labour market. The private sector, particularly the manufacturing sector which includes agro-processing, mineral beneficiation and the engineering related disciplines has not grown enough to create the needed employment opportunities
- The markets have experienced an over-supply of labour and less-demand of the enterprise resulting in unemployment growth;
- The average education level of the unemployed has been increasing over the past 16 years; this means that not even educated people are getting jobs. This points to the fact that the economy as a whole is not creating new businesses and new employment opportunities
- It is argued that even if all the unemployed had an education and training, the absorption capacity of the labour sector would not cope with the current rate of labour supply

Work experience is vital for young people to gain an advantage in the job market and to create new businesses. The contributing factors to the challenge of acquiring work experience include:
- Black youth in particular take long to enter the labour market and gather work experience include A significant number of Black youths may never work and many of those that do work, start late and therefore miss out on career growth opportunities and high managerial posts. In contrast, White youth start gathering work experience whilst still at school for example and start earning early and therefore accumulating capital.
- The job market and policy frameworks that support certain minimum standards for the employee do not support the key purpose of the new employee being able to gain work experience as soon as s/he is out of school

The performance of previously disadvantaged individuals is characterized by challenges which including among others:
- They typically repeat classes during their school;
- Only 20% ever get a matric with university entrance, many of them achieve an average of less than 50% and often closer to 40%;
- About 400,000 youth are added to the labour market without clear prospect of a university or tertiary education
- Similarly Black students are constrained by poor preparation for university and tertiary education. This affects their performance in universities, resulting in delayed completion and to some extent, drop-out of the system.

The Labour Force Surveys shows that unemployment amongst young people has been consistently higher than the other age groups between March 2001 and March 2007. Unemployment is particularly high for the youth between 15 and 24 years old at just over 50%, followed by those between 25 and 34 years old at about 30%. Both age groups have a combined above average unemployment rate, at just over 70% of the unemployed. The figures exclude the 35 year olds, and the discouraged work seekers, who are estimated to be at 2.2 million for all population groups in 2010[40]. About 1.3 million of the 2.2 million discouraged work seekers are young people between the ages of 15 and 34 years. This implies that youth unemployment is much higher than the estimated 70%.

36   *Ibid.*
37   *Leibbrandt et. al, 2009*
38   *World development report 2007*
39   *Confronting youth unemployment: Policy options for South Africa*
40   *Treasury, 2011*

Table 7: Unemployment rates by age and population group, 2009

	15-24	25-34	35-64	Total	Share in working age population
All population	48.3	28.5	13.5	24.3	100.0
By population group:					
Black African	53.8	32.2	16.6	28.6	77.7
Coloured	43.3	22.4	11.2	20.8	9.6
Indian/Asian	22.1	9.4	8.6	11.1	2.9
White	14.5	5.0	3.4	4.9	9.8

Source: OECD based on Statistics South Africa Labour Force survey, Quarter 4, 2009

This data show that Africans and 'coloured' in the age group 15 to 24 years are the most affected by unemployment at 53.8% and 43.3% respectively, while Whites are the least affected in the category at 14.4%. Though there is a considerable decline in unemployment rate amongst all population groups in the age group 25 to 34 years as compared to the 15 to 24 year olds, Africans and Coloured are still disproportionately affected compared to Indians and Whites. Africans represent 77.7% of the working population, which means that in absolute numbers. Unemployment among Africans is cronic.

Figure 4: Unemployment rate by age and education, (quarter 3, 2010)
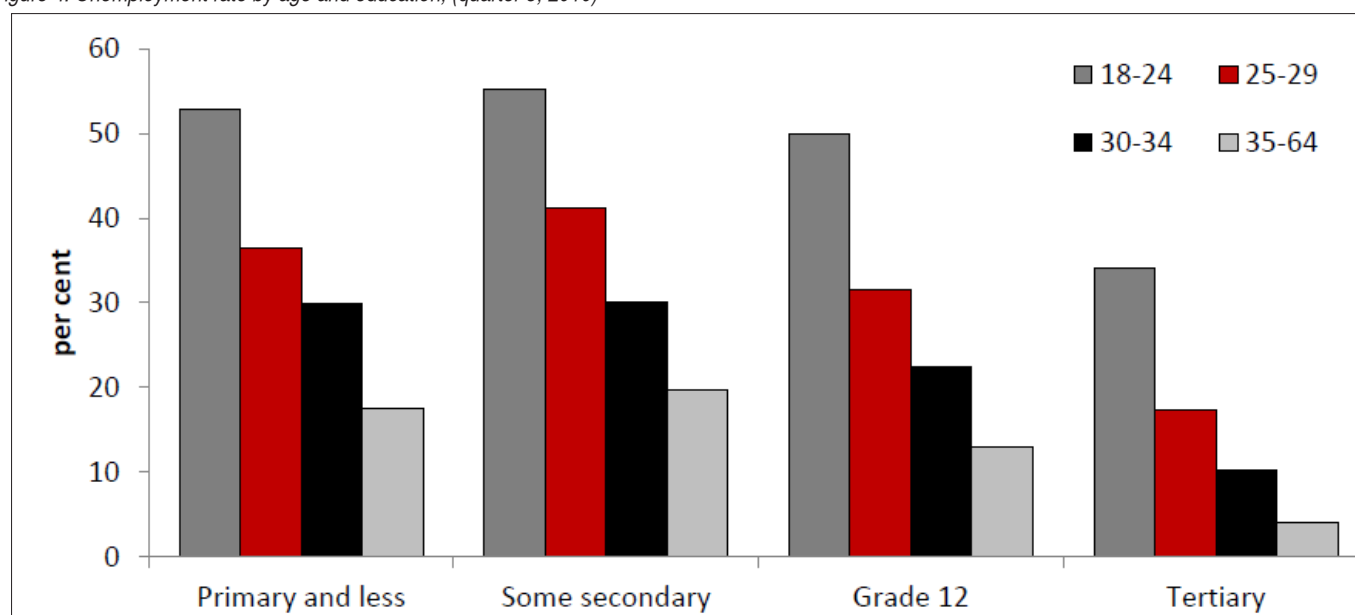
Source: National Treasury based on Stats SA Labour Force Survey 2010

The data indicate that the level of unemployment decreases with the level of education and age. Young people with only primary education or with only some secondary education are the most affected by unemployment. However, those with Grade 12 still show substantial unemployment rates. Young people between the ages of 18 and 24 years with only primary or some high school education are more likely to be unemployed than any other age group. This age group experiences high unemployment even when they have matric or tertiary education, with over 30% of people with tertiary education being unemployed. This could be attributed to lack of experience[41].

Entrepreneurship

As indicated in the previous section, many young people are unable to make a living through employment. Some young people make a living through the ownership and operation of businesses. However, the participation of young people in business is very low and young people have difficulties accessing funding to start and sustain small business.

[41]   *Confronting youth unemployment: Policy options for South Africa*

Key points to note:
- The informal business sector and new business in particular are 17% owned by the youth.
- The Global Entrepreneurship Monitor ranks South Africa very low on entrepreneurship: SA is one of the countries with the lowest rates of high-growth entrepreneurs (entrepreneurs whose firms contribute a disproportionate share of all new jobs created by new firms); it is also one of the top ten countries with predominantly pessimistic entrepreneurs in terms of growth potential. This point to the fact that a culture of risk taking and entrepreneurship must be inculcated to create a new economy that incorporates the marginalised and allows them to take leadership.
- While micro and small business development is important at community level, the type of entrepreneurship that is needed for true large scale job creation is through the creation of medium to large businesses. This requires that youth are formally trained, mentored, provided with solid work experience and properly funded.

In a survey conducted by Finscope (2010), it was found that 33% of small and medium enterprises are owned by young people between the ages of 16 to 34 years. The overall business ownership figure by youth is low when it is juxtaposed with distribution of the youth population which is about 57% of the economically viable population.

Figure 5: Skills Training Resources of Small Business Owners in SA 2010
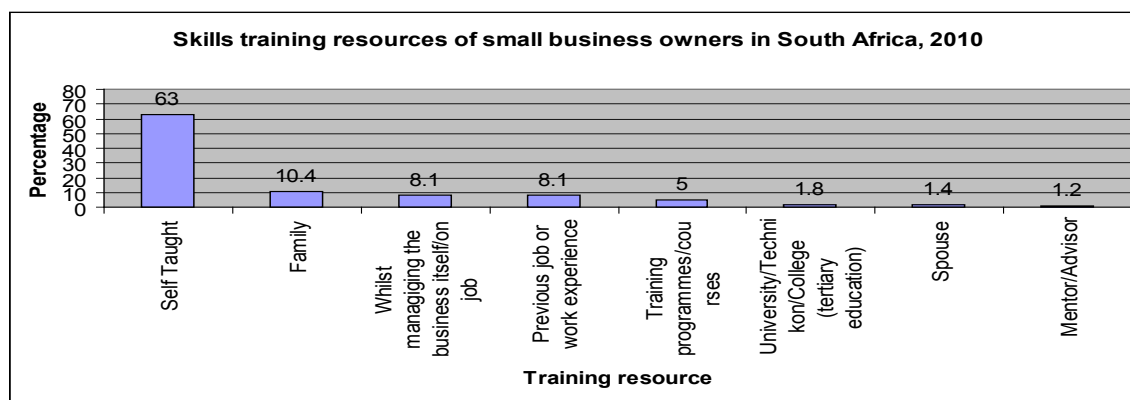
Source: FinScope Survey, 2010

The data show that the majority of business owners (63) acquired their business skills through self-education. Only about 5% acquired their skills through training programmes. This could mean that either the accessibility or availability of the training programmes is low. Higher education also does not seem to play a big role in skills for the small business owners. This could imply that the South African higher education is not oriented towards encouraging entrepreneurship.

Figure 6: Level of Education of business owners
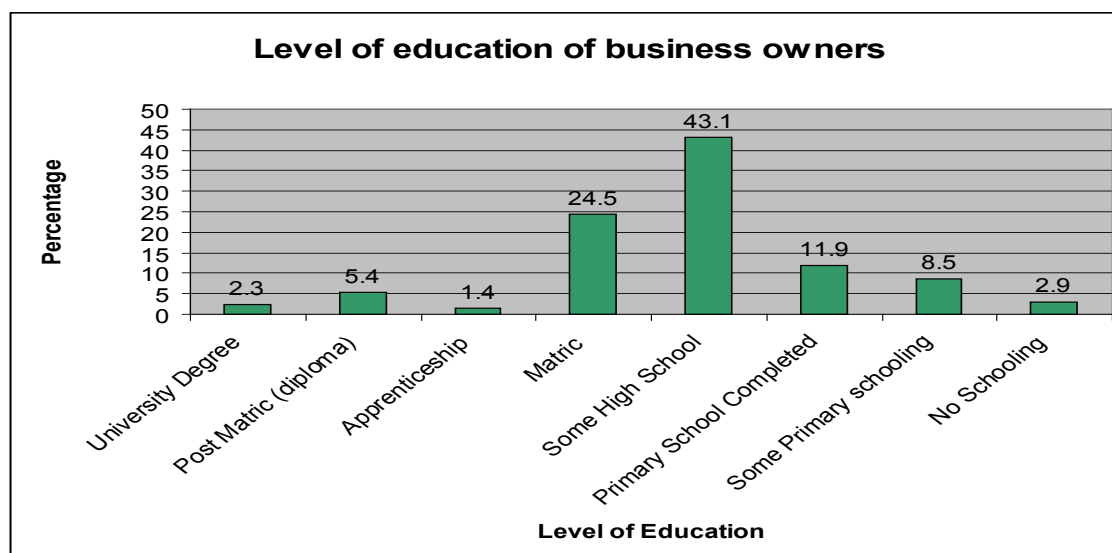
Source: FinScope Survey, 2010

The data illustrates that the level of education does not seem to be a key factor in determining business ownership. Business ownership for those with no schooling and for those with university education is almost equal at 2.9% and 2.3% respectively. Those with apprenticeship show the lowest level of entrepreneurship at 1.4%. The highest level is observed among those with primary, high school and matric.

Figure 7: Main sources of income for youth headed households, 2009

	Salaries and/or wages	Income from a business	Remittances	Pensions	Social Grants	Sales of farm products	Other income sources	No income
■ 15-24	42,0%	4,6%	47,8%	0,5%	20,7%	0,6%	3,6%	1,5%
■ 25-34	73,8%	11,7%	16,1%	1,0%	27,6%	0,5%	2,0%	0,7%
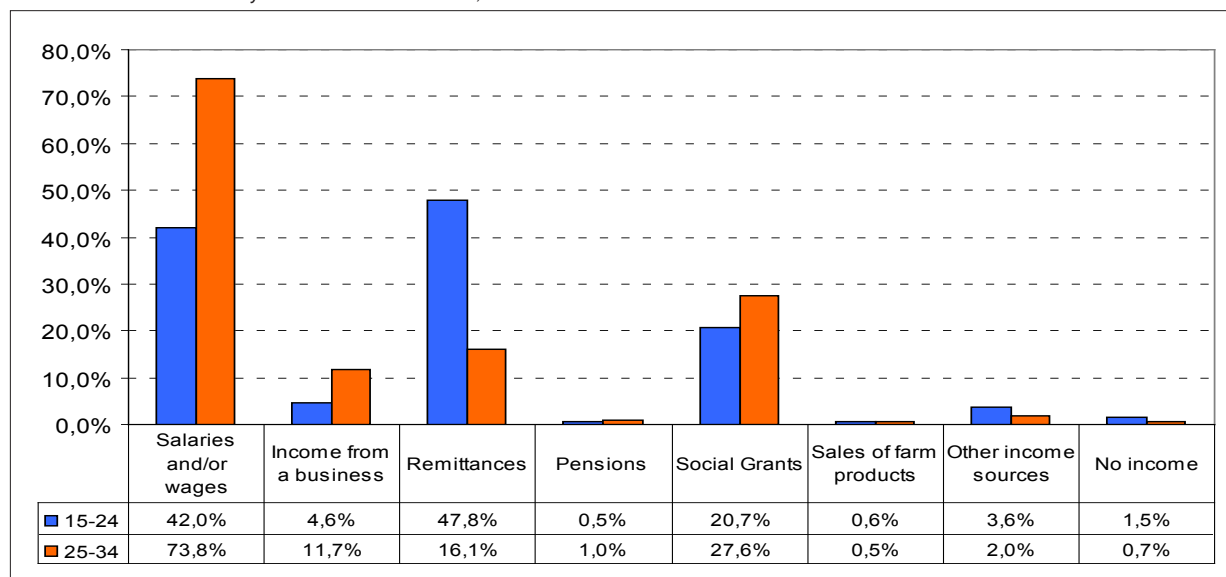
Data Source: Statistics South Africa: Social Profile, 2010

The data shows that compared to other sources of income like salaries and remittance, income from business is low at 4.6%. This seems to correspond with the low ownership of business by young people. Salaries are the main source of income at 42.0% for those aged between 15 and 24 years and at 73.8% for those between the ages of 25 and 34 years. This underscores the importance of employment amongst young people. Between 6% and 7% of all households in South Africa are headed by youth in the 15 – 24 year age category which is where the highest unemployment exists.

Summary Conclusions
- Unemployment amongst the youth is very high at above 70% of the unemployed compared to the older population groups;
- The high rate of youth unemployment is prevalent in the age group 15 to 24 years
- African and 'coloured' youth are the main group affected by unemployment;
- Salaries constitute the biggest component of household income. That is, employment is the key source of livelihood. The implication is that not many young people own businesses;
- The level of education is one of the determining factors of employability and it is also a key factor in determining salary levels;
- Supply is not able to keep up with the demand for labour, and thus alternate avenues for job creation have to be found through the development of medium to large scale enterprises;
- Training programmes for business skills by small business owners is very low at about 5%. There is a need for deliberate efforts to raise the visibility and availability of training programmes to empower aspirant business owners;
- The level of business ownership among youth is low when viewed against the proportion of the economically viable population at 57%; and
- Employment creation and support for small business should form the core of the interventions undertaken in this area.

5.4 Education and Skills Development

Figure 8: % distribution of learners in the education system in 2009
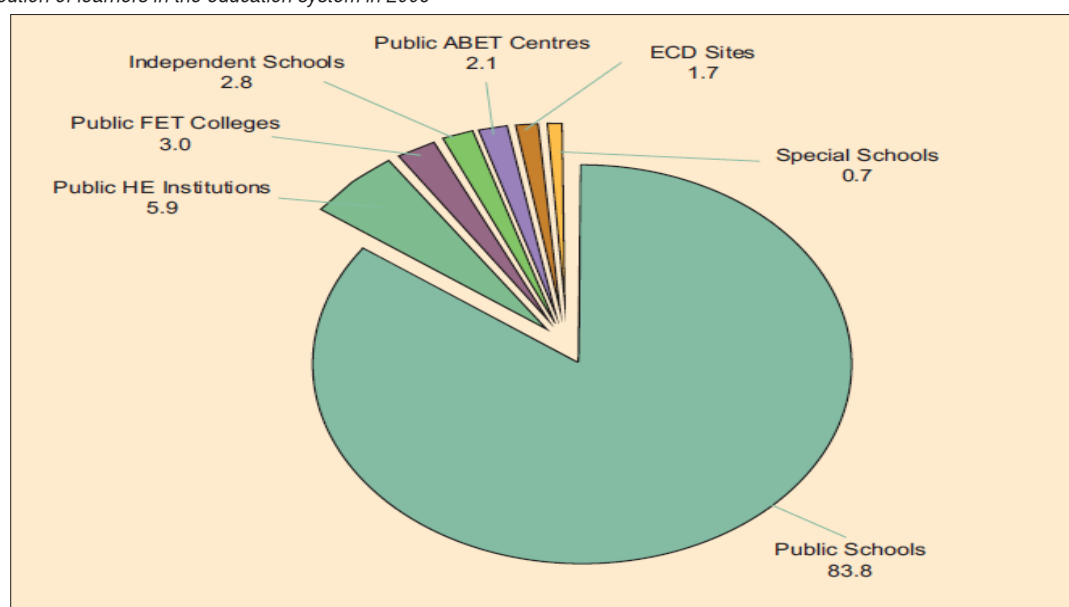
Source: Department of Basic Education: Education Statistics in South Africa 2009

The chart shows that the distribution of learners and students across the education system is highly concentrated in the public institutions at approximately 95% (source). Public schools account for a massive 83%, with 68% of these having been declared no-fee schools. Logically, the majority of these schools serve poor communities. Independent schools represent just 2.8%, which suggests that the majority of South Africans either have confidence in public education or they simply can't afford private education.

Public FET enrolment represents a paltry 3%, averaging half of the total enrolment in higher education. This represents a very low priority skills development drive when measured against the priority skills needs as discussed in various policy and strategic frameworks.

Comparatively, the over-concentration in higher education represents both an 'opportunity' and 'perception' among students. On the one hand, the transformation in the sub-system has created more opportunities for historically marginalized students open access, also made possible by government's financial support. On the other, the 'prestige' attached to higher education institutions tend to relegate FET colleges to a level of an 'alternative' as opposed to an 'education of priority'.

Table 8: Comparing learners, educators and schools in the ordinary school sector by province

Province	Learners				Educators				Schools			
	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009
Eastern Cape	2 100 425	2 136 713	2 079 994	2 076 400	63 098	66 163	66 536	69 620	5 886	5 834	5 825	5 809
Free State	685 971	680 777	670 588	651 785	23 439	23 570	23 383	23 741	1 818	1 744	1 675	1 595
Gauteng	1 863 375	1 883 538	1 894 027	1 903 838	60 707	63 216	64 307	66 351	2 388	2 397	2 405	2 390
KwaZulu-Natal	2 768 015	2 848 652	2 771 420	2 827 335	85 220	88 042	86 983	89 377	5 954	6 057	5 938	6 091
Limpopo	1 771 320	1 816 230	1 764 669	1 707 280	53 652	54 769	57 083	58 563	4 102	4 140	4 122	4 105
Mpumalanga	1 092 382	1 054 085	1 051 531	1 035 637	31 998	32 276	33 644	35 221	2 079	1 973	1 959	1 934
Northern Cape	261 736	265 647	265 866	267 709	8 706	8 580	9 019	9 115	622	613	617	617
North West	772 044	747 248	779 260	777 285	26 215	25 701	26 620	26 697	1 841	1 780	1 784	1 768
Western Cape	978 517	968 327	962 008	980 694	32 825	31 908	33 378	34 382	1 579	1 527	1 550	1 597
South Africa	12 293 785	12 401 217	12 239 363	12 227 963	385 860	394 225	400 953	413 067	26 269	26 065	25 875	25 906

Sources:
2006–2008:   As published in *Education Statistics in South Africa.*
2009:   SNAP Survey.

The statistics shows that learner enrolment in public schools has stabilised during the period under review, with slight decline of about 0.5%. Due to high enrolment

rate, those coming into the system no longer have numerical impact on the existing cohort. It is observed in the table that the number of educators has increased by about 13% in the same period. The implication of this increase is that there is improvement in learner: teacher ratio.

The statistics also point to a slight decline in the number of schools. This could be attributed to the merger of some dysfunctional schools, low enrolment rate resulting from mass exodus of learners from rural and township to former 'model C' schools and infrastructural inadequacies. However, there is no evidence that the decline in the number of school has an impact on learner enrolment.

Figure 9: Participation rate in secondary schools between 1997 and 2007 (GER)
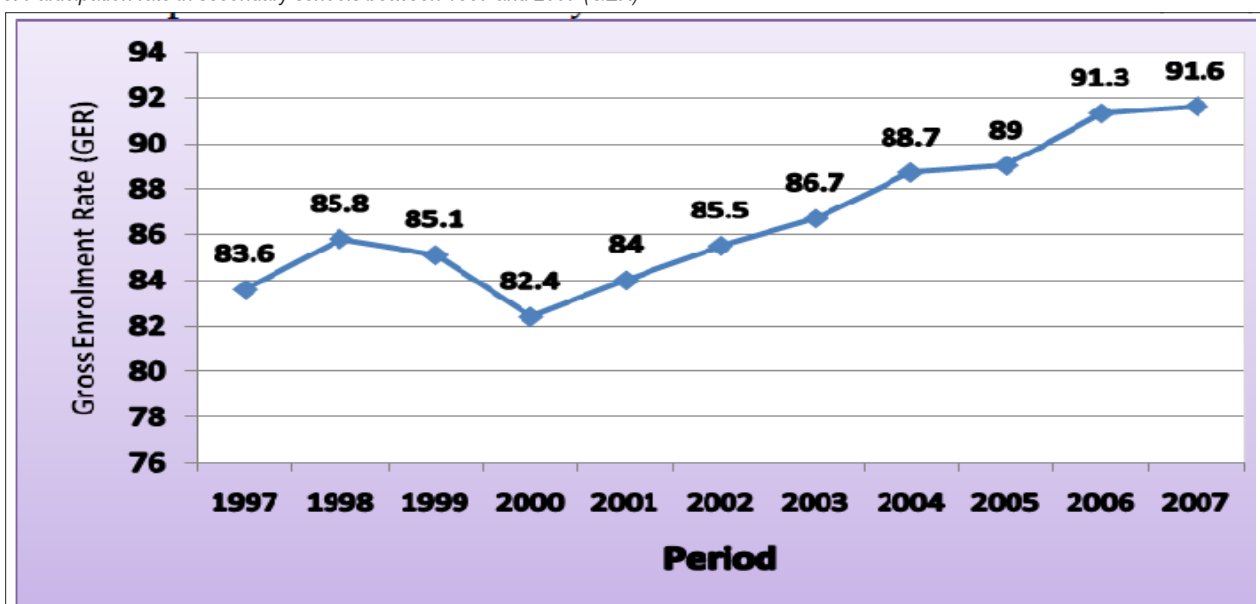
Source: DoE, 1997 to 2007: SNAP Surveys.

For the period under review, enrolment in secondary education increased exponentially, by 8.0% from 83.6% to 91.6%. The graph shows however, an interrupted flow, with a sharp decline from 1999 to 2000, and a sharp increase from then onwards.

Figure 10: Progression of pupils from Gr8 - Gr12 (2005-2009)
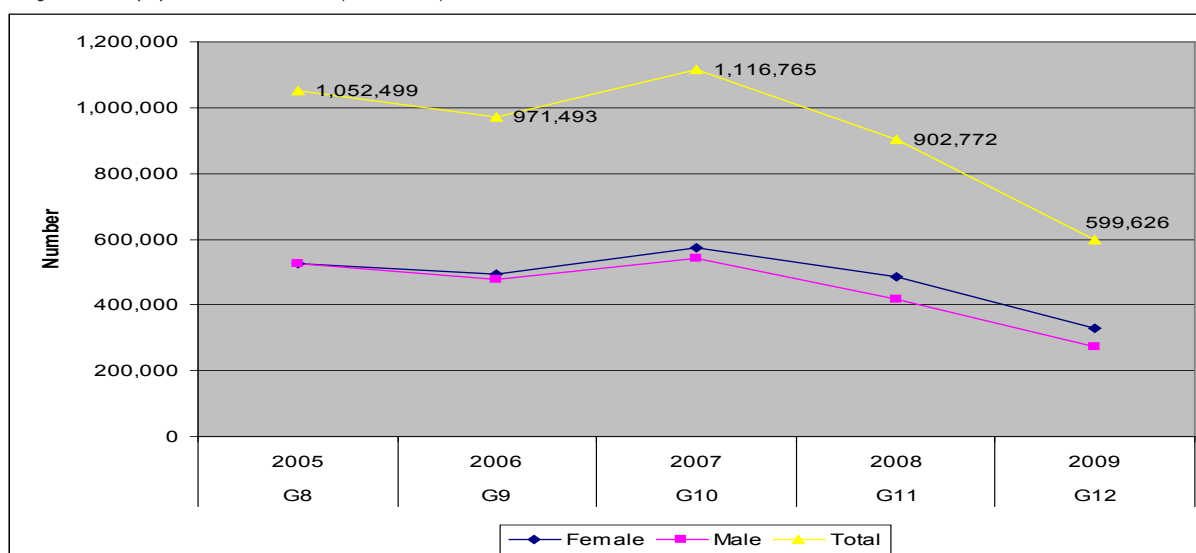
Data Source: Department of Education, Schools Realities (2005-2009)

The graph shows a slight decline in enrolment from Grade 8-9, and relative increase in Grade 10, though the impact is not so significant. However, the curve shows sharp decline in the senior grades. There is a huge slump from Grade 10 to Grade 12. Over 57% of learners who started Grade 8 in 2005 did not eventually make it to Grade 12 in 2009. Comparatively, more boys than girls drop out of schools before they reach Grade 12.

Table 9: No-Fee Schools and Learners, 2008

Province	Number of learners in no fee schools in 2008	Number of no fee schools in 2008	Per learner allocation quintile 1	Per learner allocation quintile 2
Eastern Cape	1220 6316	3739	581	581
Free State	304 206	1253	775	711
Gauteng	382 571	426	775	775
Kwa-Zulu Natal	1149 391	3382	775	711
Limpopo	1011 220	2832	629	629
Mpumalanga	420 395	951	803	649
Northern Cape	110 919	349	775	713
North West	300 469	927	775	711
Western Cape	135 067	405	775	711
Total	5 020 554	14 264	Average 740	Average 688

Source: Department of Education (2007a), Lists of no fee schools by province as gazetted on 5 December 2007

The categories of schools in quintiles 1 and 2 are considered those serving very poor communities and are qualified by government not to charge school fee. At the time of writing this strategy, government had gone a step further to include the lower Quintile 3 in the school nutrition programme which increases the number of no-fee schools. In addition, the DBE was planning to review the quintile system. In addition, they also qualify for school nutrition programme. This development has had an impact on the average enrolment growth. Various studies draw a connection between learner enrolment, participation, retention and quality with healthy diet or at least nutrition. This analysis does not negate the fact that there are poor learners who attend schools in affluent sub-urban school, whose performance might be impacted upon by their actual home background.

Table 10: The Government matric pass rate by province, 2009

PROVINCE	Wrote	Failed	Incomplete	Pass	% Pass	Univ. Exemption	% Univ. Exemption
Eastern Cape	68,129	33,071	2,493	34,731	51.0%	9,492	13.9%
Free State	29,808	9,117	654	20,680	69.4%	6,030	20.2%
Gauteng	98,576	27,655	2,692	70,871	71.9%	28,709	29.1%
Kwazulu-Natal	132,175	50,997	7,789	80,733	61.1%	26,287	19.9%
Limpopo	83,350	42,550	9,939	40,776	48.9%	10,202	12.2%
Mpumalanga	53,975	27,606	1,757	25,852	47.9%	6,556	12.1%
North West	30,664	9,959	731	20,700	67.5%	6,356	20.7%
Northern Cape	10,377	4,021	388	6,356	61.3%	1,741	16.8%
Western Cape	44,886	10,860	1,976	34,017	75.8%	14,324	31.9%
National	551,940	215,836	28,419	334,716	60.6%	109,697	19.9%

Data Source: Department of Basic Education

Table 11: The Government matric pass rate by province, 2006-2009

Province	2006 (SC)		2007(SC)		2008(NSC)		2009(NSC)	
	Passes (n)	Pass rate (%)	Passes (n)	Pass rate (%)	Passes (n)	Pass rate (%)	Passes (n)	Pass rate (%)
Eastern Cape	41 268	59.3	39 358	57.1	30 525	50.6	34731	51.0
Free State	21 582	72.2	21 522	70.5	21 644	71.6	20680	69.4
Gauteng	57 355	78.3	63 287	74.6	71 797	76.3	70871	71.8
KwaZulu-Natal	82 460	65.7	94 421	63.8	80 301	57.2	80733	61.1
Limpopo	58 850	55.7	55 880	58 4	8530	52.7	40 766	48.9
Mpumalanga	25 479	65.3	31 449	60.7	27 883	51.7	25 854	47.9
Northern Cape	5 753	76.8	7 141	70.3	7 251	72.7	6356	61.3
North West	25 440	67 2	1 372	67.2	22 470	67.9	20700	67.5
Western Cape	33 316	83.7	33 787	80.6	34 393	62.2	34017	75.7
Total/Average	351 503	66.6	368 217	65.2	344 794	62.2	334 718	60.6

Source: EFA Country Report, South Africa, 2010: 46; National Senior Certificate

For the period under review, the data suggest that performance in Grade 12 results has been declining in almost all the provinces. Comparatively, the table suggests that urban provinces have been doing fairly well compared to rural provinces. While not featuring on the table, the 2010 results rose by significant margins across the provinces, with a national average of 67.8%. This percent is by far below expectation, especially in the light of the fact that a significant lot of learners who register in lower grade usually don't get to register for Grade 12. It would be expected that the 43% who ultimately make it to Grade 12 would automatically make it through, given that an average of 57% often do not make it to Grade 12.

Figure 11: Matric Performance for Public Schools by Year (1996-2009)
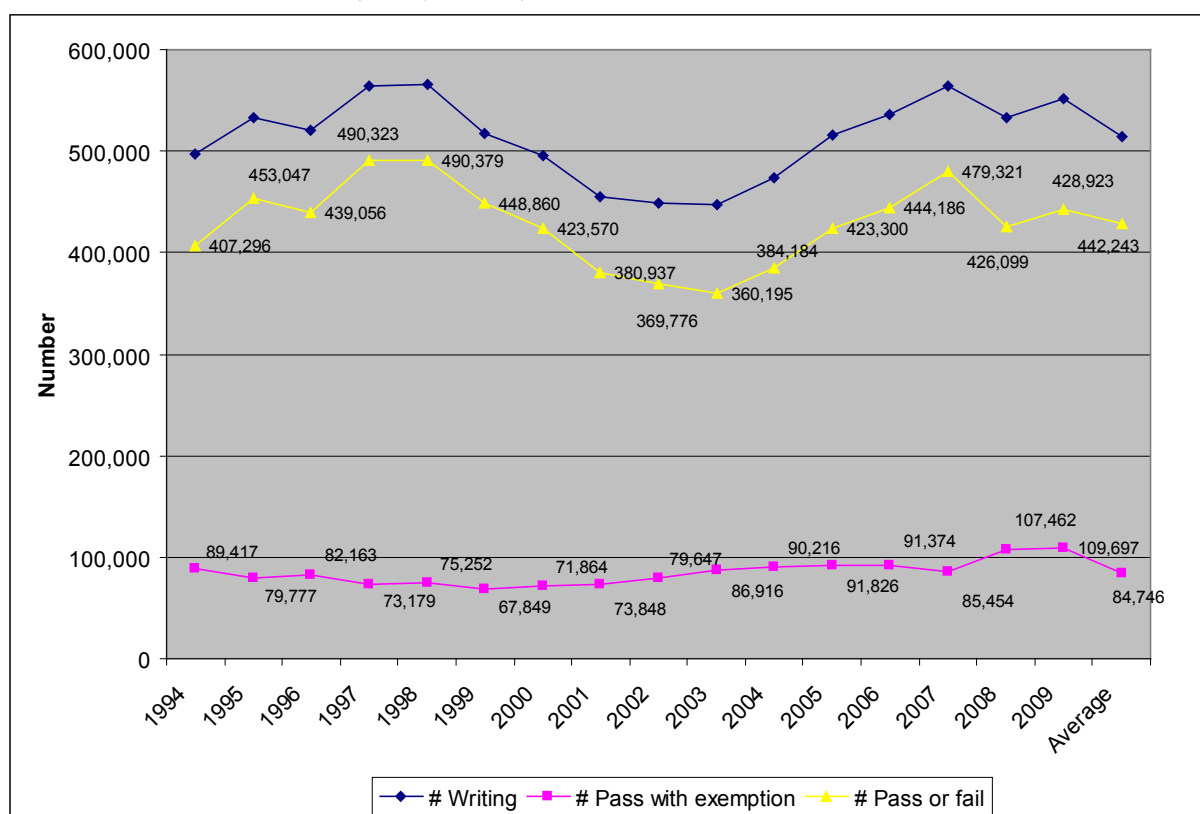
Source: Department of Education and South African Institute of Race Relations 2007

The data show that the average pass rate with exemption for the period under review is 20%. Due to pre-determined and strict entry requirements to traditional academic universities, the alternative choices for the remaining 80% are universities of technology, FET and private colleges. It is worth noting that failing to secure a space at a university of technology, aspirant students tend to 'settle for anything', just to be 'studying'. As a result, some of these frustrated youth often fall prey to bogus college operators.

Table 12: Percentage of Learners that passed Matric with Exemption

Province	2005	2006	2007	2008	2009	2010
Eastern Cape	8.8	10.1	9.4	14.4	13.9	16.o
Free State	21.9	19.7	18.9	21.0	20.2	21.4
Gauteng	21.1	23.2	20.4	30.5	29.1	33.9
KwaZulu-Natal	17.4	15.2	14.5	18.2	19.9	25.7
Limpopo	17.7	13.3	11.7	12.6	12.2	15.6
Mpumalanga	12.7	14.0	12.7	13.1	12.1	15.8
Northern Cape	15.3	15.5	11.9	20.1	16.8	21.1
North West	12.1	14.6	14.6	19.4	20.7	27.7
Western Cape	26.9	26.6	24.7	33.0	31.9	31.5
National Average	17.0	16.3	18.2	20.1	19.9	23.5

Source: DoE, National Senior Certificate reports, 2005-2010

The data show the percentage of learners that pass matric with exemption from 2005 to 2010 by province. This data shows significant provincial disparities on matric pass rates. All the provinces with the exception of the Western Cape have shown an improvement in 2010. The Eastern Cape, Mpumalanga, and Limpopo are consistently performing below the national average in terms of the percentage of learners that pass matric with exemption. At an average of about 12% for the period 2005 to 2010, the Eastern Cape is the lowest in terms of the passes with university exemption. The Western Cape generates the highest number of exemptions at about an average of just over 29% for the years 2005 to 2010 followed by Gauteng Province and Free State at respective averages of about 26% and 21%. The exemptions percentages for the Western Cape and Gauteng have consistently been above the national average.

Figure 12: Youth Aged 15-24 Not Attending any Educational Institution & Not Employed
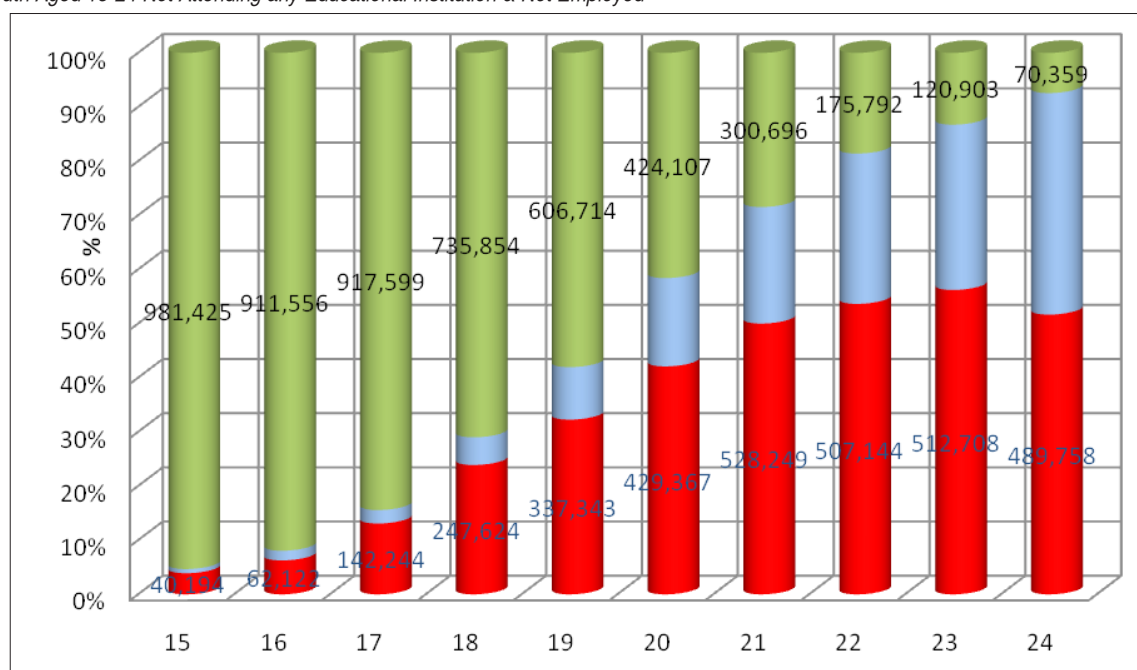
Source: A Social profile of South Africa 2002-2009; Statistics South Africa

The graph represents one of the most vulnerable youth categories. For the period under review, it shows that about 50% or 1,5 million youth between the ages of 22 and 24 did not have formal work or enrolled with an educational institution. The logic is that these youth were lost to 'productive belt' of the country's economy, and simply, did not have an income. Such circumstances increase the chances of vulnerability to engage in risky behavior.

Table 13: Student Enrolment at University and University of Technology, 2000-2007

	University Enrolments		University of Technology enrolments	
Year	Number	Increase/ decrease	Number	Increase/ decrease
2000	380 168	9.5	199 089	3.2
2001	448 878	18.1	208 391	4.7
2002	460 276	2.5	214 888	3.1
2003	487 741	5.9	230 052	7.0
2004	569 384	16.8	175 094	-23.9
2005	563 199	-1.1	171 873	-1.9
2006	576 186	2.3	165 194	-3.9
2007	611 371	6.1	133 808	-19

Source: Adapted from SAIRR, 2008:53

The statistics show a contradicting trend in enrolment patterns between academic and universities of technology. On the one hand, enrolment in the traditional academic universities had been on the rise by an average of 6% in the last four years of the period under review while universities of technology had experienced a sharp decline at an average of -8% for the same period. This trend is in sharp contrast with government policy initiatives which put emphasis on the importance of technical and technological skills acquisition for the diverse economic and industrial development goals.

Figure 13: % of enrolment at public HEI by major field of study 2009
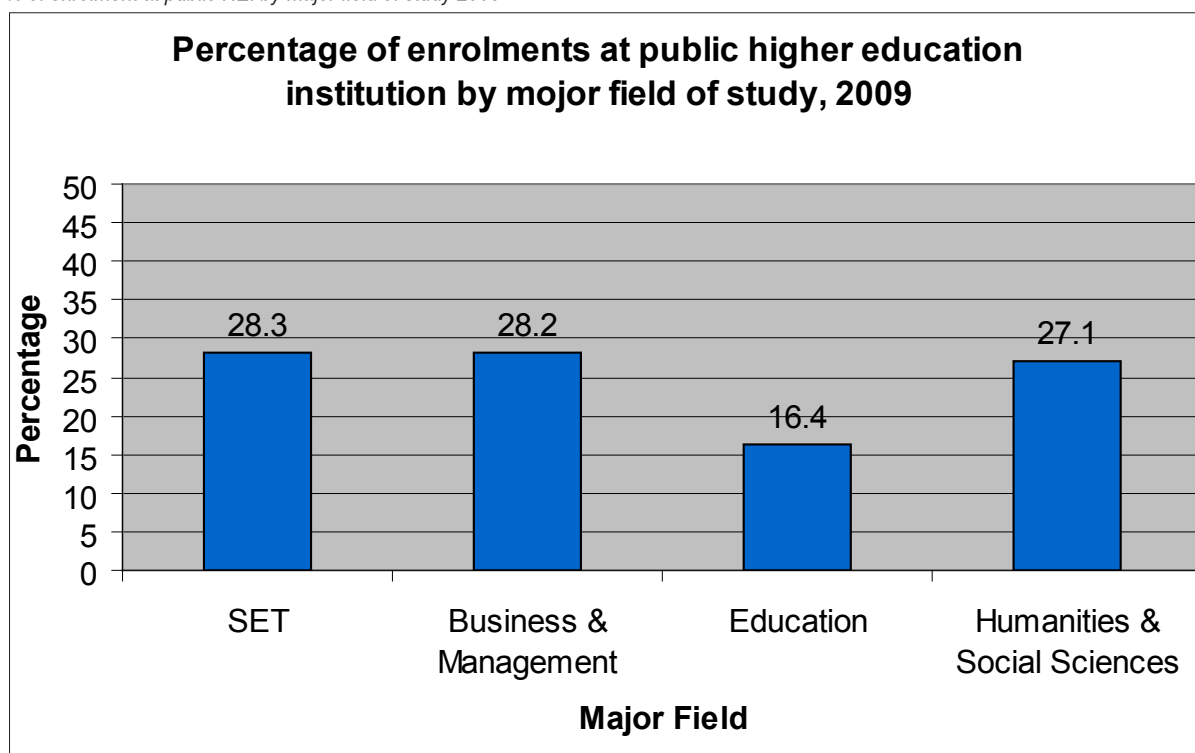
Source: DoE Education Statistics in South Africa, 2009

The graph represents an evenly spread enrolments in the various field of study, except for education. What is evident in this graph is that despite the calls for an increased uptake in scare skills field, enrolment in Science, Engineering and Technology (SET) remains unconvincing. This observation is made against the backdrop of increased number of learners doing Maths and Science in school education, which should under normal circumstances, impact on numbers in the SET stream.

The education has the lowest enrolment. This happens at the time when HIV/AIDS and attrition rate is thinning the teaching profession. The new education bursary scheme, Fundza Lusaka, will go a long way in contributing towards the recruitment and training of new educators.

Figure 14: Under-graduate average success at public HEI by population group, 2009

Under Graduate average success at public higher education institutions by population group, 2009
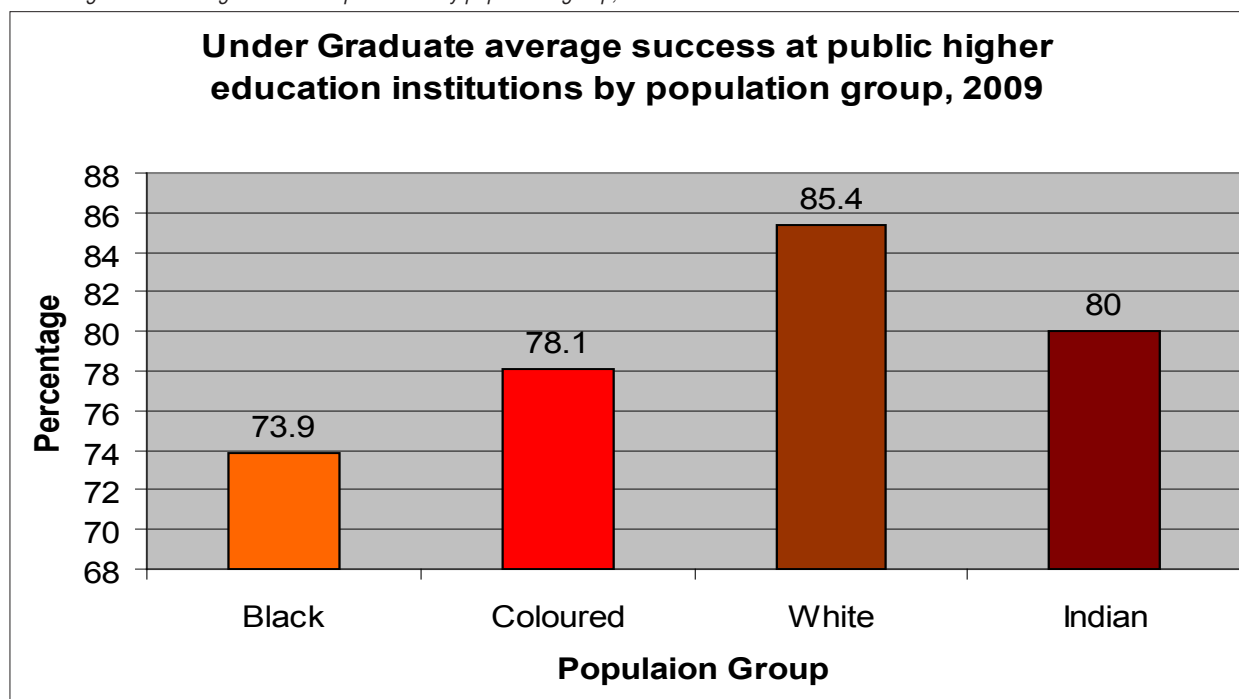
The average completion rate is 79.3% for all populations combined. African's success rate is the lowest at an average of 73%, 13% lower than Whites. Whites at 85.4, have the highest pass rate, followed by Indians and 'coloured' at 80% and 78.1% respectively. The variations in performances across the racial groups reflect the lingering effects of apartheid legacy and historical patterns in educational attainment. This pattern has the potential to militate against other government equity and empowerment strategies such as BBBEE and affirmative action.

Figure 15: Number of students assisted by NASFA (both loans & bursaries/scholarships awarded)

Source: NSFAS

National Youth Development Agency
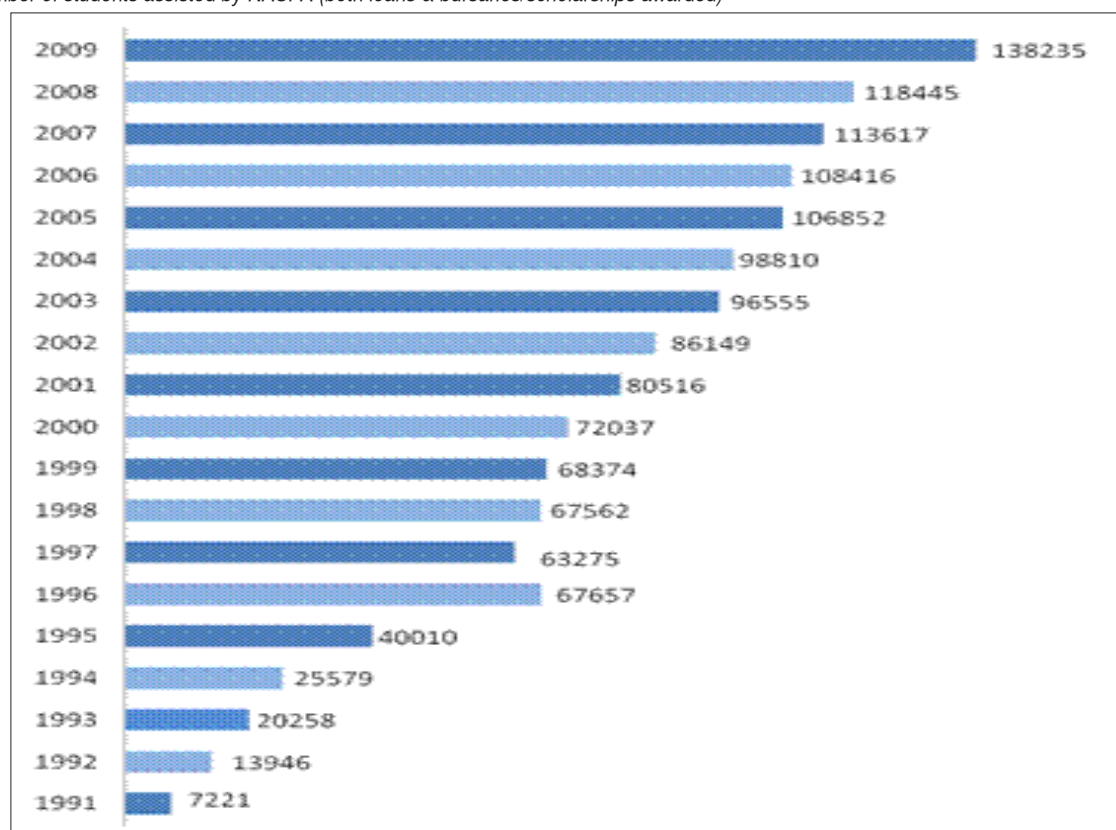
The data show that financial assistance for needy and deserving students in higher education during the period under review has increased nineteen-fold, from 7221 students in 1991 to 138 235 students in 2009. Independent data reveal that of the 837 779 total enrolment in higher education in 2009, 138 235 students received some form of financial support from NASFAS*42*. This represents 16% of all students in institutions of higher learning. It is worth noting that beneficiaries include all deserving South Africans, largely youth, who would otherwise not have attended universities because of financial conditions.

Figure 16: The number of students at FET Colleges

STUDENT ENTRIES

	2001	2002	2003	2004	2005	2006	2007	2008	2009
■ Student Entries GEN	170 590	166 105	161 807	162 605	174 678	193 717	206 631	194 249	183 414
■ Student Entries ENG	265 590	281 502	291 676	297 770	305 254	330 135	292 137	262 408	213 900
■ NCV							26 451	67 512	122 921
■ TOTAL	436 180	447 607	453 483	460 375	479 932	523 852	525 219	524 169	520 235
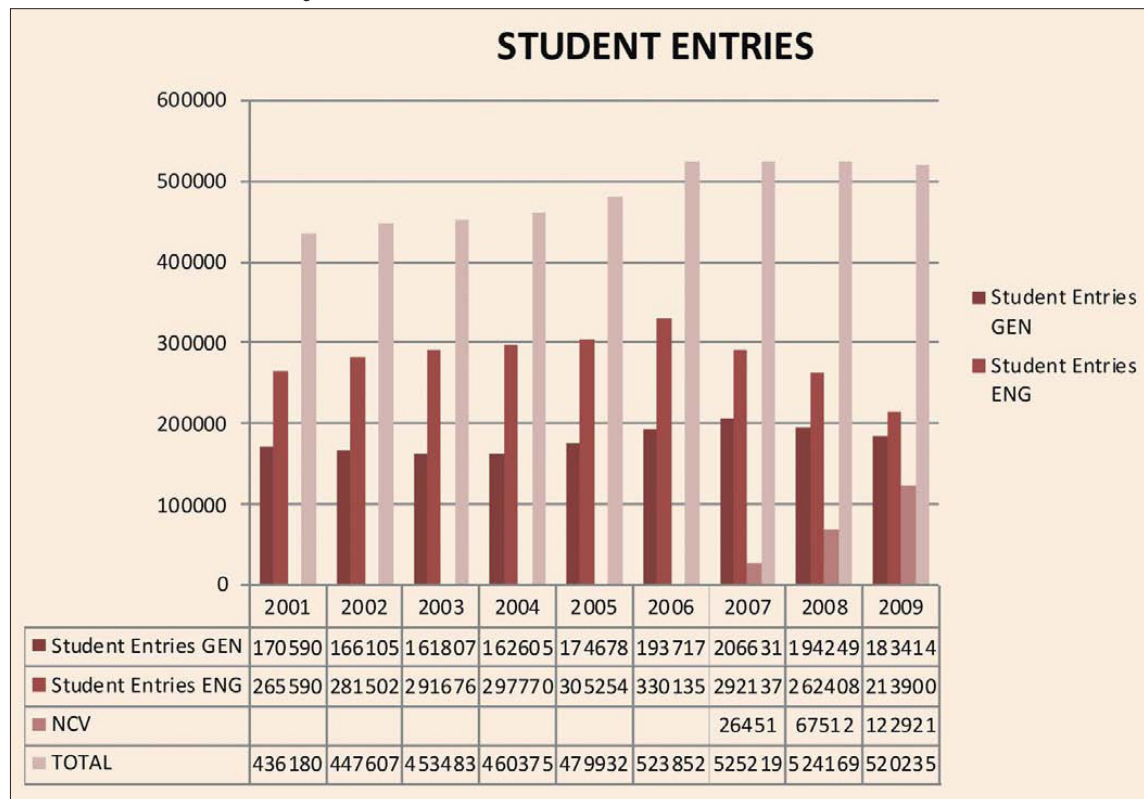
Source: FET Report 2009

The table shows an increase in the number of students from 2001 to 2009 at FET Colleges. The average enrolment for all streams increased from 436 180 to 520 235 for the period under review. The highest enrolment has been in the engineering stream, at 213 900 in 2009, with the general stream accounting for 183 414. The NC (V) did not have high enrolment, with just 122 921 for the year 2009.

Table 14: Priority Skills per Sector

HIGH-TECH SECTOR			
Sector	**Skills**	**Demand**	**Period**
Automotive	Artisans	Electricians	453	(2006-2015)
		Fitters and turners	554	
		Tool jig & die	177	
		Millwrights	192	
		Tool Setters	61	
		Electronics	77	
		Unspecified	623	
	Management and Professionals Skills	Engineering-related degree	1183	
		Financial-related degrees	152	
		Business-related degrees	618	
		Social science/humanities	270	
		Management diplomas	152	
		Production diplomas	101	
		Trade certificates	614	
		Other diplomas & degrees	505	
RESOURCE –BASED SECTOR			
Metal Beneficiation			

Professional	Engineering:	Metallurgical Process Chemical Mechanical Mining Electrical Software	10 640	
Skilled	Crane, Hoist or Lift Operator (Skill Level 2)	Crane, Hoist or Lift Operator (Skill Level 2)	7000	
	Metal Manufacturing Machine Setter and Minder (Skill Level 3) fitter general: skill level 3	Metal Manufacturing Machine Setter and Minder (Skill Level 3)	4000	
		CNC (Computer Numeric Control Operator) Diesel Fitter/ Engineering Fitter/Fitter Machinist/ Fitter Machinist/ General Mechanical Engineering Trades Workers/ Mechanic (Diesel and Heavy Earthmoving Equipment) Machine Setter Mechanic Maintenance Fitter/Pump Fitter	2 500	
		Template Maker/Welding/Welding Tradesperson	1 500	
		Die Castor/Die Cutter-Maker/Jig Maker/ Press- Toolmaker/ Tool Jig and Die Maker	1 500	
		Foundry Worker	1 500	
	Engineering Production Systems Worker (Skill Level 2)	Boiler making Millwright Draughts man exp in Computer design IT Technicians	1 500	
Motor Industry				

Management	Small Business Manager	Production Operations Manager (Small Fuel Retail Site Owner) (Skill Level 4)	1920
		Team Manager (Shift Manager, Lower Level Site Manager or a Team Leader in the Service Station context) (Skill Level 3)	5760
	Retail Manager (General) (Skill Level 4)	Business Manager (Retail Management)	2000
	Corporate Services Manager (Skill Level 5)	Corporate Service Manager (Service Station Owner)	960
Skilled	Automotive Motor Mechanic (Skill Level 3)	Motor Mechanic General	4500
	Panel Beater (Skill Level 3)	Panel Beaters	2385
	Motorcycle (and Scooter) Mechanic (Skill Level 3)	Motorcycle Mechanic	2000
	Motor Vehicle or Caravan Salesperson (Skill Level 2)/ Automotive Parts Salesperson (Skill Level 2)	Sales: New and old vehicles, parts , service and motorcycles	1016
	Vehicle Painter (Skill Level 3)	Automotive Spray Painter	877
	Diesel Motor Vehicle Mechanic (Skill Level 3)	Diesel Mechanic	750
	Industrial Engineer (Skill Level 5)	Component Manufacturing	580
	Vehicle Body Builder (Skill Level 3)	Vehicle Body Builder	377
	Metal Machinist (First Class) (Skill Level 3)	Metal Mechanist (first class) and automotive mechanist	100
	Mechatronic Technician (level 3)	Learnerships: Maintenance Artisans (NQF2-5) Specialisation: Maintenance Artisans	233
	Automotive Electrician (level 3)	Engineering Degree and Diploma (NQF 2-5) Specialisation: Engineering Planning	300
	Welder (first class) skills level 3	Welder first class	200
	Cost clerk (skills level 3)	Costing clerk ((warranty, costing, administrative, estimation and assessor key staff)	200
Plastic			
Management/ professional	Small Business Managers (Skill Level 4)	First-line Management	350
Skilled	Plastics Production Machine Operator (General) (Skill Level 2)	Operation	1800
	Plastic Cable-making Machine Operator (Skill Level 2)		
	Reinforced Plastics and Composite Trades Worker (Skill Level 3)	Variety	450
	Plastics Manufacturing Machine Setter and Minder (Skills Level 3)	Setting	450
	Plastics and Composites Factory Worker (Skill Level 1)	Lamination	300
	Plastics Fabricator or Welder (Skill Level 2)	Thermoplastic Fabrication	230
	Plastics Manufacturing Technician (Skill Level 4)	Plasticians	180
Chemical			

Professionals	Engineers	Civil Electrical Instrumentation Mechanical Chemical		
Skilled	Artisan	Bioler Makers Mechanical & Pipe fitters Electricians Riggers and instrument mechanics Coded welders		
Wood, Paper and Pulp				
	Beneficiation	Pulp milling Sawmilling Recycling Operators Business skills		

PUBLIC INFRASTRUCTURE SECTOR

Sector		skills	Demand	Time-frame
Energy	Low-level/pre-matric	Crafts and Service workers	4 447	2012
	Inter-mediate/matric/post matric	Technicians Clerks Trades	20 329	
	High-level/degree equivalent	Professionals and Senior Managers	6 988	
Transport	Freight transport (water)	Semi-skilled, operational, professional and senior management	250 000	2015
	Long-haul passenger transport (air)	Civil engineering Technical building [airport]		
	Long-haul passenger transport (surface)	Engineering (railway)		
	Short-haul passenger transport (surface)	Operating and life skills (taxis)		
LABOUR-INTENSIVE SECTOR				

Clothing and Textiles	Artisans		Machinists Knitters and Creels Layers-up Sorters and fusers Cutters	Unspecified due to most firms closed and emergence of micro-enterprises, unregistered industry and home industries	Unspecified
	Technical and professional		Designers Technicians and Technologist Pattern making		
Agriculture Sector	Management and professionals	24 occupations	Business management and administration, operations, engineering maintenance, exporting, supply and distribution, production and quality assurance	10 164	2014/5
		Professionals (22 occupations)	Finances, procurement, HR, policy, marketing, planning, consulting, technology, land care and health matters.	3 226	2014/5
	Skilled	Technicians and Trades Workers (25 occupations)	Production, mechanics, electrician, fabrication, fitting, turning, welding, millwright, electronic, animal attending, product inspection, grooming, shearing, extraction, minding, milling, storing, packaging and landscaping	7 243	2014/5
		Clerical and admin workers (6 occupations)	Payroll management, administration, Noxious weeds and pest control, import and export administration and purchasing	1 564	2014/5
		Sales workers (3 occupations)	Products sales reps	118	2014/5
		Machine operators and drivers (5 occupations)	Product processing, plant and machine operation, driving	2 415	2014/5
		Elementary workers (3 occupations)	Weed and pest control and product examination,	1 982	2014/5
Creative Industries		Management	Product developer Designers in craft Script and screen writers Marketing Distribution Project management Public Relations Fundraising Relations Legal knowledge	658	2014
		Professional	Life skills	8455	
		Technicians and trades workers	Knowledge of new technologies Enterprise development Language proficiency	5400	
		Community and personal service workers	Research skills Business management	400	
		Clerical and administrative workers	Ethics Marketing	250	
		Machinery operators and drivers	Critical thinking Computer skills	1200	
		Elementary workers	Time management ABET	200	

SERVICES (positions that need to be filled)					
Finances	Management	Managers	Business and systems analysis, programming, ("data architects", "data miners" or "modellers of data and databases".	53	
		Corporate GM		27	
		Finance		24	
		Programme/ Project Managers		47	
	Professionals	Accountants	Increased enrolment	1 793	
		Trainee Accountants		1 013	
		Taxation Accountant		1 647	
		External Auditor		138	
		Internal Auditors		16	
		Financial Market Dealers		23	
		Future Traders		77	
		Financial Investment Advisors		74	
		ICT Developer Programmer		193	
		ICT Business Analyst		158	
ICT	Skilled	Technical Skills	Software Engineering Hardware Development	9 697	2015
	Professional	Project Management	Large and Small ICT Project Management Business Skills	29 027	2015

Tourism	Hospitality	Managers	outsourcing and service provider management.	8 000	
		Chefs and Cooks	Food preparation	24 100	
		Waitrons	Customer services	23 500	
		Cashiers	Public relations	7 000	
	Tourism and Travel	Travel consultants	Negotiation skills, business management, financial management, marketing, language and communication skills, Technicians, software developers	3 150	
		Bookkeeping		900	
		Operations Manager		800	
		Tour Operators		600	
		Supervisors		450	
	Gambling and Lotteries	Cashiers and Slots Operators	Technicians and operation	270	
	Conservation and tour guide	Tourist Guide	Language (Mandarin) Leadership Applied statistics	1 300	
		Rangers		1000	
		Supervisors	Process modeling Geographical information systems Resource economics Conservation biology specialists Wetland scientists & indigenous plant science Marine resource management Integrated coastal management sustainable utilisation assessment Wetland management Water resource management Environmental law Environmental impact assessments Strategic environmental assessments Sustainable utilisation skills Alien species management Land care management Participatory rural appraisal skills Customer service Health & safety management Site guiding Narration and interpretation skills	1 100	
	Sports, Recreation and Fitness	Fitness Trainers	Training, Guiding, Public relations	1 300	
		Receptionists		500	

Summary Conclusions

The last sixteen years has witnessed significant policy shifts in the sector. Such initiatives have led to restructuring and reprioritisation of government programmes including among others:

- Mainstreaming and alignment of FET colleges and higher education institutions (HEI);
- The readjustment of funding model for schools and post school education;
- The establishment of two separate education departments; and
- Refocusing on skills path.

It is on record that this shift has had significant positive spin-offs. The enrolment in institutions of learning has increased. Basic education has achieved a 98% enrolment rate. The learning environments have improved drastically with institutions observing policy protocols and human rights practices. In addition, the skills development focus has changed, with an emphasis on technical and technological field as outlined in the economic and industrial policy frameworks and NSDSIII.

Despite these positive developments, there are lingering pockets of discomfort. The learner in-take in the general education band is not consistent with the graduate output. It is on record that a lot of learners who register in basic education phase do not complete their secondary school education. Factors militating against learner success rate include learner vulnerability to risky social behaviour and socio-economic conditions, and to a large extent, lack of solid education foundation in lower grades.

While university uptake has improved, the production rate has not been satisfactory, notably among African students. FET sub-system has been weak and failed to attract enough students. This could be attributed to poor conceptualisation, lack of infrastructure and facilities and poor marketisation. By the same measure, the SETAs' performance has not been impressive.

Over and above, the skills development commitment illustrated in the targets demonstrate a significant mix of economic policy orientation, and its relevance to the different supply and demand contexts.

5.5 Youth Work

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" to 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.

The DSD's Youth Directorate conducted a study on the status of the youth profession in South Africa. It obtained the views of 1,000 youth workers out of a data base of about 5,000 child and youth care workers data base from the National Association of Child Care and Youth Workers. The DSD (2008) observes that the concepts of youth work and youth development practice are frequently misunderstood with the "common misconception [being] that of linking youth work to other professions such as social workers, guidance teachers and counselors.

The DSD's definition of professional youth practice emphasizes focus on holistic development of young people. In this sense therefore, a youth worker would be anyone involved in work that is primarily concerned with meeting the needs of young people.

The DSD also notes that while most youth workers and youth development practitioners support the concept of professionalizing youth work and youth development practice, there are issues of fee payment for accreditation and membership as well as a common set of educational qualifications and curricula that must anchor the profession(s).

Table 15: Registered Youth Development Qualifications

Institution	Title	ID	NQF Level/ Credits
University of Venda	Bachelor of Arts: Youth Development	21002	NQF – 6 490 Credits
University of South Africa	Bachelor of Technology: Child and Youth Development	62312	NQF - 7 480 Credits
	National Diploma: Child and Youth Development	62374	NQF - 6 360 Credits
Durban University of Technology	Bachelor of Technology: Child and Youth Development	72118	NQF - 7 480 Credits
	National Diploma: Child and Youth Development	72216	NQF - 6 360 Credits
NS	Further Education and Training Certificate: Youth Development	57428	NQF - 4 146 Credits
SGB Development	National Certificate: Youth Development	57427	NQF - 5 155 Credits
University of KwaZulu Natal	Master of Community and Development Studies: Childhood and Youth Development	78563	NQF - 9 128 Credits
	Postgraduate Diploma: Childhood and Youth Development	72950	NQF - 7 128 Credits
Source: Department of Social Development (2008); State of Youth Development Practice in South Africa			

A number of Universities in South Africa has registered courses on youth work. The courses are leading to qualifications at a level of certificate up to master degrees. These courses and qualification need to be scaled up and be offered in most universities in the country. Of the 23 academic universities in South Africa, only 4 indicated that they offer qualifications in youth development. The table below provides a breakdown of registered youth development qualifications by institution and NQF credits.

Table 16: Registered Youth Development Unit Standards

Unit Standard ID	Unit Standard Title	Old NQF Level	Credits
230447	Describe youth development paradigms	Level 4	6
230445	Develop partnerships with youth development stakeholders	Level 5	10
230441	Facilitate access to information that impacts on youth development	Level 5	7
230446	Manage quality of own youth development work	Level 5	5
230443	Market and promote youth development programmes	Level 5	8
Source: Department of Social Development (2008); State of Youth Development Practice in South Africa			

The table above shows the approved unit standards by SAQA which indicate that youth development content needs to be improved so that graduates can assist in designing and implementing youth programmes that would have an impact on the status of young people in the country.

The new unit standards should cover areas such as youth projects design, monitoring and evaluation, and management of youth programmes. These should serve as a pull-factor for youth to consider Youth Work as an ideal profession to pursue.

Table 17: Youth Work students enrolment at Huguenot College & Stellenbosch University

Year	1st Year	2nd Year	3rd Year	Honours	Masters	Doctoral	TOTAL
2000	22	16	17	5	21	0	81
2001	29	11	17	5	6	0	68
2002	27	24	10	3	13	2	79
2003	25	19	26	1	14	3	88
2004	18	24	20	7	14	4	87
2005	15	19	19	3	10	3	69
2006	9	8	17	5	5	2	46
2007	10	8	8	2	9	4	41
2008	8	10	10	5	8	0	41
Source: Department of Social Development (2008); State of Youth Development Practice in South Africa							

The table shows that enrolment of Youth Work in these training institutions has been dropping since 2005. The student's enrolment dropped from around 80 in the early 2000 to around 40s in 2006. However, statistics show that though marginal, there have been students registering for PhD in youth work, particular in the years 2002-2007. The trend is an is encouraging, especially that it demonstrate that there is hope in that the profession senior students take interest in the area of youth development .

Figure 17: Age Profile of Surveyed Youth Workers
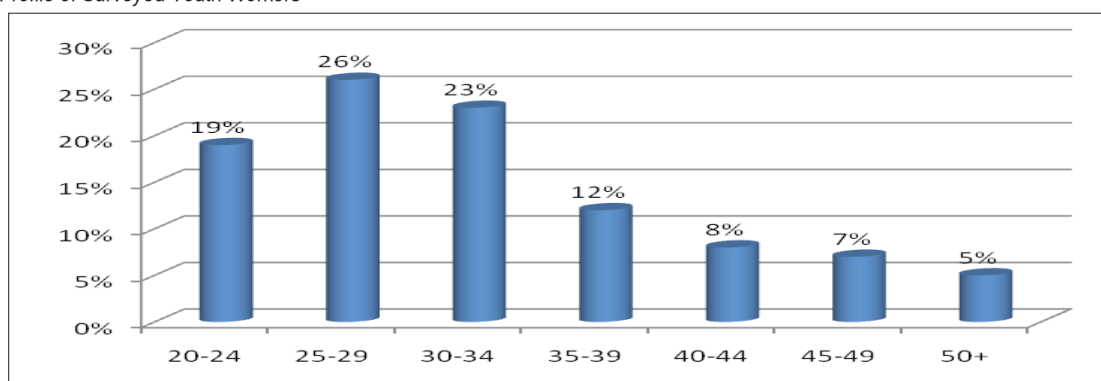
Source: Department of Social Development (2008); State of Youth Development Practice in South Africa

The shows that the majority of the youth workers surveyed were mainly in the age bracket of 25-29 years, at 26%. The graph further shows that 19% of the Youth Worker surveyed were between ages 20 and 24, and 23% between ages 30 and 34

Of these, 44% reported working full-time with 11% working part-time and 45% volunteering. . Most of them (93%) considered themselves as youth workers while 72% saw youth work as requiring both formal qualifications and experience. However, only around a third had a post matric certificate or diploma (30%) or a degree (9%). The largest proportion (37%) had Grade 12 level education.

Summary Conclusions

There are educational institutions that are offering few education and training in youth development work. Qualifications range from SAQA accredited national certificates to PhD level. However the number of enrolment in Youth Work as a field of study has declined significantly. From 2000 to 2008, it decreased by about 50%. It is reported that some institution are phasing it out.

In sum, Youth Work has not taken-off as a profession. Other than the NYP, there is no clear institutional guideline which provides direction on Youth Work, let alone its future. There is a need facilitate and engage with relevant institutions to explore measures for recognition of youth work as a professional field of practice by relevant bodies and agencies, the development of regulatory framework and practice as a key lever to professionalisation.

5.6 Health and Wellbeing

The health and wellbeing of young people also shows the extent to which a country can achieve its development goals, as young people represent the human capital of any country. Healthy children perform better at school, and healthy workers are more productive at work which.

Table 18: Health Status of youth by educational levels

Educational group	Good health	Average health	Bad health
<Grade 6	65.9%	28.4%	5.7%
Junior school	70.4%	28.3%	1.3%
Senior school	78.3%	20.2%	1.5%
Post-matric	78.7%	20.3%	0.9%
Degree	80.3%	19.4%	0.3%

Source: SYR 2003: Self-rated health by education

The data shows that self ratings of good health increased with increasing levels of education, as did correspondingly, self-ratings of bad health with decreasing levels of education. Youth with degrees were most likely to rate their health as good; those lower than Grade 6 were most likely to rate their health as bad.

Table 19: Health Status of Youth by employment status

Employment group	Good health	Average health	Bad health
Unemployed	66.1%	29.4%	4.6%
Housewife/student	77.3%	15.9%	6.8%
Informal work	68.0%	30.0%	2.0%
Self-employed	87.1%	12.9%	0%
Employed	84.2%	14.8%	0.4%

SYR 2003: Self-rated health by employment

The data shows that the health improvement in the self-employed and employed categories was higher when compared to the unemployed. Higher representation of bad health is recorded mainly among the unemployed. An important observation is made among the unemployed who have a high average rating, comparative to the other categories.

The analysis of the two representations suggests that education and employment has a direct link to youth perception, or health and wellbeing.

Youth Mortality and Morbidity

Figure 18: Population Mortality in all age groups 2001-2008

	0	1-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85-89	90+
2001	6,6	2,5	0,8	0,7	1,9	4,4	8,0	8,7	8,1	7,1	6,3	6,0	5,2	6,0	5,7	6,4	5,0	5,1	2,9	2,2
2002	6,8	2,4	0,9	0,7	1,8	4,4	8,4	9,5	8,7	7,4	6,4	6,0	5,1	5,8	5,4	5,8	4,8	4,7	2,5	2,2
2003	7,6	2,7	1,0	0,7	1,9	4,9	9,2	11,1	9,8	8,6	7,3	6,7	5,6	6,1	5,7	6,1	5,2	4,6	3,1	2,3
2004	7,2	2,8	1,0	0,7	1,6	4,4	8,2	10,2	9,3	8,2	6,8	6,1	5,2	5,3	5,0	5,0	4,5	3,6	2,5	1,9
2005	7,8	2,6	1,0	0,7	1,6	4,2	7,8	10,0	9,3	8,2	7,0	6,1	5,5	5,0	5,3	4,7	4,7	3,4	2,6	1,9
2006	7,9	2,6	0,9	0,7	1,5	4,2	7,4	9,8	9,1	8,2	7,0	6,3	5,7	5,0	5,5	4,8	4,9	3,5	3,0	2,0
2007	7,7	2,5	0,9	0,7	1,5	4,1	7,1	9,5	9,0	8,0	7,1	6,4	6,0	5,1	5,6	4,9	4,9	3,6	3,1	2,1
2008	7,7	2,6	0,8	0,7	1,5	4,0	7,1	9,1	9,0	7,8	7,1	6,4	6,1	5,3	5,7	5,0	5,0	3,9	2,9	2,3

Age group

* (1) Excluding deaths with unspecified age (1 924 deaths in 2001; 2 037 deaths in 2002; 2 804 deaths in 2003; 3 090 deaths in 2004; 3 277 deaths in 2005; 1 364 deaths in 2006; 1 222 deaths in 2007 and 968 deaths in 2008).
  (2) Data for 2001–2007 have been updated to include late registrations processed in 2009/10.

Two groups show the highest rate of mortality: infants and young people. For youth in the age cohorts of 25-29 years and 30-34 years, the rate of mortality was significantly high. The mortality rate of 30-34 year olds is highest at 9.1% in 2008, while the 25-29 year olds stood at 7.1 for the same year. The year 2003 recorded the highest level of mortality for the 25-29 and 30-34 year age groups. The trend in mortality rates shows that they are highest at infancy, decrease between the ages of 5-14 years and increase steadily at the 15-19 year old stage.

A fifth of youth in the SYR had been hospitalised in the past two year, (20.7%); the majority were white youth - 23.3%; despite reporting that they were generally in good health.

More rural youth and women reported being hospitalised. Considerably more women (24.1%) than men (16.9%) reported having been admitted to hospital in the previous two years. The main reasons for hospitalisation are due to or related to pregnancy and ill-health, including injuries, as well as with low levels of household income. The correlation between hospital admission and rated ill health is statistically significant. Excluding hospital admissions for the purpose of confinement and the delivery of a baby, ill health and hospitalization are both associated with socioeconomic disadvantage.

Stats SA data for the period 1997 to 2001 shows that for the 15 to 29 age groups, unnatural causes (including assault) were highest for males while HIV was listed as the highest cause of death among female youth.[43]

Sexual Debut and Behaviour

This over-researched topic on youth shows that the median age for sexual debut is 18 years for all women (SADHS 1998), while racial differences shows that African women reported a younger sexual debut age, followed by coloured and white women. The SYR 2003 recorded a 16 year old median age for males and 17 years for females in the 18-24 year age cohort, and 18 years for the 25-35 age cohorts.

[43]   *Source: Causes of Death in South Africa 1997-2001; www.statssa.gov.za*

Table 20: Median age of sexual debut by gender and race

Race	Gender	Age group	
		18-24	25-35
	Male	16	18
	Female	17	18
African		16	18
Coloured		17	19
Indian		19	19
White		17	18

Source: SYR 2003, Media age of sexual debut by gender and race

Results from the South African National Youth at Risk Behaviour Survey (SANYRBS) conducted in 2008 among 10,270 learners in 251 schools show that the national prevalence for learners who reported ever having sex was 37.5%, with a significantly higher rate for males, 45.2%. Once again there were racial differences noted, where more African learners reported having sex (39.3%) followed by 'coloured' (23.8%), Whites (22.8%) and Indians (17.1%).

Table 21: Sexual Behaviour Grade 8 - Grade 11

Black	47.4	31.8	22.0	4.3	52.1	26.0
Coloured	41.1	23.8	23.0	4.1	44.4	26.0
White	28.0	16.2	11.1	4.9	53.3	44.0
Indian	25.8	10.4	8.3	2.8	39.7	36.4
13 years	25.1	14.8	14.3	2.6	31.1	2.5
14 years	30.2	10.0	21.2	3.1	43.8	11.2
15 years	37.7	21.1	18.7	3.4	48.3	18.3
16 years	45.7	33.3	22.3	3.6	47.5	24.8
17 years	53.0	39.7	21.1	5.1	53.1	30.4
18 years	49.9	51.9	21.4	3.6	63.1	32.7
19 and over	60.1	54.6	23.1	11.0	54.5	34.8
National	45.2	30.2	21.2	4.3	51.6	26.3
Source: 2nd SANYRBS 2008, MRC						

Learners who reported having had sex, 52.3% said that they had one or more sexual partners in the past 3 months, and the number was higher amongst African learners than any other racial group. 16.2% of learners reported that they use alcohol before sex, with more male learners reporting that (19.5%), than female learners (11.6%); most of whom were in the Western Cape. About 14% of learners said that they used drugs before sex; again most were from the Western Cape. Only 30.7% of learners reported that they always use a condom during sex. Significantly more White learners (43.2%) and Indian (50.5%) than African (30%) and Coloured (30.7%) claimed to always use a condom. Condom use was significantly higher amongst learners in Grade 11 compared to Grade 8.

Teenage Pregnancy

Sexual debut probably affects the high rate of teenage pregnancy. Levels of fertility have generally decreased in South Africa. However, levels of fertility amongst adolescents are very high.

Figure 19: Teenage Fertility 1980 - 2007
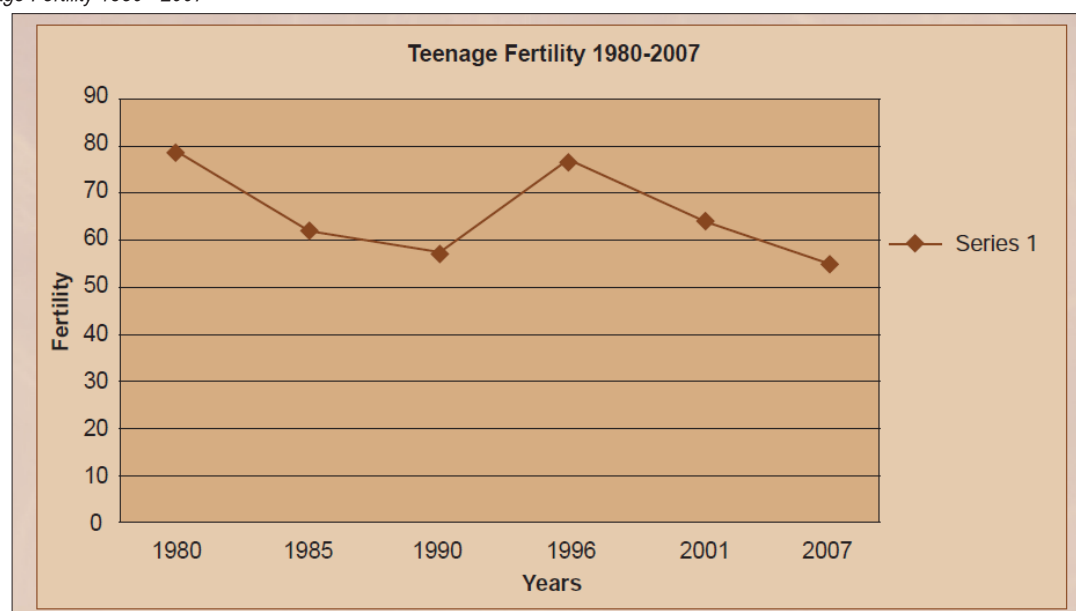
Source: Moultrie & Timaeus, 2003, Statistics South Africa, 2008; Udjo, 2003

The graph illustrates inconsistencies. It shows that fertility declined between 1980 and 1990, increased by about 20% between the years 1990-1996, and declined by over 25% in the subsequent 25years.

Table 22: Youth who reported falling pregnant or made someone pregnant

Race	Gender	Age group	
		18-24	25-35
African			
	Male	11.7	43.3
	Female	26.2	64.4
Coloured	Male	10.1	50.0
	Female	15.1	48.5
Indian	Male	0.00	40.6
	Female	2.6	56.5
White	Male	9.8	71.2
	Female	3.8	49.1

Source: SYR 2003, Ever fallen pregnant/made someone pregnant by gender, race and age

There are stark racial differences in the number of adolescent youths falling pregnant. The data show that 32% of all youth respondents said they had been pregnant or had made someone pregnant. The table below shows that young African females are at the highest risk of falling pregnant.

The data indicates that rates of pregnancy are highest amongst African and 'coloured' females, corresponding with the figures of male learners who reported making someone pregnant. In the older youth cohort, the racial profile changes to being highest among African and Indian females, whereas the highest numbers reported by males of having made someone pregnant were by White and Coloured male respondents.

Table 23: School learners who had abortion or partner had abortion, race & age

Black	9.7	5.1	7.8	47.0	57.5	51.2
Coloured	9.9	14.6	11.7	58.3	50.9	54.9
White	10.6	8.1	9.8	65.6	36.4	57.7
Indian	1.6	6.3	3.2	33.3	0.0	16.7
13 years	18.1	1.9	10.4	32.0	69.9	49.5
14 years	7.8	7.4	7.7	43.2	63.6	52.9
15 years	9.5	6.5	8.2	52.6	51.2	52.0
16 years	9.5	4.7	7.5	42.2	58.3	48.2
17 years	12.1	6.0	9.6	48.6	80.3	58.7
18 years	8.6	5.0	7.0	73.7	50.6	63.8
19 and over	9.2	8.3	8.9	46.5	32.8	41.0
National	9.8	6.0	8.2	48.4	56.2	51.5
Source: 2nd SANYRBS 2008, MRC						

The survey with school youth showed that more 'coloured' and White pupils had abortions as compared to other population groups, while more than half of the pupils who reported having an abortion in the Africa, White and 'coloured' population groups said the abortion was conducted at a health facility. There are a high number of young people who are having abortions outside health centres regardless of the fact that abortions are legal and free in the public health facilities.

HIV & AIDS

Figure 20: HIV Prevalence by Age Group & Gender 2008
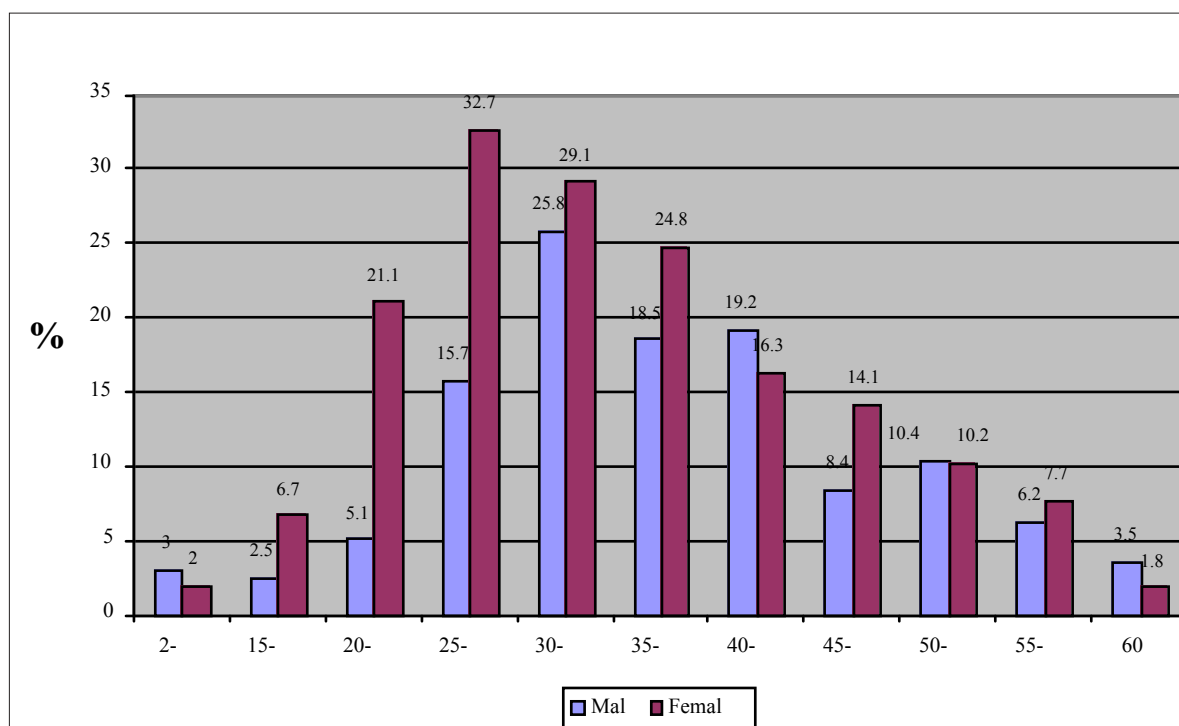
Source: HSRC-SA National HIV Prevalence, Incidence, Behaviour & Communication Survey 2008

The last population survey on HIV prevalence conducted by the HSRC in 2008 showed vvery high prevalence rates of HIV amongst the age groups 20 – 34 years. The highest prevalence was recorded amongst females in the age group of 25 – 29 years, at 32.7%. For males the highest prevalence was in youth between the ages of 30 – 34 years at 25.8%.

Access to Medical Aid

Figure 21: Youth People's access to medical aid by gender, 2002-2009

	2002	2003	2004	2005	2006	2007	2008	2009
Male 15-34	13,0	12,5	12,3	11,8	11,1	11,3	13,1	13,4
Female 15-34	12,7	12,6	12,3	11,6	11,3	11,5	13,0	13,5
Male population	16,2	15,4	15,5	14,3	13,6	14,6	16,5	17,1
Female populaton	15,0	14,6	14,7	13,8	13,8	14,2	15,6	16,7
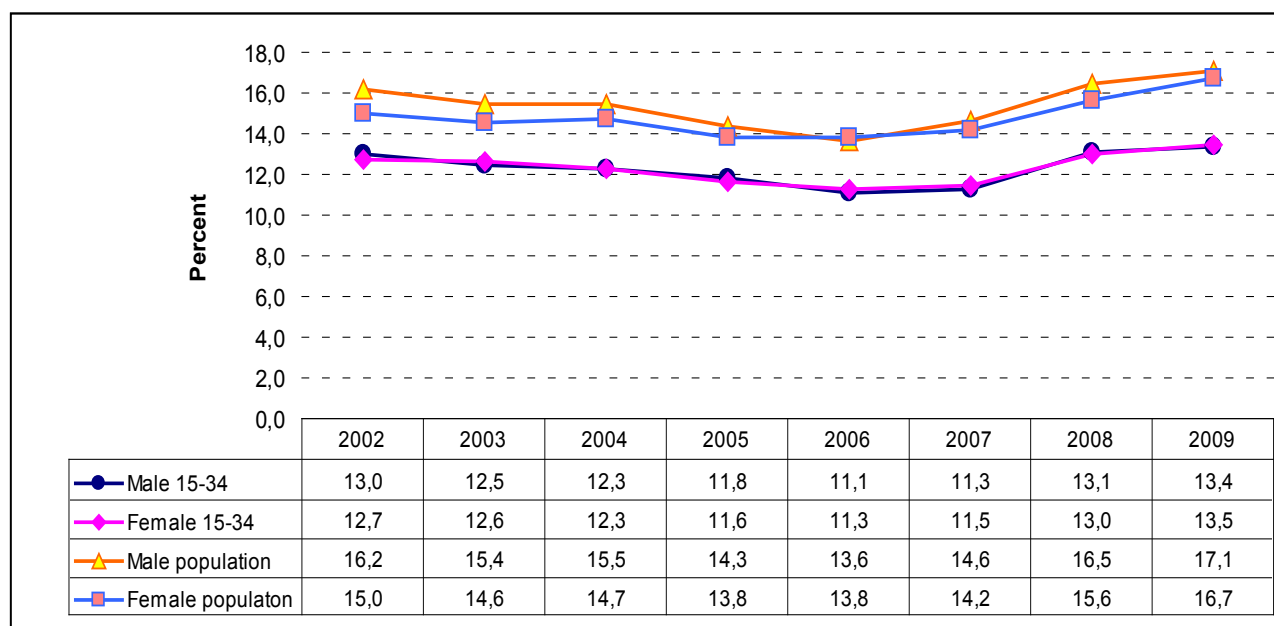
Source of data: Statistics South Africa Social Profile 2010

Access to medical aid is a major issue. For the South African population, having adequate medical aid ensures better access to proper medical care.

Compared to any other group, the graph shows elderly males have higher access to medical aid. In 2009, 25.6% of elderly males had access to medical aid, compared to 18.6% of elderly women. Children, both male and female, have the least access to medical aid (Stats SA, 2010).

The South African social profile report shows that the proportion of young males and females that have access to medical aid are about the same as those of the male and female children. The graph shows that in 2009 13.4% of young males had medical aid in comparison to 13.5% of young females. Access to medical aid increased marginally in the 7 year period between 2002 and 2009. For male youth, access to medical aid increased from 13% to 14.4% and for females, it increased from 12.7-13.5, an increase of about 0.8%

Substance Abuse

Table 24: Youth who reported smoking by race & gender

Population group	Male	Female	Total by race
African	25.9%	7.9%	19%
Coloured	34.2%	30.8%	39.6%
Indian	47.5%	19.4%	33%
White	45.2%	47.8%	46.6%
Total by gender	35%	14.2%	29.6%

Source: SYR: 2003 Youth who smoke by race and gender

The survey found that a third of young people reported that they currently smoke, and this differed by race. White youth had the highest rate of smoking (46.6%), followed by coloured youth (39.6%). Young African women had the lowest rate. More youth in the older age group (26.6%) smoke than in the younger group (22.3%), suggesting that there is a strong age-related trend for increased smoking with 33% of youth in metropolitan areas smoked, compared to 23% youth in the other urban areas.

Table 25: Youth who reported drinking alcohol by population group and gender

Population group	Male	Female	Total by race
African	29%	14.6%	23.3%
Coloured	25%	13.2%	19.1%
Indian	35.5%	19.3%	26.4%
White	32.2%	32.6%	32.4%
Total by gender	29.1%	15.9%5	23.9%

Source: SYR 2003: Youth who reported drinking at least once a week

The SYR found that 42% of youth had never drank alcohol, against 34% who said that they drank it occasionally. 23.9% said they drank alcohol at least once a week. This suggests that more young men than young women drink alcohol at least once a week, with the highest rate being among Indian male youth. Importantly, the survey found that daily alcohol drinking is associated with higher education (at least secondary schooling) and not the highest levels of education (post-Matric and degree).

The results of the SANYRB survey (reveals) that one in two learners (49.6%) had drunk at least one drink of alcohol in their lifetime. The age of initiation was 13 years (11.9%). This trend suggests that the age of initiation has lowered over the years. Alarmingly, a significant number (34.9%) of learners had in the preceding 30 days drank alcohol in one of more days, with 28.5% having engaged in binge drinking in one or more days. Similar to the SYR findings more White learners had drank alcohol at 75.9%, followed by colored learners – 67%. About half of Black learners said they had consumed alcohol in their lifetime at 45.5%. Again, a higher rate of male learners was more likely to have used alcohol in comparison to female learners, among older learners and those in higher grades.

General Conclusions

• The analysis of the data suggests that education and employment seem related to the perception among youth about their health status
• There are high mortality levels among youth age groups in terms of absolute numbers and the youth also experience the highest levels of HIV infection which seems to be also aligned with certain risk behaviours including multiple sex partners
• Most recent surveys and research studies show high levels of knowledge about sexuality and risky behaviors, but practice. Factors contributing to this could be:
  » A willingness to accept more risk in areas where there appear to be little opportunity;
  » Girls being forced into unprotected sex;
  » Breakdown of social and family systems , lack of guidance;
  » Significant underestimation of perceived personal risk; and
  » Stopping the use of condoms with more regular partners
• The need to curb HIV/AIDS is vital to the country's economic stability and growth – as the youth forms the largest group of the HIV positive population, it poses a significant risk to the country
• Statistics and studies differ in terms of whether teenage pregnancy is on the increase or decline. Increases could be explained by the fact that the reporting of teenage pregnancy has improved as opposed to there being a growth in numbers
• Teenage pregnancy has been associated with increased maternal and infant mortality, increased school dropouts, poor academic performance, as well as increased poverty and economic deprivation
• Not all youth are making use of proper accredited medical facilities for abortions
• Substance abuse among young people in South Africa is on the rise as suggested by the numbers of youth approaching specialist treatment centres and the numbers arrested for dealing in or using such substances

5.7 Social Cohesion and National Youth Service

5.7.1 Social Cohesion

A number of social cohesion programmes have been implemented by the public sector, the private sector as well as by civil society organizations. In the public sector, departments have built-in social cohesion as an integral component within their programmes. The table below provides a list of such initiatives:

2010 World Cup Legacy Arts and Culture Programs Commemorative Days Social Dialogues	Arts and Culture
2010 World Cup Improvement of Sporting facilities in Partnership with Municipalities	SRSA
Social Dialogues Restorative Justice of Offenders	Justice
Rehabilitation Programs of Offenders	Correctional Services
Substance Abuse Program Issuing of child grants Professionalization of Youth Work	Social Development
Youth Indaba on all Youth related health challenges	Health
Values in Education	Education
Shova kalula Bicycle Program	Transport
International Trade Missions for young people in Business Economic Forum	Trade and Industry
ID Documents Made Easy	Home Affairs
Capacity Building of Youth in Municipalities	Cooperative Governance and Traditional Affairs

In understanding the status of youth with respect to various aspects of social cohesion, the following categorisation of information was used:
- Civic participation
- Voter Registration
- Volunteerism
- National Identity and Pride
- Unity/Functionality of Society
- Good Race Relations

There are several Social Cohesion indicators for which little or no data is available, these include:
- young people's membership of social/community organizations or associations;
- awareness of and respect for national symbols including the Flag and National Anthem;
- the percentage of young people who feel that their local area is a place where people from different backgrounds can get on well together;
- the percentage of young people who feel that they belong to their communities;
- the percentage of young people who feel they can influence decisions affecting their local area;
- the percentage of young people who feel that local racial and ethnic differences are respected;
- number of racial incidents recorded by police authorities per 100,000; and
- the percentage of young people from different backgrounds who mix with other people from different backgrounds in everyday situations.

Civic Participation

Voter Registration

Voter registration is one of the cornerstones of civic participation and a measure of social cohesion in a society. Since 1994, South Africans of all races have had an opportunity to participate in democratic voting processes. However, it has been found that the youth, especially those in the age group of 18 – 29 years, have not been actively taking part in voting.

Table 26: Voter Registration by Year and Age Group

Age Group	1999	2000		2004		2006		2009*
	%	N	%	N	%	N	%	%
18 – 29	32.1	5,361,326	29.0	5,877,131	28.4	5,492,072	26.1	27.4
30 -69	62.2	11,944,591	64.6	13,516,508	65.4	14,195,236	67.4	66.1
70+	5.7	1,170,599	6.3	1,281,287	6.2	1,367,649	6.5	6.5
Total	100.0	18,476,516	100.0	20,674,926	100.0	21,054,957	100.0	100.0
Source: South African Voter Registration Case Study; www.elections.org.za/content/ WorkArea/DownloadAsset.aspx?id=1386 **South Africa: Voter registration 2009; http://www.eisa.org.za/WEP/sou2009registration.htm*								

The data indicate that youth registering to vote has been dropping since 1999. In 1999, there were 32.1% of youth between ages of 18 – 29 years who were registered to vote, this proportion has fallen down to 26.1% by 2006, even though in real numbers there were more of those young people in 2006 than in 1999.

Voluntarism

Table 27: Volunteering by Province

Province	% Volunteered	Province	% Volunteered
Western Cape	15	Limpopo	26
Eastern Cape	33	Free State	14
Mpumalanga	5	North West	8
KwaZulu Natal	17	Gauteng	13
Northern Cape	27		
Source: Volunteer and Service Enquiry Southern Africa (2006), Volunteering and Civic Service: South Africa, VOSESA			

There is no reliable data on the levels of volunteerism in the country, let alone data that is relevant to young people. The spirit of volunteering was very visible during the FIFA 2010 World Cup event. However, most of the people who were volunteers at the World Cup were not amongst the poor and certainly not young people who fall within the uneducated, un-skilled and not working categories.

The Volunteer and Service Enquiry Southern Africa (VOSESA) conducted an enquiry on the levels of volunteerism amongst the population in South Africa. This study was not specific to youth, but the general population, and found that provinces such as Eastern Cape and Limpopo had generally higher levels of volunteerism as compared to the other provinces. The provinces with least people were Mpumalanga and North West.

National Identity and Pride
According to the Trend Analysis of the Development Indicator Report (2010) (need footnote) released by The Presidency (pages 52-60) – these statistics and facts are not limited to youth in the country but a reflection of a cross-section of age-groups of the population:

The indicator "Pride in being South African" shows some relationship to the economic cycle. During the boom years pride was at its highest (90%) and lowest at the height of the economic crises (65%). At all times about two-thirds of the populace or more were proud of being South African.

% Pride in being South African	2003	2004	2005	2006	2007	2008	2009
	84	90	90	90	78	65	75

Identity based on self-description - There has been a marked increase in the number of people who see themselves as Africans from 18.4% to 30.2%. This could be linked to increased immigration from the rest of the continent. The proportion of people who identify themselves as South African has remained more or less constant. In SA, only about half of people see themselves as South Africans 16 years after voting rights were bestowed in the entire populace.

HOW SOUTH AFRICANS DESCRIBE THEMSELVES	2004	2007	2008	2009
As an African	18.4	25.8	32.6	30.2
As South African	52.8	52.6	45.7	54.1
By race group	4.1	9.9	11.3	7.1
By language group	13.6	2.6	3.1	1.9
Rest of self descriptors	11.1	9.1	7.3	6.7

Country going in the right direction: From the early years of 1994 when 76% felt we are going the right direction, fewer people are feeling South Africa is heading in the right direction - even the hype of the FIFA World Cup was not able to bring back people's optimism to the height of 1994 according to the survey (Presidency, 2010).

Country Going In The Right Direction	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
1994-1999	76	62	49	66	57	56			43	48
1999-2004	66	60	56	41	48.8	47.5	42.8	47.8	51.8	54
2004-2009	73.5	67.6	67.5	65	69	50.5	59.6	54.3	45.5	38.4
2009-2014	42.8	56.4	55.3							

Race Relations

Accordingly, the number of people who are of the opinion that race relations are improving, averaging 50% to 60% of the population.

Vulnerable Youth Groups

Youth in Conflict with the Law

Table 28: Sentenced Offender Statistics by Age Group

Age Group	Count	%	Count	%	Count	%
26-30 Years	26,957	23.812	27,084	24.1	27,757	24.5
31-40 Years	30,496	26.9	30,889	27.4	31,682	27.9
41-50 Years	14,594	12.9	14,661	13.1	15,094	13.3
51-60 Yeas	3,171	2.8	3,177	2.8	3,329	2.9
61-70 Years	549	0.5	557	0.5	563	0.5
71 Years+	81		83		89	
Sub-Total	75,848	66.9	76,451	68.016	78,514	69.3
18-21 Years	13,224	11.6	12,090	10.7	11,292	9.9
22-25 Years	23,051	20.4	22,995	20.5	22,695	20.0
Sub-Total	36,275	32.0	35,085	31.2	33,987	29.9
< 13 Years	3	0.003	2	0.002	-	0.000
< 18 Years	1,083	0.957	864	0.769	832	0.734
Sub-Total	1,086	0.959	866	0.770	832	0.734
Grand Total	113,209	100.000	112,402	100.000	113,333	100.000
Source: National Offender Population Profile In The Department Of Correctional Services; DCS; 2008						

The statistics show that almost a third of the prison population is made up of youth between the ages of 18 to 25 years. These figures do not include those youth between 26 – 35 years.

The DCS data also show that there has been a decline in the proportion of young people in this age group (18-25 years) and those less than 18 years. The statistics show that young people between 18 -25 years incarcerated dropped from 32% in 2006 to 29.9% in 2008.

Youth with Disability

Table 29: No of PWD Year (Census 96, 2001; Community Survey 2007; Mid-year estimate 2009)

Gender	Census 1996	Census 2001	CS 2007	MYE 2009
Male	1,194,349	1,082,044	1,000,558	-
Female	1,463,365	1,173,938	915,661	-
Total	2,657,714	2,255,982	1,916,219	3,900,000
% of population	6.5	5.0	4.0	7.9
Source: Statistics South Africa ,CS – Community Survey, MYE – Mid Year Estimate				

Population figures from the census data 1996 and 2001 showed a slight decrease in the total number of people with disability from 2,6 million in 1996 to 2.2 million in the 2001 census. The community survey estimated a population of 1.9 million, which is far less than both 1996 and 2001 census figures. The mid-year population estimate, which uses the census data to estimate the population growth reported a population of 3.9 million people with disabilities in South Africa.

Table 30: Number of disabled people by age group and gender, 2005

Age Group	N			%		
	Male	Female	Total	Male	Female	Total
0-9	101,838	88,822	190,660	2.2	1.9	2.1
10-19	156,980	148,755	305,735	3.2	2.9	3.0
20-29	149,422	134,806	284,228	3.7	3.2	3.5
30-39	165,153	145,787	310,940	5.4	4.3	4.9
40-49	165,871	168,727	334,598	7.5	6.7	7.1
50-59	142,602	155,928	298,530	10.8	10.3	10.5
60-69	102,815	138,168	240,983	13.7	12.5	13.0
70-79	62,396	111,578	173,974	16.9	17.7	17.4
80+	34,966	81,368	116,334	25.6	27.9	27.2
South Africa	1,082,043	1,173,939	2,255,982	5.1	5.0	5.0
Source: Statistics South Africa, 2005; Disability In South Africa, Pretoria						

The Stats SA prevalence of disability in South Africa report published in 2005, which used Census 2001 data showed that disability amongst the youth ranged between 3% for the 10 – 19 years age cohort to 4.9% for the 30 – 39 years age cohort. The 20 – 29 age cohorts were reported to have a 3.5% disabled population. This proportion is higher than the national government target of 2% disabled employment in the public service. The national population proportion of disabled people is 5% according to the data.

Table 31: Number and proportion of disabled person by population group, 2005

	Total population		Disabled people	
Population Group	Number	%	Number	%
Black African	35,416,166	79.0	1,854,376	82.2
Coloured	3,994,505	8.9	168,678	7.5
Indian/Asian	1,115,467	2.5	41,235	1.8
White	4,293,640	9.6	191,693	8.5
Total	44,819,778	100.0	2,255,982	100.0

The population distribution of disabled persons was not very different from the national racial demographic.

Table 32: Number of disabled persons by age group & type of disability, 2005

Age Group	Disability Type					
	Sight	Hearing	Communication	Physical	Intellectual	Emotional
10-14	41,408	39,229	14,101	26,925	32,618	21,879
15-19	46,263	35,913	14,698	30,173	35050	26,227
20-24	37,752	28,082	11,534	30,657	26539	26,354
25-29	36,977	27,496	11,551	38,242	24641	31,087
30-34	37,165	26,523	10,533	42,947	21964	32,156
10-34	199,565	157,243	62,417	168,944	140,812	137,703
All Ages	724,169	543,104	146,164	668,082	279,094	354,495

Source: Statistics South Africa, 2005; Disability In South Africa, Pretoria

The most common disability is sight-related; followed by people with physical disability and hearing. Youth with physical disability represented only 25.3% of the total physical disabled population. This suggests the importance of understanding the types of disabilities that affect young people as it may not be the same as the general disabled population.

Table 33: Number of disabled persons by employment status, 2005

	Total population		Disabled people	
Employment status	Number	%	Number	%
Employed	9,583,762	21.4	286,548	12.7
Unemployed	8,357,472	18.6	313,782	13.9
Not economic active	10,485,893	23.4	942,204	41.8
Not applicable	16,392,651	36.6	713,448	31.6
Total	44,819,778	100.0	2,255,982	100.0

Source: Statistics South Africa, 2005; Disability In South Africa, Pretoria

The data shows that disabled people are more likely to be unemployed as compared to the general population. The figures indicate that there are more unemployed disabled people (13.9%) than the employed disabled persons (12.7%). Almost half of the disabled population was classified as economic inactive (41.8%) compared to 23.4% in the general population. This support the literature that disabled people are more poorer and less economic active population group in the country and in the world.

Table 34: Number of disabled people and level of education, 2005

	Total population		Disabled people	
Level of education	Number	%	Number	%
Not applicable	4,449,816	9.9	71,321	3.2
No schooling	6,389,654	14.3	672,288	29.8
Some primary	12,084,349	27.0	628,690	27.9
Complete primary	2,809,832	6.3	151,457	6.7
Some secondary	11,276,086	25.2	500,329	22.2

Std 10/Grade 12	5,621,584	12.5	166,555	7.4
Higher education	2,188,456	4.9	65,342	2.9
Total	44,819,777	100.0	2,255,982	100.0
Source: Statistics South Africa, 2005; Disability In South Africa, Pretoria				

Proportionally, disabled people are twice (29.8%) without an education as compared to the general population (14.3%). The data indicates that in the general population 4.9% will go through higher education whilst for the disabled population only 2.9% will go through higher education.

Table 35: Comparison of disabled person headed households to non disabled person by type of housing, 2005

	Total households		Non-disabled heads of households		Disabled heads of households	
Type of Housing	**Number**	**%**	**Number**	**%**	**Number**	**%**
House structure on stand or yard	6,238,462	55.67	5,762,749	55.89	475,713	53.19
Traditional dwelling	1,654,787	14.77	1,454,785	14.11	200,002	22.36
Flat in a block of flats	589,108	5.26	552,281	5.36	36,827	4.12
Town/cluster/semi-detached	319,868	2.85	302,697	2.94	17,171	1.92
House/room in a backyard	412,374	3.68	388,341	3.77	24,033	2.69
Informal dwelling in a backyard	459,526	4.10	428,671	4.16	30,855	3.45
Informal dwelling not in a backyard	1,376,706	12.29	1,277,918	12.39	98,788	11.05
Room in a backyard on a shared property	120,609	1.08	112,124	1.09	8,484	0.95
caravan or tent	30,610	0.27	28,494	0.28	2,116	0.24
private ship/boat	3,656	0.03	3,344	0.03	310	0.03
Total	11,205,706	100.00	10,311,404	100.00	894,299	100.00
Source: Statistics South Africa, 2005; Disability In South Africa, Pretoria						

There is no significant difference between non-disabled and disabled heads of households living in housing structures with its own stand or yard. However, the proportion of the disabled headed households living in traditional houses, which are usually found in rural areas, they are almost double (22.36%) that of the non-disabled headed households (14.11%). The figures suggest that there is a likelihood that more disabled people are in the rural areas and informal settlements than there are in other places.

Youth Headed Households

The spread of HIV/AIDS has led to an increase in child-headed/youth-headed households in South Africa, especially in rural areas.

Table 36: Proportion of households headed by youth aged 15-24 & 25-34, by province

	2006		2007		2008		2009	
Age groups	15-24	25-34	15-24	25-34	15-24	25-34	15-24	25-34
WC	4,1	22,7	5,1	21,1	5,1	20,5	4,2	20,8
EC	8,9	16,2	8,0	17,1	7,4	18,1	5,7	20,2
NC	5,0	20,5	4,8	20,3	4,3	20,9	5,5	19,4
FS	8,4	20,5	7,9	20,5	7,2	21,1	6,7	21,3
KZ	7,9	20,7	7,4	21,3	6,3	22,5	5,5	23,3
NW	4,6	17,2	5,6	15,2	4,4	15,5	3,8	15,2
GP	5,9	26,7	6,3	25,4	6,0	24,8	5,2	24,8
MP	8,4	22,1	8,6	21,8	7,4	22,8	7,7	22,4
LP	10,1	19,0	10,8	18,2	10,9	18,1	10,1	19,0
RSA	7,1	21,5	7,2	21,0	6,6	21,3	5,9	21,8
Source: Statistics South Africa, Social profile of South Africa, December 2010								

A significant proportion of youth in South Africa are heading households - about 6% of youth between the ages of 15 to 24 years and around 20% of youth between the ages of 25-34 are heading households. This suggests that a quarter of the young people in South Africa are heading households.

Figure 22: Proportion of youth living in households that reported hunger, 2002-2009

	2002	2003	2004	2005	2006	2007	2008	2009
15-24 Total	31,3	30,6	26,0	22,6	16,2	15,7	17,7	26,2
25-34 Total	26,0	24,2	19,6	18,3	13,1	11,4	14,1	21,9
South Africa	29,9	28,3	23,6	20,5	14,7	13,8	16,1	24,2
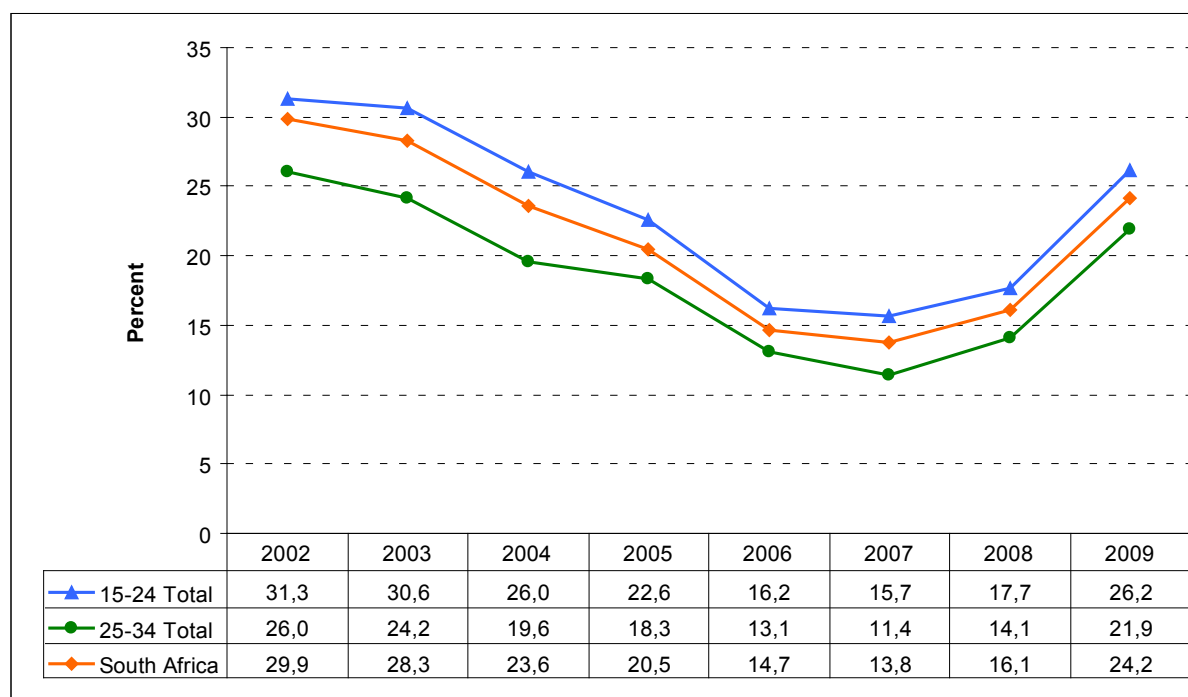
Source: Statistics South Africa, Social profile of South Africa, December 2010

There has been a steady decrease in youth living in households that reported hunger between 2002 and 2006. However, between 2007 and 2009 there was a steep increase. Youth between the ages of 15 to 24 years saw an increase from 15.7% in 2007 to 26.6% in 2009. Those youth between the ages of 25 years to 34 years who reported hunger grew from 11.4% to 21.9%. The figure shows that youth between the ages of 15 years to 24 years experience hunger far above the national average. This suggests that younger youth are more likely to live in households that experience hunger than the older youth.

National Youth Service

While performance data on the NYS has not been accessed, the NYP states that there is evidence that young people participating in the NYS have benefited from:
- A strong sense of civic responsibility;
- Patriotism and commitment to building caring and sustainable communities;
- A sense of volunteerism and selfless giving;
- The ability to recognise the value of hard work and personal responsibility; and
- The ability to defend democratic values through a lifelong commitment to human rights.

Table 37: The NYS Business Plan (2007-2010): Targets Summary by Sector

CATEGORY 1: Structured Learning for Unemployed Youth (Sector Targets)	2007-2008	2008-2009	2009-2010	Total
EPWP Sectors				
Infrastructure Sector	20,000	20,000	20,000	60,000
Environment & Conservation Sector	10,000	20,000	20,000	50,000
Social Development Sector	10,000	20,000	20,000	50,000
Health Sector	10,000	20,000	20,000	50,000
Education Sector	10000	10000	10,000	30,000
Sub Total EPWP	60,000	90,000	90,000	240,000
Non EPWP Targets				
Military Sector	10,000	10,000	10,000	30,000
Agriculture Sector	10,000	10,000	10,000	30,000
Sub total non EPWP	20,000	20,000	20,000	60,000
SUB TOTAL	80,000	110,000	110,000	300, 000
CATEGORY 2: FET and HET Student Volunteers (Sector Targets)				
Information Technology	3,000	10,000	20,000	33,000
Maths and Science	4,000	20,000	20,000	44,000
Economic Development	3,000	10,000	20,000	33,000
SUB TOTAL	10,000	40,000	60,000	110,000
CATEGORY 3: Voluntarism (Non-Sector Specific)				
SUB TOTAL	50,000	110,000	150,000	310,000
GRAND TOTAL	160,000	250,000	310,000	720,000
Source: Business Plan 2007-2010 - National Youth Service Unit (NYSU) June 2006				

The Plan gives a sense of the scope of activities that NYS covers. It covers, among other issues, health, education, construction, environment and conservation, and infrastructure development. The plan sets a target of 720 000 young people to participate in NYS programmes between the years 2007 and 2010. The largest part of this target is within the Extended Public Works Programme (EPWP) at 240 000. This category targets mainly unemployed youths. The latest figures are not yet available to assess whether the targets were met or not. However, it is estimated that more than 100 000 unemployed young people have participated in NYS programmes by 2009[44].

44   *Mphale, P (2009) Reflecting on NYS*

Table 38: NYS Programme (2006)

Project	Province	NO's	Service Sector	Budget
Educo Africa	Western Cape	72	Conservation Youth Development	R5,639,982
Labor Intensive Training and Engineering	Limpopo	129	Rural road rehabilitation	R10,880,827
Labor Intensive Training and Engineering	Northern Cape	180	Construction	R1,924,636
Nature Conservation Board	Western Cape	84	Environment	R5,528,149
Joint Enrichment Project	North West	180	Primary Health Care	R7,559,890
Reach for Life	Mpumalanga	20	HIV/AIDS Care	R1,490.960
Conquest for Life	Gauteng	30	Social Development	R455,383
Siyanceda Programme	Western Cape	80	Care for Elderly	R2,870,123
17 Shaft	Gauteng	184	Construction Horticulture	R11,725,982
Community AIDS Response	Gauteng	80	HIV/AIDS Care	R3.217,397
ETDP Youth Community Research	National	100	Social Development	R2,518,319
National Peace Accord	National	31	Social Development	R243,883
Faith Based Youth Dev	National	270	Social Development	R2,587,050
Mogale City EcoCity	Gauteng	200	Construction	R2,877,588
Wilderrock Farm EcoCity	Gauteng	100	Construction	R1,917,855
Midrand EcoCity	Gauteng	100	Construction	R4,530,328
Assistant Probation Officers	National	470	Social Development	R4,294,720
Drakenstein Municipality	Western Cape	150	Construction	R1,012,429
Moses Kotane	Limpopo	522	Construction	R870,159

Source: The VOSESA country report for South Africa (2006)

The data shows the provincial participation in NYS programmes. It shows that 2882 young people were involved in various NYS programmes in sectors ranging from construction to working on HIV/AIDS issues.

Summary Conclusions

The number of young people registering to vote has been declining since 1999, which could suggest that there is a level of unwillingness to vote amongst young people. It is therefore important that a culture of civic participation and ownership in the country's progress is entrenched among the youth.

Despite the youth being a strong resource for voluntary work in society, there appears to be insufficient intervention to enhance their potential. Part of the reason for non-participation by youth could be the high level of inequalities and poverty experienced. Youth who are on lower socio-economic strata would not be inclined to volunteer due to frustrations or hopelessness experienced. Social cohesion becomes secondary as young people seek ways to survive. Therefore social cohesion interventions targeted at the youth will need to be holistic;

Although since 2003 more than two thirds of the population has claimed to have national pride, only around half describe themselves first as being South African. There is a need to build upon the element of national pride to provide young South Africans with a common platform for bonding as a society;

The statistics show that even the international attention of the 2010 FIFA World Cup being hosted in SA was not able to bring back people's optimism for the country to the height of 1994. In order to mitigate risks of the brain drain of youth, as well as to build on the hope of a better future for the country and for themselves, it is important to enthuse young people about the progress and opportunities available in the country;

There is no reliable data on issues of social cohesion in South Africa and there is a need to build tools and systems to collect such information on a regular basis. Social cohesion programmes have primarily been left to the public sector with little participation from civil society organisations and the private sector. Sport, and Arts and Culture programmes, provide opportunities to promote and instill social cohesion among young people in the country;

Among vulnerable youth groups, specific attention needs to be paid to the youth at risk with the law, youth with disabilities and youth heading households;

Crime statistics indicate that the level of crime is still very high in South Africa and the DCS point to the fact that a significant proportion of those incarcerated, sentenced or awaiting-trial are young people. Taking into account the high national average of recidivism and given the high unemployment rate in the country and lack of opportunities for the youth, most young people released from these facilities are likely to return to prison. This risk group therefore requires programmes that will support them even after release from incarceration to ensure they are properly re-integrated into society;

Youth that are heading households require strong social support – as can be seen in the literature on this target group, there are many socio-economic issues that are faced by these youth. With rising numbers of youth-heading households, there is a need for multi-pronged approach to addressing socio-economic challenges facing these youth including education and skills development and the provision of support networks;

People with disabilities form the largest minority in the world, and they are often amongst the poorest. Issues of infrastructure and accessibility, education and skills development, economic participation, societal integration, etc. need an urgent focus. In South Africa, the figures show that the disability population breakdown mimics the country's racial profile, and hence the guarantee of representation should also apply to this target group in order to ensure equitable distribution of resources and benefits;

There is recognition that South African youth can be used to achieve socio-economic development and that the NYS must be vehicle to do this;

The NYS targets EPWP as the largest area for potential participation by the youth;

The participation levels are insignificant compared to the targets that have been set, this could be due to insufficient awareness, lack of direction of the model, and divergent and ad-hoc implementation.

5.8 Sport and Recreation

The status of Sport in South Africa is best captured in 'A case for Sport and Recreation, An Active and Winning Nation' (2009) Whether recreational or elite, youth have numerical advantage in sport, particular in competitive sport. There are also indications that people who participate in school sports are more likely to maintain some form of exercise regime and reap the health benefits thereof.

Research shows that sport is indeed a profitable enterprise. It is an important agency for enhancing the five key forms of capital, namely; human capital (skills, knowledge and health), social capital (relationships and networks), financial capital (employment) physical capital (infrastructure and equipment) and natural capital (common-property resources and the environment). In addition to these assets, and due to its inherent political nature, sport can also be an agency for enhancing political and social capital, embracing participation, rights, identity and citizenship" (Ibid).

Youth and Sport

The HSRC (Year) has completed a detailed study on this matter. It reveals that about 25% of South Africans participate in sport. On average, 24% have no interest in sport while 50% do not participate due to lack of opportunity or facilities. The HSRC report identified the following predictors of sports participation:
- Parent participation in sport;
- Distances to sport facilities;
- Access to formal coaching;
- Access to physical education classes at schools;
- Participation in organised sport school; and
- Involvement in competitive at school.

The research findings point to a need to strengthen school sports, physical education at school; coaching in and out of school, as well as the construction of sports facilities within easy reach of communities. It is arguably logical that school sports forms the feeder zones into clubs, professional and national teams. 80%-90% participants in the study agree that sport had been a major force for social cohesion since 1994 and that it benefits to human society.

Junior Participation in Sport: 13-18 Year Olds

BMI Report (2006)) ranks the most popular sport among juniors as follows:

Table 39: Sports ranking for Junior Participation

Ranking	Sport Code	Estimated number of Participants
1	Soccer	1,283,200
2	Netball	846,600
3	Athletics	841,300
4	Cricket	543,400
5	Basketball	386,400
6	Tennis	386,400
7	Swimming	346,000
8	Rugby	305,000
9	Volleyball	258,200
10	Aerobics	228,600
11	Cross Country/Road Running	197,600
12	Hockey	183,400
13	Baseball	162,400
14	Karate	143,800
15	Snooker/Pool	139,700
16	Table Tennis	137,200
17	Chess	126,500
18	Dance Sport	122,700
19	Softball	122,400
20	Gym Exercising	115,400
21	Cycling	106,000
22	Golf	95,000
23	Ice Skating	90,900
24	Exercise Walking	88,800

Source: A case for Sport and Recreation; Department of Sport and Recreation, October 2009 p37

The top 5 sports accommodate almost half of all the junior participants and the top 7 sports are noteworthy in terms of school and junior sports development.

Adult Participation in Sport: 18 Years and above

BMI Report (2006) ranks the most popular sporting codes amongst adults are as follows:

Table 40: Sports ranking for Adults Participation

Ranking	Sport Code	Estimated number of Participants
1	Soccer	2,291,000
2	Exercise Walking	1,149,000
3	Road Running	1,056,000
4	Netball	991,000
5	Gym Exercising	798,000
6	Aerobics	787,000
7	Swimming	716,000
8	Tennis	706,000
9	Squash	529,000
10	Golf	523,000
11	Basketball	421,000
12	Volleyball	407,000
13	Cycling	400,000
14	Cricket	398,000
15	Rugby	384,000
16	Snooker/Pool	351,000
17	Dance Sport	348,000
18	Karate	307,000
19	Angling	298,000
20	Athletics	266,000
21	Hiking	256,000
22	Table Tennis	239,000
23	Boxing	217,000
24	Darts	206,000
25	Hockey	203,000
26	Bodybuilding	192,000
27	Bowls	154,000
28	Softball	121,000
29	Baseball	111,000
30	Badminton	98,000
31	Surfing	87,000
32	Extreme Sport	80,000
33	Gymnastics	75,000
34	Triathlon	67,000
35	Canoeing	48,000
36	Windsurfing	35,000
37	Life Saving	35,000
38	Others	927,000

Source: A case for Sport and Recreation; Department of Sport and Recreation, October 2009.

National Youth Development Agency

Accordingly, from 1997-2007, the number of adult participants in sport grew by 3% per year. Comparatively, this growth was faster than population growth. Hockey; gymnastics, extreme sports, baseball, softball, gym exercising, surfing, boxing and athletics grew by 5%. Road running; cricket, karate, basketball, cycling, aerobics; rugby, triathlon, golf; netball, bodybuilding and lawn bowls grew by 3%-4%. Cricket grew by 4.4% and rugby 3.8%. For the period 2006-2007, soccer grew by a marginal 0.5%. The latter is one of the few sports that maintained largely a non-racial and open access profile over the past 30 years. This has contributed to its slow growth. The exposure of Black communities to other sport codes formerly preserved for Whites has contributed to the overall growth in all other sporting codes that are offering development programs and hosting major tournaments. Despite the increasing opportunities for Blacks, females account for only 40% of all participation.

It is worth noting that in all age groups sport occurs either leisurely or competitively. Most young people participate in sport through unregistered social sports clubs for leisure. School sport caters for 51% of junior participants while clubs cater for 49%. Playing for clubs is becoming increasingly popular amongst juniors regardless of race, particularly in cricket, netball, tennis and athletics. The most racially integrated sporting codes include boxing, soccer, basketball, netball, athletics, baseball, dance sport, karate and cross country.

Amongst the adult population, 52% participate for leisure and 48% are competitive. Only 11% are serious sports participants. The most racially integrated sporting codes include soccer, boxing, basketball, netball, karate, volleyball and baseball. Again Black adults are taking part in wider range of sporting codes than it was the case before 1994.

Economic Benefit of Sport

It is only since 1995 that most governments have been gathering data of the economic impact of sport. Public information suggests that there are indications that sport contribution to the economy has been growing much faster than the economy as a whole. This is attributed to the increase in the number of participants, investments through sales of sport goods and services, infrastructure and business marketing.

Through hosting international events, sports tourism has boomed, thus contributing to economic growth. By 1999, sport contributed about 2.1% to GDP while Agriculture and Tourism 2.8% and 3% respectively (Case for Sport, 2009). Prospects suggest that if it grows at the current trends, it has the potential to surpass Agriculture. South African youth need to be astute in understanding the commercial opportunities that sport presents including the wide discipline of sports marketing and branding and also physical education; biokinetics; coaching; nutrition; sports tourism; facilities management. It is on record that overall sport participation South Africa is on par with the USA which has the highest participation.

Employment Opportunities

Sport creates large numbers of jobs. For the year 2007, it created 40 700 full-time jobs, a further estimated 6900 part-time jobs and about 9500 volunteers opportunities. In sum, this adds up to a total employment figure of approximately 57000 in 2007 (Case for Sport, 2009)

The rapid growth in participation of 4%-5% in various sporting codes and the hosting various international tournaments is a key driver of total employment in this sector.

Household Expenditure on Sport

In developed countries, consumer sport spending is about 1.5% to 3% of total household expenditure. Given that South Africa is at the top side by side with USA on sport GDP contribution, household expenditure on sport could be estimated to be about 2%. It is also noteworthy that sporty people typically play more other sports at social level, thus spending goes beyond traditional sports in which they participate. Another noteworthy observation is that households will spend on sport even when government expenditure on sport is declining (Case for Sport, 2009).

Sponsorship

Sport sponsorship before the recession worldwide was growing faster than most economies and reached a growth rate of 10.6% (BMI Adult SportTrack, 2006). In the period 1990-1992, there was 58% growth in sport sponsorship and this has since grown multi-fold. The report further notes that: "Over the past 20 years, no area of marketing and promotion has grown more robustly than sponsorship. By 2006 direct sponsorship spending had grown from a base of R63m to R2.6bn, representing an annual growth rate of about 19.4%per annum. Adding leverage spent, close to R5bn was invested in local sponsorship in 2006" (ibid).

For the same period, money spent on advertising grew by 16.1% per annum, and sponsorship investment was 7.8% of the amount spent on advertising. It is noteworthy that South Africa compares favourably to major economies. For example, sports sponsorship has been growing at about 18%, followed only by Europe and the Pacific Rim nations at 10.9. In sum, over 80 sport codes have been receiving sponsorship in South Africa.

The sponsorship programs have direct impact on clubs; sports federations and individual sportspersons. Youth need to exploit opportunities presented by the developments, including entrepreneurial and business opportunities.

Sports Tourism

Major tournaments create both domestic and international tourism, involving both the fans and athletes. It contributes 5%-10% of total world tourism value (DEAT and SA Tourism, 2005). Sport contributes to tourism through:

- Business conferences which are often timed to coincide with major sports events, thus mixing business with pleasure;
- The participants and their fans need travel, accommodation and a wide range of services;
- Sport has also been used to showcase the full basket of tourism and business opportunities South Africa offers;

Sometimes individual sports personalities can impact tourism. Tiger Woods is classical example. According to research carried out for the sponsors of the World Match Play, it was estimated that the presence of Tiger Woods , the then worlds number one golfer, in Britain and Ireland for a period of only three weeks would boost the golf economy by £170m, as he would attract extra fans, boost media coverage by at least 25%, generate millions of pounds through tourism, hospitality and sponsorship, and inspire people to try golf for themselves and join clubs (Case for Sport, Years, 2006):

- Sports tourism is in itself a growing industry again presenting no small opportunities for South African youth. Sports Tourism is estimated to contribute R6bn per year to South Africa and this is believed to be far below its potential. At the same time South Africa's tourists come from Africa and in turn this creates further regional economic integration. African tourists exceed those from Europe or America by what margin.

Crime and Violence

Anecdotal information reveals that sport activities among youth has the potential to reduce crime. When youth are busy with sport and feeling valued by the community through sports they have less time to think about crime and to commit it. (Burnett & Hollander, 2006) in The Case for Sport (2006), states that:

'Research conducted by the University of Johannesburg found it was not possible to reach a conclusive finding on the impact of sports participation on crime and security as statistical evidence is lacking. However, following data collection in 18 communities in all nine Provinces (both urban and rural), it was found that seven South African Police Station Commanders attributed a decrease in local 'crime statistics' and 'petty crimes' to the mass participation in programme offered by SRSA as 'boys were kept busy and had less time to do crime, most participants (53%) reported a decrease in 'soft-fabric''

Nonetheless it is generally agreed that sport improves social cohesion and economic participation, and therefore should have a calming effect on the community. It is strongly recommended that school and community sports be actively promoted in drug and gang infested communities.

6. THE INTEGRATED YOUTH DEVELOPMENT STRATEGY

6.1 Introduction

The Integrated Youth Development Strategy (IYDS) is developed at an opportune time when the global community has made a commitment to youth development. The African Union has declared the year 2009-2018 a 'Decade of Youth Development' on the continent. The World Youth Forum declared 2010 an 'International Year of the Youth'. In 2008, the African Continent adopted the African Youth Charter and called upon African countries to sign and ratify the Charter. South Africa signed the charter in 2008 and ratified it in 2009. The ratification of the Charter signalled the country's commitment to improving the plight of youth in the country. The development of an implementation Plan of the Charter will go a long way in ensuring that the objects of the Charter are realised

The adoption of the NYP and the NYDA Act further committed youth in South Africa to further the regional and global commitments.

6.2 Vision

Integrated Youth Development Strategy envisages a creation of a seamless integrated and mainstreamed youth development across public, private and civil society sectors.

6.3 Mission

Enhancing The Employability, Entrepreneurship Development, Employment Creation And Equal Employment Opportunities, For Youth For A Self-Reliant Youth Cadre By Giving All Youth Access To Education, Skills, Start-up Capital and Market Development Services.

6.4 Target Groups

This targets youth between 14 and 35 years of age, with particular focus on:
- Rural youth;
- Unemployed youth;
- Young women;
- Youth in institutions of learning;
- Out-of-school youth; and
- Youth with disabilities

6.5 Economic Participation

6.5.1 Description

South African youth face multiple structural, systemic and socio-cultural challenges that have an impact on their chances of participating in the economy. Relatively low macroeconomic growth rates, poor quality education, low levels of high-value skills, and a low incidence of entrepreneurship means new economic opportunities created are dwarfed by the number of youth coming into the job market every year.

In South Africa, as in many other countries all over the world, youth unemployment is higher than in the adult population and as a result, suffer both income and asset poverty. South Africa is further distinguished by a very large population of young people where 70% of the population is younger than 35 years. Over 55% are people in age brackets 14-35 years old. The NGP mentions that out of 5.96 million who were unemployed as at 31 December 2010, 4.1 million (70%) were youth aged between 15 and 35 years.

South Africa labour force is unique in that it is characterized by long-term unemployment, which in itself is driven by a labour supply that has consistently grown faster than the demand for labour. The public sector constitutes a maximum of 13% of the labour market and as such the big employers are the private sector. The private sector, particularly the manufacturing sector which includes agro-processing, mineral beneficiation and the engineering related disciplines has not grown enough to create the needed employment opportunities. In order for these opportunities to be exploited, there is a need to accelerate professional entrepreneurship among youth.

Currently, only 17% of informal business sector and new business are owned by youth. The Global Entrepreneurship Monitor ranks South Africa very low on entrepreneurship: Accordingly, South Africa is one of the countries with the lowest rates of high-growth entrepreneurs, entrepreneurs whose firms contribute a disproportionate share of all new jobs created. It is also one of the top ten countries with predominantly pessimistic entrepreneurs in terms of growth potential.

Scholars argue that even if there was a maximum education and training to the unemployed, current employers would not immediately be able to absorb that skilled labour. It is therefore logical that there is a need to create genuine, long-term jobs by building advanced entrepreneurial skills amongst university graduates. Research has shown that investing aggressively in young graduate has a disproportionate positive economic impact. Massachusetts Institute of Technology (MIT) has demonstrated that conservatively, if the value generated by businesses created and led by its own graduates were added, that value would equal to the 17th largest economy in the world. This model can be emulated in South Africa over time. The Asian Tigers have also invested aggressively in their high capacity youth. Strategically, priorities should include empowering youth who would in turn create employment opportunities for others. Interventions could include:
- Focus on those who have already obtained tertiary education and build upon their foundation a large entrepreneurial base;
- Mobilize substantial economic and financial resources to invest in key sectors such as agro-processing, beneficiation, ICT and engineering related industries. This includes re-directing CSI and enterprise development budgets of the private sector from welfare and small scale projects to high potential entrepreneurial ventures; maximize technological output to raise competitiveness of industries within emerging markets;
- The students who do not have matric or have not been taken up in entrepreneurship program may be enrolled into the NYS and on short-term, progressed through to various public works programs. Efficient long-term opportunities would typically involve public-private partnerships;
- Well established youth centres should be used to disseminate information. The schools, clinics, FETs and universities could be used as cost-effective measures;
- Start investing in the next generation of leaders by actively facilitating exchange programmes with international institutions worldwide, and gaining exposure by getting work experience in competitive global environments. This cohort will bring an invaluable global perspective and world-class skills back into the domestic markets.

The creation of new Black entrepreneurs to create new businesses is crucial. This would have spin-off on the fiscus and employment through providing opportunities along feeder value-chains. While acknowledging that there are no easy answers to unemployment question, challenges, there is need to strike a balance between the size of the problem and alternatives. The Wage Subsidy if crafted in a way that acknowledges the unique South African situation and minimises the risk of further victimization and replacement of older unskilled work force in favor of youth by companies. An important intervention would be to initiate other direct initiatives around industrialization and youth entrepreneurship. Young graduates should develop high-order and technological skills in order to create a new economy wherein their generation will prosper.

6.5.2 Enabling Environment

The economic sector is largely grounded on industrial policy, labour law and provision or lack of minimum wage regimes. The following interventions are crucial in balancing the interest of both employer and potential employee concerns:

- Labour law needs to be relaxed, especially in the so-called poverty nodes or in the SMME sector in order to encourage opportunities for the youth to gain work experience. The current policy, while protecting the employee, makes it difficult for employers to offer suitable work opportunities that match their own interests while providing work experience for the youth. Quite often, youth are disadvantaged as a result of limited job experience. This strategy will allow flexibility for the employer to provide this valuable job experience needed by the youth;
- The minimum wage regime needs to be reviewed as it hinders the entrance of youth into the market to gain work experience with minimum financial risk to the employer. Youth should be encouraged to prioritise work experience more that immediate financial gain. The foundation for meaningful employment is gaining work experience that builds the youth's knowledge, expertise and productivity. This provides an attractive proposition for the small business or entrepreneur who may want to access the labour pool but has financial constraints;
- Industrial policy must be devolved rapidly to provinces and municipalities where there is high potential;
- There is a need for tax incentives to private sector to support the creation and funding of enterprises developed by the youth;
- Micro Enterprise Finance (MIF) needs to be developed along the same lines as the Grameen Bank of Bangladesh; and
- Quotas must be set aside for youth with disabilities in all economic activities.

6.5.3 Goal

To create opportunities for the full participation of the youth in the South African economy to ensure the prosperity of the individual and the country.

6.5.4 Objectives

- To identify, create and launch sustainable large scale economic ventures for the youth in South Africa, targeting 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 networks owned and controlled by previously disadvantaged individuals that feed into existing large scale corporations;
- To create high-order skills amongst the youth, particular those in sectors such as green energy and social economy, ICT and agro-processing, as a base for the control of the selected target industry;
- To improve accessibility to information with regard to employment opportunities, business advisory services, upcoming youth related activities and programmes as well as funding opportunities;
- 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 ensure equitable participation within the South African economy.

6.5.5 Strategic Interventions

A concerted drive is needed to create a new marketplace, one in which innovative and profitable business models are developed and incubated in order to become the major corporate houses and employers of the future. This will in turn enable the creation of supply chains that provide further employment opportunities for previously disadvantaged individuals, as well as procurement opportunities for micro and small enterprises.

At the same time, the intellectual and soft skills required to promote the development of these enterprises need to be taught and nurtured, particularly among young population who either feel a sense of entitlement or struggle with a lack of information and inspiration. From an investment point of view, there needs to be greater education on capital being placed in high growth industries, and the need for promotion of technological advancements.

The strategy for Economic Participation will address the following dimensions:

- The individual: Providing information and training to cultivate the entrepreneurial mindset;
- The organization: Developing and incubating profitable business models and organizations;
- Markets: Creating value-chains that serve as feeders into the organizations, providing access to markets and policy advocacy that continues to stimulate the market; and
- Value networks: Access to peer networks, as well as national and global networks that enable the scalability of the organization.

The interventions should fall into two categories: Those that improve the quality of the supply of labour and those that increase the demand for labour. In simple terms, South Africa already has a large number of people who are willing and ready to work, they constitute the supply of labour. However these people may not be at the right level of quality, for example:

- They may not have enough generic learning skills that make them trainable due to poor primary and high school education;
- They may not have a wide range of skills that make them flexible enough to take on different jobs as the market changes. For an example, a mechanical engineer can be a mine manager or even lead other types of manufacturing operations;
- They may not have enough management, leadership and interpersonal skills;
- They may not have well developed technical skills such as artisans; technicians, teachers, nurses or engineers;
- They may not fully understand how to position themselves and market themselves in the labour market;
- They may need meaningful work experience; and
- Work ethic and leadership skills.

On the employer side, the focus is on:
- The drive for marketing their products: Growing markets ordinarily calls for expansion of production and marketing capacity;
- Financing and the cost of financing;
- Profit margins;
- Productivity per employee; and
- They typically will recruit good employees and prefer a market with an abundance of high quality labour.

The funding for youth development can be obtained as follows:
- The CSI and enterprise development budgets need to be channeled into public-private partnership schemes where government leverages such funds and augments them with its own investments. An example of the practical implementation of such programmes can be found with the Business Trust's coordination of CSI funding into key initiatives that are aligned with the national development priorities;
- Re-directing learnership and SETA funding into supply side development including supporting the industrial policy projects directly by supporting new businesses and expanding businesses more aggressively where youth are involved. SETAs must be directly aligned to the NGP;
- Targeting a subset of the additional funding for job creation set aside by the Department of Economic Development (R102 billion) for investment in a capital fund for new ventures by youth thereby stimulating labour demand; and
- Greater coordination of existing funds for entrepreneurship, such as those available through The Business Place, Raizcorp, Endeavour and NYDA.

Success Indicators:
- In this case labour absorption in NGP must be at least 50%, where 50% of new jobs go to young South Africans and perhaps at 30% of all funding for new business must also go to young South Africans.
- Create 250,000 jobs a year from 2012/2015 in the infrastructure sector;
- Create 1,270,000 jobs by 2020 in economic sectors (agricultural, mining, manufacturing, tourism and other high level services);
- Create 300,000 jobs by 2020 and a further 100,000 jobs by 2020 in new economies (green and knowledge economies);
- Create 260,000 additional jobs by 2030 in the public works, local economic development sectors;
- Create 60,000 additional jobs by 2015 and further 90,000 by 2020 in spatial development sectors;
- Create and fund 100 new entrepreneurial initiatives by 2015;
- Identify and train 375 talented youth (top tier) on entrepreneurship by 2015;
- Create and develop 50 new feeder supply chains by 2015;
- Provide 1000 job placements for youth by 2015; and
- Reach 500 schools and community structures with information on youth opportunities by 2015.

Youth employment will reduce by hundreds of thousands per annum and perhaps the first million will be absorbed into the labour market in the first five to seven years of the strategy.

6.6 Education and Skills Development

Educations

6.6.1 Description

The strategy builds upon the gains and opportunities resulting from the overall transformation in the sector. Government has made significant progress towards meeting the MDG targets and attaining free quality education for all as premised in the Freedom Charter. Furthermore, the establishment of the two education departments has created opportunities for dedicated and targeted interventions and goals.

Policy compliance by institutions of learning and support systems has improved. To a large extent, government has made great strides in mobilising and allocating resources, with a bias allocation of funds towards the needy schools. Furthermore, through the school nutrition programme, a significant number of poor children have food on site. In addition, financial support for needy students in the FET and higher education institutions has increased by significant margins, hence increase in enrolment.

However, there are still lingering systemic and contextual backlogs that continue to hinder academic achievement for youth. These include:
- Inadequate foundational grounding in lower grades, particularly in schools serving historically disadvantaged communities as measured by low rates of academic performance in senior grades and higher education institutions;
- The backlogs of separate development across the racial groups and the emerging class disparities. These have the potential to undermine the gains of the transformation projects and derail inclusive progression in national development goal;
- Notwithstanding, the system does not have clear programmes to help youth in career choices and paths;
- Socio-economic conditions and educational levels for youth from rural and poor communities do not help in improving the quality of education;
- Crippling poverty and inadequate educational attainment among young parents has far-reaching impact of their children educational progress; and
- Lack of adult supervision and child-parenting impact on educational progress, vulnerability to risky social activities and early drop-out.

6.6.2 Problem Statement

Despite increased enrolment in schools, a lot of learners do not finish their school. Teenage pregnancy, child-parenting and poor infrastructure in most rural and township schools impact largely on learners' chances to optimise their educational and skills development opportunities.

A large number of university students do not complete their programmes, with a significant number dropping-out in their first year of enrolment. The lack of quality in foundational education, especially in African school communities, impact negatively on students in the later stages of their learning experiences as exemplified by high enrolment and low graduation rate in higher education institutions. Also, it appears that there are no effective support systems to support such students. The 20% average exemption pass rate in Grade 12 implies that growth in student enrolment in traditional academic universities is being systematically dwarfed due to the shrunk feeder sub-system.

FET colleges lack the necessary opportunities and support systems to attract enough students. Also, funding is still not adequate enough to cover full students' costs, upgrade infrastructure, and to tackle poverty-related challenged facing individual learners.

Poor career choices for students entering higher education institutions. The high rate of unemployed university graduates suggests that the products are either unemployable or it is the size of the economy that is just too thin be shared. This may as well suggests that the system does not have the capacity to organise and channel youth into appropriate education sub-systems.

6.6.3 Enabling Environment

- The establishment of two education departments creates an opportunity for dedicated focus on both basic and skills development
- The policy guidelines; NGP, iPAP and the HRDSA have laid a solid foundation upon which economic drivers could be built.
- The pro-poor education policy makes it possible for poor youth to access education and to acquire the necessary skills. By law, no institution can deny learners or students an education on the basis of their parents' financial condition. Policy forbids public educational institutions to unfairly discriminatory practice.
- Communities are better organised and together with government, consultative protocols with the various role-players and stakeholders have been established. This has created opportunities for communities to actively participate in decision makers.
- Government's student loan (NASFAS) for post-schooling education has increased exponentially and more deserving students are benefiting.

The industry-based skills development strategy (NSDS III) creates an opportunity for the standardisation, coordination and enhancement of skills development interventions, particularly on the SETAs.

6.6.4 Goal

To create opportunities for all young citizens of the Republic to access quality education and skills that respond to the needs of the economy, industries and the society.

6.6.5 Objectives

- To ensure that all children of school-going age are in school and successfully complete Grade 12 by 2014;
- To improve FET enrolment and retention, facilitate workplace placement for students and graduates;
- To increase access to priority programmes and success rate in higher education
- To professionalise Youth Work ;
- 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

6.6.6 Strategic Interventions

School Education

Retention and Progression

Drop-out rate and low exemption level in Grade 12 are two of the most pressing challenges facing youth and education in the country. The alarming reports about widespread teenage pregnancies, especially among school-going youth, are an antidote of the large-scale risky social and sexual behaviour amidst the escalating substance abuse and ravaging impact of HIV/AIDS. Not only do these young people drop-out of school prematurely, they also risk their own health and welfare. Furthermore, the lack of resources and poor quality at lower grades has far-reaching effects on the learners' performance in the later stages of their schooling.

Interventions:

- To ensure that all children of school-going age are in school and successfully complete Grade 12 by 2014;
- Launch a sustained campaign on 'Back to School Campaign' targeting pregnant girls and other out-of-school youth;
- Accelerate the provision of well-resourced and functional libraries in all public schools;
- Upscale QIUDS-UP to improve the quality of elementary, foundational phase and lower grades in all schools;
- Career guidance in schools and public career exhibitions programmes targeted mainly at communities that do not have access to such services;
- National campaigns on narcotics and drugs, and, underage youth and alcohol.

Coordinate integrated youth programmes in collaboration with key stakeholders and role players. The comprehensive programme will include expansion of :
- Peer Education Programmes;
- Girl and Boy Education Movements (GEM and (BEM); and
- Coaching Clinics/Youth Centres/School clinic

Policy Intervention 1: Review of the current age restriction for alcoholic beverages.

Policy Intervention 2: To provide for the provision of teaching assistants in poor performing public schools;

Policy Intervention 3: To extend study time for learners in secondary schools: This may include the re-introduction of morning and/or afternoon and/or weekend compulsory contact time study sessions or compulsory winter schools for learners in senior phases or whatever arrangement that is deemed convenient for peculiar school circumstance.

Success Indicators:

- All schools have libraries and career guidance educators or have access to such resources and services by 2014.
- Grade 12 pass rate increase to 80% by 2015 with at least 50% achieving exemptions.
- Each school has a youth-led club.
- Pregnancies among learners reduced by 95% in 2013.
- Decline in the levels of drug abuse and alcohol consumption among young people.
- Each school conducts at least four career guidance sessions or expos every year beginning in 2012 going forward.
- All schools have assistant teachers to provide remedial lessons by 2014.

Infrastructure

Most rural and township schools lack basic infrastructure and recreational facilities. This affects learners' chances to optimise their varied potentials; particularly in sport, arts, educational and skills development.

Intervention:
- To mobilise for the development of infrastructure in poor schools and communities;
- Mobilise municipalities' resources and business to invest in community-based infrastructure, learning centres, libraries and recreational facilities.

Success Indicator:
Each community to have at least a library/learning centre/safe recreational facility by 2013, depending on the contextual peculiarities and community priorities

FET Colleges
The current status of FET colleges makes them unattractive to prospective students. Most of them lack physical infrastructure comparable to higher education institutions and private colleges. Historically, funding in this sector had been inadequate compared to that of the other sub-systems. Furthermore, technical stream courses had never received enough attention, and the failure to project the image of these institutions has created a stigma. There is a connection between perceptions about FET and the historically inferior status of 'Technical Colleges' or 'Ambaag' as they used to be called. Furthermore, the curriculum and the tutorship fall short of producing the quality of labour force required the labour force. In addition, the institutions do not produce the required numbers of artisans to meet the growing demands of the industries.

Interventions:
To improve FET enrolment and retention, facilitate workplace placement for students and graduates

1. Programme-Related
- Design training programme that aim at streamlining and aligned to the industry skills needs, supported by continuous research;
- Attachments of colleges to Universities and accreditation; and
- Policy review on assessment; progression and certification criteria.

2. Leaner-Related
- Improve environmental conditions including infrastructure, recreational facilities and provision of on-site food;
- Encourage students to follow careers in technical skills
- Facilitate for the placement of students in workplaces
- Re-introduction of and support for community colleges, especially those that provide technical skills education, for upgrading the standard of education in general and training of out-of-school youth in particular.

3. College Related
- Infrastructural investment, ICT facilities and practical workshops;
- Policy on the language of teaching and learning;
- Improve lecture qualifications;
- To create opportunities for out-of-school youth to enroll for FET courses; and
- To create opportunities for workplace experiential training programmes with employers.

Success Indicators:
- All colleges have infrastructure and facilities of high standard by 2013
- All learners receive scholarship and free bursaries by 2011 going forward
- Increased enrolment of young people in FET colleges, of about 70% of the target as set out in the NGP
- University accredited programmes by 2012 going forward
- Graduate placement programme by 2012 going forward
- Database of all graduates and their employment profiles by 2012 going forward

Higher Education Institutions
Significant lots of university entrants, largely Africans, fail to complete their academic courses with numbers dropping-out during the first year of their studies. Most of these students are often lost to the system, often without traces of their activities. What is also observed is the low enrolment of students in SET and education fields, areas which have been identified as critical. Additional funding for students aspiring to become educators should be established. Also, most universities do not provide for youth work courses.

Interventions:
- To increase enrolment, access to priority programmes and to improve success rate in the sub-system
- Facilitate the transition of learners from high school to university through targeted support programme. These would include bridging courses for those learners who did not get higher scores to enable them to enroll for priority courses.

Policy intervention on languages to bridge the gap between student's language difficulties and knowledge development.
Establishment of satellite and specialized colleges of education. These institutions should be attached to universities and offer degree courses.

Success Indicators:
- Increase number of teachers;
- Bridging courses and academic support centres in universities;
- Increased number of students enrolled in priority or scares-skills programme;
- Increased enrolment, retention and 95% success rate;
- Language policy in the sub-system; and
- Youth Work is introduced in 70% of the university as a special course.

Skills Development

Description

The departure of policy from capital to a more labour intensive economic design has shifted from predominantly academic concentrated to technical and vocational skills development. With the high shortage of skills in the labour force, all educational institutions have a renewed mandate to accelerate growth in enrolment and graduation rate, particularly in technical and technological areas. The institutions have an obligation to deliver on the skills requirements as spelt-out in the NGP, NSDS III and other government programmes.

As clearly articulated in the NSDS III, each SETA should set targets and account on their activities at intervals. All training initiatives should be linked to career path and job opportunities. In order to attain its stated goals and to meet the needs of the majority of youth in the country, the following interventions should be undertaken:

Interventions:
- To accelerate skills development in priority areas as targeted in the broader national policies;
- Establishment of community colleges;
- Massive enrolment of students from 2011 going forward;
- All the institutions must make provisional measures for youth, who are out of school due systemic exclusion from education, have a second chance to an education;
- FETs and SETAs should facilitate special packages to include out-of-school youth as beneficiaries; and
- The SETAs must target at 70% youth as beneficiary of all programmes.

Success Indicators:
- 70% of the 30 000 engineers produced by 2014 are youth;
- 70% of the 50 000 artisans produced by 2015 are youth;
- 70% of the 1.2 million workplace skills produced by 2013 are youth;
- All learners in public schools have basic computer knowledge; and
- 70% of youth are enrolled in SETA programmes.

6.7 Youth Work

Description

Youth work is about acknowledging and recognizing practitioners who are involved in capacitating or servicing young people by affording them opportunities to work as skilled or professionals, based on their accredited qualifications, which can also be obtained through the Recognition of Prior Learning (RPL). It is thus critical to aggressively drive the process of professionalising Youth Work so as to strengthen its quality and effectiveness in making an impact in the social economy and welfare.

6.7.2. Problem Statement

While important, youth development work has largely been informal with limited impact on the overall societal challenges and individual development of Youth Workers themselves.

The literature and opinion polls reveal that, in South Africa, there is a limited understanding of what youth work entails and what its importance and opportunities are. This is exemplified by the limited number of higher education institutions that are offering youth work as a professional qualification. It noteworthy that some of the universities which at some point offered Youth Work as an area of specialty have ceased to do so. This can be attributed to the lack of demand for the qualification as very few students were registered for related courses. This situation may be exacerbated by the fact that there is no regulatory framework for the professionalisation of Youth Work in South Africa.

It thus becomes imperative for the relevant government departments, including the DSD, in partnership with the NYDA and COGTA to spearhead a process of recognizing Youth Work through SAQA accreditation processes, and to award particular NQF levels.

6.7.3 Enabling Environment

There is currently no policy guideline on Youth Work. However, there is a general consensus that there is a need for such a profession, especially in the light of growing social conflicts besetting communities. Currently, there are many youth development workers in the country though their activities and quality are not consistently monitored and reviewed.

6.7.4 Goal:

To facilitate the recognition of Youth Work as a profession

6.7.5 Objectives:

- To ensure the recognition of Youth Work as a profession;
- To create awareness on the importance of professionalization of Youth Work; and
- To develop legislation to regulate Youth Work.

6.7.6 Strategic Interventions:

Professionalization of Youth Work: A youth work statutory council should be established. This statutory body would thus develop the unit standards Youth Work in South Africa. Secondly, and importantly, higher education institutions have to be lobbied to offer qualifications on Youth Work.

Promotion of Youth Work profession: DBE should play a lead role in advocating for Youth Work as a career, through career guidance and counseling programmes. Higher education and training institutions should provide and promote academic programmes on Youth Work. This would ensure that the profession becomes a viable choice for students enrolling in these institutions.

Success Indicators:

- Regulatory framework on the professions;
- Professional council;
- Introduction   of the profession in FET and universities; and
- Increased number of enrolment into the profession.

6.8 Health and Wellbeing

Description

This strategy is premised on the definition of health adopted by member states of the World Health Organisation (WHO) that refers to more than the absence of illness and injury. It includes a range of social circumstances such as young people's sexual behaviour and the associated risks of unplanned pregnancy and STD, crime and violent behaviours. Behavioural changes and access to quality care for young people are very important and interventions for youth development must therefore take cognisance of these, addressing access to all health services (programmes and facilities), improved healthcare and healthy lifestyle choices.

In South Africa, the main health challenges facing the youth are high mortality rates, exacerbated by the high HIV prevalence; risky sexual behaviour resulting in teenage pregnancies and the spread of STDs; substance abuse and limited access to healthcare services.

Problem statement

There are high mortality levels among youth and in terms of absolute numbers, this may be due to HIV/AIDS related deaths amongst this population. The increase of mortality rate amongst youth is noticeable in the age group of 25 – 29 years. The highest death rate in the country is in the age group of 30 – 34 years.

The youth also experience the highest levels of HIV infection; the most affected young people are those in the ages of 25 to 34 years. Survey data on HIV prevalence indicate that young women are worst affected. For example, the prevalence of HIV among females between the ages of 25 to 29 years was three times higher than the national average and twice as higher than young males in the same age group.

The 2nd South African National Youth Risk Behaviour Survey (2008) and the Status of Youth Survey (2003) confirmed that a significant proportion of young people are engaged in risk behaviours involving sexual activities including school children resulting teenage pregnancies; use and abuse of substances including hard drugs; violence behaviours and associated injuries.

A number of factors limit access to health services for young people. These include unfriendly facilities resulting in young people seeking help outside the formal health system and lack of access to medical aid. Health data indicate that about 13% of young people have access to medical aid as compared to over 20% for the adult population.

Enabling environment

Since 1994, the South African health system has undergone major legislative and policy reforms, policies, programmes, and infrastructure as well as service delivery interventions. Much of the legislation affecting the health and safety of young people applies also to other age groups, but there are also specifically youth-oriented measures. The Health Act of 2003 which paved the way for the reforms introduced free health care for pregnant women, children under the age of six years and people with disabilities. This was later expanded to all primary health care services. Primary Health Care (PHC) services have been made available to all health facilities in the country. The Termination of Pregnancy Act of 1996 was introduced to ensure provision of a free service, catering for women of any age, including minors, and is intended to address also the major problem of unwanted adolescent pregnancies. Child grants are provided to mothers who are not working and do not earn an income to support their children.

South Africa has developed national policies and strategies for HIV and AIDS, strategy support programmes that provide education and information, prevention of HIV/AIDS including distribution of free condoms in all public places, prevention of mother to child HIV transmission, treatment and care of HIV& AIDS infected and affected people.

There are also a number of campaigns directed to young people on health and wellness such as Love Life. The campaign to integrates information and advice about HIV/AIDS and its prevention with a lifestyle message that attempts to speak to the concerns and interests of those entering or in the early stages of sexual maturity. The organization also runs the National Adolescent Friendly Clinic Initiative (NAFCI) which provides health care services to young people, bypassing the negative attitudes of some health staff.

Numerous policies and programmes, often reaching across the boundaries of health and education, serve young people and point ahead to further initiatives; these include the following:
  • The 2003 Department of Health School Health Policy and Implementation Guidelines address the question of learners' health in the contexts of their
    communities
  • The Policy Guidelines for Youth and Adolescent Health respond to the health and well-being of adolescents and youth between the ages of 10 and 24
    years
  • Life skills training in schools include such topics as nutrition, HIV/AIDS, safety, violence, abuse and environmental health

Other legislative frameworks include:
- Tobacco Products Control Amendment Act of 1999, which put in place controls on the sale and use of tobacco products that are among the most stringent in the world;
- Prevention and Treatment of Drug Dependency Amendment Act which provides for the creation of a Central Drug Authority to oversee initiatives in this area, and in particular to develop a National Drug Master Plan; and
- DoE's 2002 National Policy on the Management of Drug Abuse by learners in schools and FET institutions.

Goal:

To improve the health and wellbeing of the youth to allow them to lead productive and fulfilled lives.

Objectives:

- To ensure that youth are brought up and live in environments conducive to making healthy choices;
- To reduce HIV infections and AIDS amongst young people;
- To improve access to youth-friendly health-related programmes and services; and
- To improve multi-sectoral partnerships on strategies targeted at youth.

Strategic Interventions:
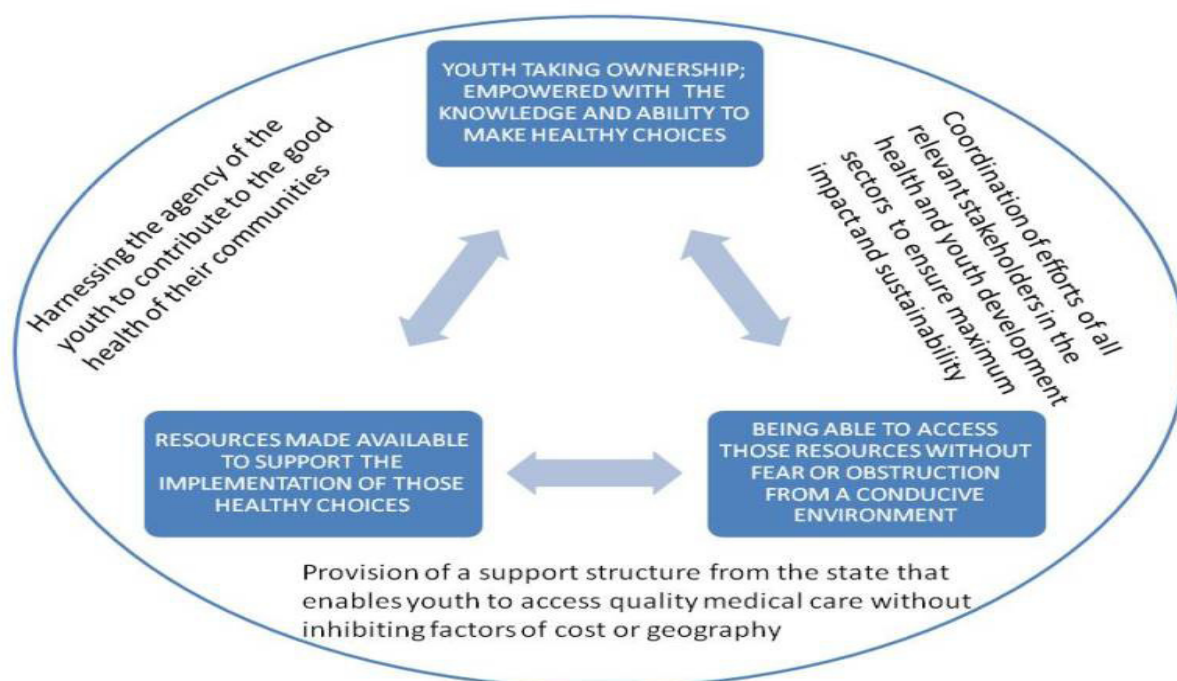
In order for this strategy to be holistic and integrated, the following areas need to be examined from the perspective of the youth:
- To ensure that youth are equipped with the knowledge and support to make healthy lifestyle choices
- Customize and implement a behavioral change programme that is focused on youth risk behaviours. This needs to be designed and implemented at large scale and must involve communities where young people live. The programme needs to make use of mass communications elements as well as personal interaction and peer-to-peer learning. The programme will focus on sexual behavior, substance abuse, obesity and healthy lifestyles;
- Scale-up Information, Education and Communication (IEC) efforts targeted at youth, especially for those in rural areas whose access to media and employment opportunities is below average;
- Schools to reinforce teaching of healthy lifestyle choices in Life Orientation curriculum and through the use of extra-curricular activities;
- Review policy on minimum age for access to contraceptives; and
- Review policy on the minimum age for access to alcohol.

Success Indicators:
- Number of youths reached by mass media messages;
- Number of youths reached by peer learning programmers';
- Number of youths reached by educator-facilitated activities in school;
- Decrease in substance abuse;
- Decrease in risky sexual behavior; and
- Decrease in mortality rates of youth in communities.

To reduce HIV infections and AIDS amongst young people
- Initiate a comprehensive mass media HIV/AIDS campaign to encourage young people to undertake HIV testing. The campaign should be underpinned by the key messages of: Abstain, Be faithful and Condomise (ABC);
- Supplement current programmes to ensure easy access to condoms;
- Collaborate with DOH to ensure that VCT health services are youth-friendly; and
- Review the need, potential and conditions for male circumcision to be included in the national HIV/AIDS preventative policy.

Success Indicators:
- Increase in number of youths undertaking VCT;
- Decrease in new HIV infection rates among youth;

To improve access to youth-friendly health-related programmes and services.
- Roll-out a program that trains current community health workers on how to sensitively and effectively work with the youth on difficult issues; and
- Promote the use of non-threatening environments within communities (e.g. schools, community centres, community-based organisations, etc.) for the delivery of healthcare services and the easy and safe access of contraceptives for the youth. Through these facilities, young people can also freely access counseling services, advice on family planning, teenage pregnancy counseling and other related traumas.

Success Indicators:
- Numbers community health workers trained;
- Increase in number of youths accessing community health centres;
- Decrease in teenage pregnancies; and
- Decrease in new HIV infection rates among youth.

To enable youth to access quality medical care
- Review the status of the National Health Insurance Policy, and ensure a focus on implementation with youth in underserved areas;
- Review the need, potential and conditions for free provision of gynaecological services to girls and young women in underserved areas; and
- Review the focus of access to healthcare services including the provision of Primary Healthcare Services to the youth.

Success Indicators:
- Increase in number of youth able to access healthcare services
- Enhanced quality of healthcare services provided

To enable young people to become agents of change in the health and well-being of their community
- Strengthen and train youth to act as community health workers. Launch a program that would have the potential of creating jobs for young people at local levels while at the same time giving youth the opportunity to provide grassroots level care to their peers. This should be done together with the community colleges for the provision of training

Success Indicators:
- Number of youth trained
- Number of youth practicing as community health workers

To develop the capacity of the community to support healthy choices for youth
- Initiate intervention geared towards promoting family and community conversations on healthy lifestyle choices through community structures such as schools, church groups and community associations
- Include issues of healthy living within a national moral regeneration campaign

Success indicators:

• Greater awareness of the issues or challenges or context of the youth as related to their health and wellbeing

• Events or forums with a health focus initiated and run by the community

• Decreases in disease or illness

To improve multi-sectoral partnerships on strategies targeted at youth

• A multi-sectoral response health and wellbeing issues that afflict the youth. For example, with respect to HIV/AIDS, early pregnancies, and substance abuse, leadership and support needs to be provided through basic and higher education department and other relevant departments, CSOs and the private sector to help s ale-up IEC, prevention and, where applicable, treatment efforts;

• NYDA has a significant role to play in coordinating the various responses to health issues for the youth from all stakeholders. This can be done through the inter-department forums hosted by the DOH.

• Reinforcement of messages on the availability of contraceptives by government and by the private sector within corporate social investment programmes implemented in communities

Success Indicators:

• Increased coordination between sectors on health care efforts for the youth;

• Forums or platforms for the exchange of information;

• Reduced duplication of efforts; and

• Increased number of youth reached.

6.9 Social Cohesion and National Youth Service

Social Cohesion

6.9.1 Description

This strategy on social cohesion is about enabling youth to participate fully in the society by promoting existing positive bonds. However, it must be understood that social cohesion becomes an amorphous concept in contexts where the economic needs of citizens are not addressed.

Young people should be nurtured as individuals, citizens of their communities and as key stakeholders. They should be empowered to make responsible decisions, responsibility for themselves, for others and the environment, and act as agents of positive social change. The working definition of social cohesion for the youth development sector is:

"Social Cohesion is a process where a group of people with the same ideals or a common purpose come together and mobilize to realize a common goal and to make a difference."

This strategy takes into account that vulnerable youth groups, such as youth with disabilities, youth at risk and youth heading households are among those susceptible to being stigmatised and to being left out of the mainstream society, unable to access opportunities, resources and benefits.

6.9.2 Problem Statement

For various reasons, young people have found themselves on the margins of critical national activities and values. South Africa has seen a marked increase in service delivery protests. In 2008, communities experienced one of the worse xenophobic attacks in contemporary South Africa. This lack of cohesion is exacerbated by growing inequalities in our communities. A significant proportion of the youth are in conflict with the law, yet there are few appropriate rehabilitation and diversion programmes. The lack of adequate infrastructure and facilities in communities, particularly in Black townships and villages limits youth participation in sports, arts and culture activities, especially youth with disabilities.

To exacerbate the problem, youth do not have a good understanding of their national identity in which they can be proud. While the teaching of national symbols is integral to the school curriculum, there is a low level of knowledge on national symbols or heritage. The historical context of the country, combined with frustrations based on the lack of service delivery in communities, poverty, inequalities and unemployment, intolerance and broken families have had a significant impact on the shape and structure of the society.

The resultant characteristics of such a society include fear, ignorance, high crime rates, intolerance, xenophobia, a lack of ownership in the growth of the country and community, and a disempowered and disenfranchised youth. A UNDP report on social cohesion notes that the absence of social cohesion is often associated with "increased social tension, violent crime, targeting of minorities, human rights violations, and ultimately, violent conflict. Social cohesion is about tolerance of, and respect for, diversity (in terms of religion, ethnicity, economic situation, political preferences, sexuality, gender and age) both institutionally and individually"[45].

45   *UNDP (2009); Community Security and Social Cohesion: Towards a UNDP Approach*

Some of the issues that the IYDS seeks to address under the Social Cohesion thematic include:

- Youth civic participation as reflected by voter registration statistics has historically been high although tendencies towards stagnation and even decline have been detected;
- Lack of participation (at about 70%) is typically a function of sheer lack of interest and/or lack of access to suitable facilities;
- There is similarly limited access, both in and out of school premises, to facilities, equipment and guidance for young people interested in and with the talent for arts and cultural type activities and careers;
- Youth with disabilities and those heading households are particularly disadvantaged in all areas of socio-economic access and development;
- More than a fifth of the people in custody and other correctional facilities are young people; and
- There is very little evidence-based assessment of the impact of various initiatives on different aspects of Social Cohesion such as awareness of and respect for national symbols and patriotism.

6.9.3 Enabling Environment

South Africa is a one of the most liberal constitutions in the world with affirming Bill of Rights. In its preamble, the Constitution reads:

"We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to heal the divisions of the past and establish a society based on democratic values, social justice, and fundamental human rights; lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; improve the quality of life of all citizens and free the potential of each person, and build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations;" (1996).

6.9.4 Goal

To ensure patriotic participation and inclusion of all youth in the affairs of the country in a way that empowers them and builds more stable, safer and more cohesive communities.

Given South Africa's divided past, the primary goal of the thematic area is to create cadres that are fully engaged in civic matters and exudes a keen awareness of their environment underpinned by a shared national responsibility, vision and identity. The Social Cohesion vision is build young people who share in the pride of being South Africans, honouring and cherishing the values and founding principles of our Constitution.

6.9.5 Objectives

- To extend and deepen opportunities for youth by engaging them in political and civic participation;
- To provide opportunities for the development of youth leadership and strengthen civil society voice;
- To promote cultural diversity and respect;
- To build national identity and pride;
- To build a NYS corps that enables participation of the youth in the development of the country and to hone their own skills; and
- To ensure the participation, integration and opportunities are extended to vulnerable youth groups.

6.9.6 Strategic Interventions

Social exclusion can be political, economic, social and/or cultural. The Social Cohesion programmes proposed in the IYDS should be read within the broader context of improving youth outcomes in all the thematic areas of the NYP. Thus on the one hand, intervention on Social Cohesion as a theme will be sensitive to the needs of the target groups. This will include the implementation of the following:

- Supporting youth networks that connect young people;
- Developing a shared sense of belonging and civic responsibility;
- Building trust and fostering respect between youth from different communities and backgrounds; and
- Increasing participation and active engagement on common issues of governance, civic responsibility and voluntarism.

The IYDS seeks to elevate public education about the Constitution and citizenship. This would involve engaging the DBE, DAC and SRSA. The IYDS flagship programmes designed to promote Social Cohesion include: 'Civic and Citizenship Education Programme (CCEP)', 'Civic Shared Social Responsibility Programme (CSSRP)' and 'NYS'.

Civic and Citizenship Education Programme (CCEP)

A programme seeks to communicate information and knowledge about South Africa's history and heritage, its political and legal institutions, the social and cultural diversity of its people and the shared values of freedom, tolerance, respect, responsibility and inclusion. The aim is to promote a national identity, instill pride and to encourage optimism among the youth.

6.9.7. Objectives:

- To reinforce teaching on cultural diversity and citizenship within the Life Orientation of the school curriculum;
- To build awareness on social diversity and citizenship within the broader youth population;
- To reinforce teaching on South African heritage;
- To build awareness on national heritage within the broader youth population; and
- To integrate national pride and ownership into the work of youth-oriented organizations.

Civic Shared Social Responsibility Programme (CSSRP)

With rights come responsibilities, and the CSSRP will promote young people's participation in South Africa's democracy by equipping them with the knowledge, skills and values for active and informed citizenship. The idea is to encourage youth leadership, social entrepreneurship and stronger networks among the youth, their peers and their communities.

6.9.8. Objectives

- To promote social entrepreneurship within schools and among out-of-school youth;
- To increase participation of youth in governance of the country; and
- To create spaces for youth in communities to actively participate in sport, arts and culture, and other recreational programmes in order to interact with peers, build networks and receive relevant social cohesion messaging.

The National Youth Service

This is a structured volunteer programme that seeks to harness the potential of the youth in the country while affording them the opportunity to develop their skills and acquire work experience. The programme will provide volunteering opportunities that vary in duration and relevance to different age-groups.

Strategic Interventions:

- To extend and deepen opportunities for youth by engaging them in political and civic participation.
- Create school-level programmes that promote enthusiasm for social entrepreneurship in communities through practical engagement with social projects;
- Promote social entrepreneurship programmes as an alternate source of economic opportunity with out-of-school/out-of-work youth in rural communities;
- Create a campaign on Youth Day that focuses the youth on community volunteerism as a forward-looking programme to commemorate the day. Relevant policy to entrench this new direction may be required
- Continue the drive for unstructured volunteerism by the youth to commemorate other significant days on the South African calendar that relate to cultural and national heritage; and
- Develop a standardised model for the implementation of the NYS

Success Indicator:

- Increase of school-going youth engaged in community development or social projects;
- Number of youth reached and trained in social enterprise development;
- Increase in number of social enterprises created by the youth in communities;
- Increase in youth participating in voluntary projects on Youth Day and through the year; and
- Reaching of stipulated targets for participation in NYS Business Plan.

To provide opportunities for the development of youth leadership to strengthen civil society voice.
- Collaborate with Parliamentary Millennium Project and other stakeholders on the revival of the Youth Parliament as a means to build youth leadership;
- Create youth forums to encourage participation in decision and policy-making in a meaningful way, and create opportunities for them to interact with each other. This should allow young people to interact with government, particularly at local level, to participate in and shape community priorities and service delivery programmes. Youth should be empowered to monitor the progress of their municipalities
- Create youth recreation centres in all communities so that the youth could actively participate in local recreation programmes; arts and culture or sporting activities.

Success Indicator:

- Functioning and productive Youth Parliament that involves youth in public sector issues;
- Forums on the community, district, provincial and national level that allow for self-expression by the youth;
- Increased voter registration; and
- Youth recreation centres created in communities, with a special focus on rural areas.

To promote social and cultural diversity and respect. Various awareness and sensitisation programmes have to be established to achieve this, including:

- A national programme Incorporated into the schools' Life Orientation, through a dedicated module.
- A national programme that uses indigenous sport at schools and at community level as a platform for inculcating cultural diversity and integration;
- Use of Arts and Culture platforms and communications channels to convey social integration messages;
- Supplementing mass media communications programmes on cultural and ethnic differences that currently exist with integrated messages that are directed primarily to the youth; and
- All programme messaging to include sensitisation for the youth on people with disabilities.

Success Indicators:

- Increase in cultural awareness programmes at schools;
- Increase in understanding of and sensitisation towards disabilities;
- Growth in number of culturally-aware students at schools;
- Number and spread of indigenous sport events and festivals at schools; and
- Number and spread of indigenous sport events in rural communities

To build national identity and pride: There are several existing programmes particularly in primary and high school from which programmes to promote national identity and the pride could be extended:

- Schools need to be mobilised to reinforce the teaching of values and heritage of the country as well as national symbols;
- Supplement communications programmes on national identity and pride in the mass media with messages that are directed at youth;
- Work with youth development organisations to enhance current services and programmes with targeted modules that build a sense of ownership and belonging

Success Indicators

- Increase number of school youth who are optimistic about their future and national pride;
- Increase number of youth surveyed on national identity and pride;
- Long-term decrease in xenophobic incidents committed by the youth; and
- Increased quality and comprehensiveness of programmes offered by youth development organizations, including national identity elements.

To provide a support structure to steer youth in conflict with the law or at risk thereof, towards healthier and better choices.

- Provide support for the scaling up of diversion and restorative justice programmes working with the youth in communities, schools and institutions of higher learning;
- Schools need to reinforce the teaching of more peaceful conflict resolution mechanisms and tools;
- Increased and support for rehabilitation institutions for youth
- Review labour legislation that impedes youth offenders gaining access to employment opportunities. This may also require review of legislations that would enable them to avail financial and business support to enable them to access entrepreneurial opportunities

Success Indicators

- Decrease in youth offenders;
- Increase in reach of diversion and restorative justice programmes; and

To extend and deepen opportunities for youth with disabilities to aid their equitable integration in society.

- Extend interaction with government departments and relevant stakeholders implementing the other aspects of the IYDS (Education, Economic Participation, Health and Well-being) to ensure the integration of youth with disabilities in their strategies;
- Review BBBEE strategy quota on people with disabilities;
- Evaluate implementation of quota and review policy incentive to ensure uptake of people with disabilities in the workforce; and
- Initiate forum on accessibility issues in schools with DBE to review challenges on implementation of policy.

Success Indicators:

- Youth with disabilities integrated into departmental strategies;
- Increase in implementation of disability quota in BBBEE Code; and
- Increased access to public ordinary schools for youth with disabilities.

6.10 Sport and Recreation

6.10.1 Description

South Africans are participating in sport faster than the population growth rate. However there obvious opportunities and initiatives that needs to be undertaken. This involves the clear identification of the most promising sporting codes with targeted interventions:

- Support school sport through coaching and facilities in the priority sporting codes;
- Develop coaches for priority sports in populous and disadvantaged areas;
- Identify sports development niches such as boxing in the Eastern Cape's border region and focus resources for multi-disciplinary sports development;
- Open opportunities for scares skills development for sports administrators in priority sports;
- Develop a large cohort of sports scientists to support the development of priority codes;
- Develop proper tournaments socially and competitively through the various sports confederations and federations. For example, veterans and 'madala' competitions must be given a good platform side by side with junior tournaments;
- Create a properly coordinated structure and system for supporting sport including universities, high performance centres, sports federations, provincial and local government; and
- Develop a programme for youth economic participation in the sport value-chain including ownership of sports clubs, brands and rights.

6.10.2 Problem Statement

South Africa is a nation of extremes. On the one hand urban schools have excellent sports facilities, sports clubs have world class training facilities, high performance centres and sports academies. On the other, rural and township schools have inadequate facilities and community sports fields. Most often, facilities in rural communities are barren patches of ground.

The challenge is to ensure that all the opportunities that are presented by the fast-growing sports and recreation sector are fully exploited. It must be understood that the major agencies for sports promotion are schools, municipalities, provincial governments and the various sports federations.

Importantly, even sporting codes that have been previously reserved for White communities are growing fast in Black communities. The key challenge however, is how resources are mobilised, including funding, technical and infrastructure support.

Economic Opportunities in Sport

Economic opportunities in sport are not only determined by the number of active participants in that sport but also by its fan or spectator base. Spectator creation and management is an industry in itself and the youth of South Africa should take advantage of by pursuing marketing and branding opportunities in the fast-growing sports codes.

South Africa compares well with some big economies with sport contributing about 2.1% to the GDP, higher than the 1.7% for USA and UK and New Zealand's 1%. However some of the national sporting codes still need to develop a local, regional and global spectator base.

For the purposes of creating benefits for youth in the sector, the following opportunities need to fully developed and exploited:

- Sports goods and equipment such as manufacturing; wholesaling and retailing;
- Sport sponsorship;
- Club ownership and management;
- Vitamins, supplements and energy drinks;
- Coaching and sport support services;
- Sports science including bio-kinetics, physiotherapy and sports injury treatment;
- Event staging and management;
- Capital expenditure including construction of sports facilities;
- Sports Tourism; and
- Sports media- magazines; newspapers; websites; TV and radio.

Other Key Areas

- Need for massive investment in school sports, particularly in rural and disadvantaged communities;
- Need to develop skills for coaches; sports scientists , medical and sports administrators and marketers;
- Strengthening sports 'Meccas' like boxing in the border region;
- Focus sponsorship and funding on fast-growing sporting code;
- Expanding the scope of sports academies and high performance centres; and
- Accelerating participation in indigenous games and sport in schools.

6.10.3. Enabling Environment
Sports and recreation are a central mandate of the SRSA, Provincial and Local government. It is an integral part of schools and higher education curricula. SRSA has developed a sport strategy which laid a solid foundation on which interventions could be made.

6.10.4. Goal
To ensure that youth culture is integrated in sport and that participation extends to careers in marketing, retailing, sponsorship, professional sportsmanship, sports entrepreneurship and sports tourism.

6.10.5. Objectives
- To ensure that the education departments have sports policies and strategies both for school and tertiary education;
- To ensure that all local and provincial governments have sports policies and strategies covering schools and communities that recognise and promote popular sports within their jurisdiction;
- To ensure that school sports and sports federations have clearly defined programmes for talent spotting and development not only for athletes but for administrators and sports scientists and other professionals;
- To ensure that there is efficient and effective regular gathering of statistics related to sports participation (SRSA) so as to enhance effective planning for the industry.

6.10.6. Strategic Interventions
Clear identification of the most promising sporting codes where the following interventions must be applied:
- Support school sport through coaching and facilities in the priority sports;
- Develop coaches for priority sports in the populous and disadvantaged areas;
- Identify sports development niches such as boxing in the Eastern Cape's border region and focus resources for multi-disciplinary sports development;
- Open opportunities for full-scale skills development for sports administrators in the priority sports;
- Develop a large cohort of sports scientists to support the development of priority codes;
- Develop proper tournaments socially and competitively through the various sports confederations and federations. For example, veterans and 'madala' competitions should be given a good platform side by side with junior tournaments;
- Create a properly coordinated structure and system for supporting sport including universities; high performance centres; sports federations; provincial and local government;
- Develop a programme for Youth Economic Participation for the sports industry taking cognisance of the urgent need for economic redress; and
- Develop a clearly defied model for sport in the country.

Success Indicators
- Percentage of sporting codes that have a trained coach per school;
- Percentage of sporting codes with adequate sports facilities per school;
- Percentage of disadvantaged schools with trained coaches for priority sporting codes;
- Number of established high performance centres in niche sports per province;
- Number of world and national champions produced in the niche area per annum;
- Number of youth enrolled for sports management and administration programmes at recognised tertiary education institutions;
- Established talent spotting and development system per province linked to schools and tertiary institutions;
- Number of students enrolled in the sport sciences;
- Numbers of enrolled students linked to schools and local clubs for experiential training;
- Numbers of students enrolled in postgraduate sports science studies per province;
- Number of social and mass based tournaments and events per province per priority sports code;
- Number of amateur sports events hosted per province per sports code;
- Sports development consortium established under each provincial department for ensuring the overall development of sport in line with provincial priorities;
- Number of sports participants served per annum;
- Proportion of value attributable to youth in the entire sports value-chain;
- Proportion of HDI youth benefiting from sports match fees, contracts with clubs and sponsorships;
- Proportion of ownership of clubs, brands, merchandise and rights owned or controlled by HDI youth in the sports value-chain per sports code and per province;
- Proportion of executive and senior management, coaching and administrative positions held by youth in all sporting codes per province and nationally;

National sport model:
Establishment of a unit within SRSA to continually measure progress on the above indicators of youth participation in the sports economy.

7. PROJECTS AND PROGRAMMES

7.1 Economic Participation

This IYDS seeks to identify suitable opportunities for youth economic participation in the emerging NGP priorities in particularly, and makes radical suggestions aimed at introducing a 'business unusual agenda' in order to have practical solutions to youth economic poverty. It must be clear that there is no crystal ball for predicting areas of economic growth; hence the areas already identified in the NGP will themselves be subject to practical testing. The following job drivers have been prioritized in the NGP

Job Driver	Sector 1	Sector 2	Sector 3	Sector 4	Youth Related Comment
1.Infrastructure	250,000 jobs a year from 2011-2015				Youth Brigades and NYS need to focus on this and ensure youth are getting hard skills and solid experience.
	Agricultural value chain	Mining value chain.	Manufacturing	Tourism & High-level services	
2.Improving job creation in economic sectors	300,000 households in smallholder schemes, Plus 145,000 jobs in agro-processing. All by 2020	140,000 additional direct jobs in mining by 2020. 200,000 direct jobs by 2030.	350,000 jobs by 2020.	275,000 direct jobs	This represents about 1,270,000 jobs in 10 to 20 years. In all these areas youth have a high potential to take 60-to 70% of the jobs based on suitable qualifications; entrepreneurship and focused work experience.
	The green economy	Growing the knowledge economy	N/A	N/A	
3. Seizing the potential of new economies	300,000 jobs by 2020 and a further 100,000 jobs by 2030. Maximum in 20 years is 400,000 jobs.	100,000 jobs by 2020			These are areas where highly trained youth can take up to 70% of the jobs as entrepreneurs; engineers; technicians; and artisans in fact even as marketers of new products and services. Over 30-40 years this sector could employ 4 times the projected numbers.
4. Investing in Social Capital	260,000 additional jobs by 2030				This needs to be organized under the NYS and Youth formed into brigades to address multi-disciplinary Public Works Programs; Provincial Growth and Development Priority Programs and Local Economic Development Programs. NYS must ensure that these Youth Brigades have solid training; supervision and sound experience in projects that matter. Youth can get 70% of the work here. This program will take 3 years to setup and run smoothly.
5. Spatial Development	Rural development	60,000 additional jobs by 2015. Further 90,000 jobs by 2020.			Again youth can benefit at about 50-70% based on ownership; entrepreneurship; solid skills in agriculture; agro-processing; management and supervisory skills.

Clearly youth employment will reduce by hundreds of thousands per annum and perhaps the first million will be absorbed into the labour market in the first 5 to seven years. Depending, that rate of absorption could accelerate from year 7 to year 20, and then even more rapid absorption from year 20 to year 35 or 40. Youth must seek to lead entrepreneurially; managerially as well as take a disproportionate role in innovation and the registration of patents. Key focus areas are the training of entrepreneurial skills and the focusing of innovation, with the practical service of incubation to make the theory come alive.

Funding Programme for Youth Businesses

The structures designated for business funding need to have High Risk units which provide both equity and debt finance to youth who have completed approved High Intensity Entrepreneurial Development Programs. The capital for this must come from both the state and private sector through CSI and Enterprise Development funds. It is worth noting that the Johannesburg Chamber of Commerce and Industry has already launched these types of funds. The NYDA needs to be active in the mobilization of this Fund in partnership with respected Equity Investors; NEF; IDC and even the retail banks. National Treasury needs to set aside a portion, approximately R2bn per annum to complement private funding. This fund can actually be very profitable over time by virtue of the calibre of the youth entrepreneurs and growth potential businesses started. Youth who have been supported through this Fund will have certain conditions to abide by which will include a "Pay it Forward" system of supporting other local disadvantaged entrepreneurs and giving back to the Fund once their own businesses are profit-generating.

Programme Name	Set up Equity Fund for Youth Businesses				
Strategic Objective	To identify and provide a clear framework for key business models with potential for scalability that supports 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	To provide a fund that will enable the development and incubation of new businesses				
National Youth Policy Area	Economic participation	Government priority area		Job creation	
Location (National/ Provincial)	**Output**	**KPI**	**Target 1st five years**	**Implementers**	**Funding sources**
National (9 provinces)	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)	DTI, Department of Agriculture, Department of Rural Development and Land Reform, IDC, NYDA	DTI, Department of Agriculture, Department of Rural Development and Land Reform, IDC, private sector, EDD
Estimated cost (R,000)					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)

7.1.2 Industrial Development Programme

Industrialization and more specifically the beneficiation of raw materials including agro-processing and mineral beneficiation side by side with ICT; electronics and various engineering related businesses need to be launched in the various PDI areas, to inculcate industrial development in the minds of PDI youth particularly. It is proposed that PDI youth should be encouraged to develop and own various value chains from raw materials to manufacturing, marketing and distribution.

Programme Name	Industrial Development Programme					
Strategic Objective	To train and develop a mindset of innovation and ownership of entrepreneurial value chains To promote the creation and growth of these new value chains by the youth within certain key industries					
Programme objectives	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 To develop and mentor, and scale up impact created by these value chains in the open market					
National Youth Policy Area	Economic participation		Government priority area	Job creation		
Location (National/ Provincial)	Output	KPI		Target 1st five years	Implementers	Funding sources
National (9 provinces)	Output 1:	Number of youth owned and led value chains created		50	DTI, Department of Agriculture, 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, Department of Agriculture, Department of Rural Development and Land Reform, IDC, private sector
	Output 2:	Employment opportunities created through the 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 (R,000)						
Year 1						
100 000						

High-Order Skills Development Programme

High order skills would cover leadership; entrepreneurship; management and innovation skills that are severely lacking among the majority of South African youth. These skills can only be developed by subjecting carefully selected cohorts of youths to intensive programs that combine 50% practical and 50% theory at NQF levels 6-8. It is these cohorts that must be linked back to specific industry sectors (LED); Provincial Growth and Development Strategies (PGDS); and also key national economic growth projects as the key catalyst for their realization. These cohorts must represent all provinces and come from all key areas, targeting socio-economic development potential. This programme involves strong partnerships with local and international universities and research institutes as envisaged in the NGP. This programme will keep each youth under development and mentorship for at least five years. A province with a large population such as Gauteng could have intakes of 1000-3000 candidates a year based on available quality. Smaller provinces like Northern Cape can have intakes of 50-150, again based on available quality. Admission to this programme must be on achieving high standards.

Programme Name	High Order Skills Development Programme					
Strategic Objective	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	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 1st five years	Implementers	Funding sources	
National (9 provinces)	Output 1:	Number of talented youth successfully recruited and trained	375	DTI, Department of Agriculture, Department of Rural Development and Land Reform, IDC, NYDA	DTI, Department of Agriculture, Department of Rural Development and Land Reform, IDC, private sector	
	Output 2:	Number of enterprises initiated and incubated	75	DTI, Department of Agriculture, Department of Rural Development and Land Reform, IDC, private sector, NYDA	DTI, Department of Agriculture, 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, Department of Agriculture, Department of Rural Development and Land Reform, IDC, private sector, NYDA	DTI, Department of Agriculture, Department of Rural Development and Land Reform, IDC, private sector	
Estimated cost (R,000)						
Year 1	Year 2	Year 3	Year 4	Year 5		Total (5years)
R1bn	R1bn	R1bn	R1bn	R1bn		R5bn

Youth Brigades and NYS

Youth Brigades promise to be one of the most potent tools for ensuring:

Youth work on projects that are critical to Local Economic Development; Provincial and National Socio-economic Development, under the banner "we built this country!!"

The National Youth Brigades or NYS must be able to absorb youth of working age (15-24) who are not in a recognized learning institution or who do not have a job, train and deploy them into major projects such as building dams; maintaining dams and municipal infrastructure; rehabilitation of various environments; establishment of Agricultural Projects and Food Security Schemes; Disaster Management Programmes and Schemes, including Multi-Disciplinary Public Works Programmes

Youth Brigades would be constituted under the NYS to pursue socio-economic development projects and programs, catering for in the Local Economic Development Plans of municipalities; Provincial Growth and Development Strategies; and the NGP. The Projects will include the full spectrum of dams; environmental restoration; agricultural development projects; energy development projects; development of sports academies and sports and recreational facilities; bridges; roads and disaster prevention and management of infrastructure; water and sanitation.

The FET Colleges; SANDF; Technikons and other specialist institutes must train the various skills over two years and where the need arises release or convert them into permanent positions in the industrialization projects or create opportunities for them to take positions in the projects they establish, for example, agricultural and agro-processing businesses. Upon successful completion of from the Brigades, trainees should get automatic priority in the job market. This is an area where government subsidy/incentive has a role to play to encourage businesses to support the use of trained youth in these key areas.

The private sector must also see the Youth Brigades as a source of high disciplined and well trained workers who can be used for special projects in any discipline including engineering; ICT, Agriculture; Manufacturing etc.

Programme Name	Multi-Disciplinary Public Works Programmes					
Strategic Objective	To create work opportunities for the youth through Public Works Programmes					
Programme objectives	To develop skills of the youth in public works services To place youth in appropriate positions in the relevant industries To contribute to meeting the need for skilled labour in building the country					
National Youth Policy Area	Economic participation		Government priority area		Job creation	
Location (National/Provincial)	**Output**	**KPI**		**Target 1st five years**	**Implementers**	**Funding sources**
National (9 provinces)	Output 1:	Number of youth employed in the Public Works and infrastructure industry		3,000	DTI, Department of Public Works	DTI, Department of Public Works, private sector
Estimated cost (R,000)						
Year 1	Year 2	Year 3		Year 4	Year 5	Total (5years)
R4bn	R4bn	R4bn		R4bn	R4bn	R20bn

7.1.5 Youth Information Service

Youth are not well informed about various socio-economic opportunities. Schools of all grades including FET Colleges and Universities must develop the capability to disseminate information about various socio-economic opportunities including careers; entrepreneurial services and opportunities. NGOs including faith based organizations and CBOs also need have readily available information packs regarding socio-economic opportunities nationally.

Programme Name	Youth Information Service				
Strategic Objective	Develop a youth population that is more aware of economic opportunities and empowered to make decisions Build the capacity of the youth to take advantage of networks, resources and opportunities that are available				
Programme objectives	To provide information on job placement opportunities available To provide information on support resources available for the youth to increase their skills and knowledge on the path to getting a job To provide schools and other community structures for the youth with the necessary information to enable them to support the youth appropriately To forge relationships between the youth and other stakeholders that will support their objective of finding gainful employment				
National Youth Policy Area	Economic participation	Government priority area		Job creation	
Location (National/ Provincial)	**Output**	**KPI**	**Target 1st five years**	**Implementers**	**Funding sources**
National (9 provinces)	Output 1:	Successful job placements	1000	DTI, Department of Agriculture, Department of Rural Development and Land Reform, IDC, private sector, NYDA	DTI, Department of Agriculture, Department of Rural Development and Land Reform, IDC, private sector
	Output 2:	Successful linkages formed between youth and other stakeholders		NYDA, civil society role-players	Private sector, development agencies, DSD, DoE
	Output 3:	Number of schools and community structures reached with relevant information	500	NYDA, DoE, schools	Private sector, development agencies, DSD, DoE
Estimated cost (R,000)					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R500,000		R500,000	R500,000	R500,000	R2,500.000

To access the vast "missing middle" – the section of society that is neglected by social and economic investment, the NYDA will make use of existing community structures to provide information, resources and services on job placement and entrepreneurship. Units can be created within schools and FET colleges that are manned by student volunteers that provide the following employment enablers:
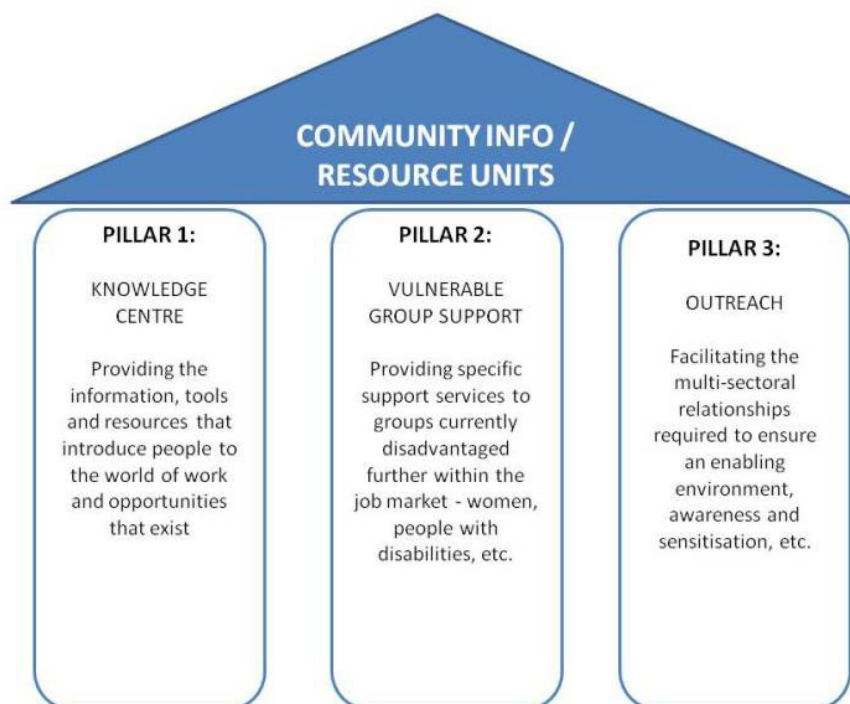
7.1.6 Policy and creating an enabling environment

The employer side is largely the subject of Industrial Policy, Labour Law and whether there is a minimum wage regime or not. The following interventions are needed to match the above employer and potential employee concerns:

- Labour Law needs to be relaxed particularly in the so-called poverty nodes or in the SMME sector in order to encourage opportunities for the youth to gain work experience – current policy, while protecting the employee, makes it difficult for employers to offer suitable work opportunities that match their own interests while providing work experience for the youth. Very often, youth are disadvantaged due to not having the requisite job experience – this strategy will allow flexibility for the employer in order to provide this valuable job experience for the youth
- The minimum wage regime needs to be reviewed as it hinders the entrance of youth into the market in order to gain work experience at minimum financial risk to the employer – youth need to be encouraged to prioritise work experience as the need rather than just focusing on the financial gain. The foundation for meaningful employment in gaining work experience that builds the youth's knowledge, expertise and hence, productivity. This provides an attractive proposition for the small business/entrepreneur who may want to access the labour pool but has financial constraints
- Industrial policy must be devolved rapidly to provinces and municipalities where high potential lies
- Incentives to private sector to support the creation and funding of enterprises developed by the youth

Programme Name	Policy and enabling environment					
Strategic Objective	Lobby for the relaxing of Labour Laws to allow for the accumulation of work experience for the youth Lobby for the relaxing of minimum wage standards for people working in poverty nodes in order for them to have decent work while also gaining work experience Advocate for more authority and accountability on the municipal level with regard to industrial policy in order for more contextual solutions to be found					
Programme objectives	To provide greater flexibility for youth in poverty nodes to receive work experience					
National Youth Policy Area	Economic participation		Government priority area	Job creation		
Location	**Output**	**KPI**		**Target**	**Implementers**	**Funding**
National	1:	Enabling policy environment			All affected government departments	
Estimated cost (R,000)						
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)	
R500,000	R500,000	R500,000	R500,000	R500,000	R2,500.000	

7.2. Education and Skills Development

7.2.1 Basic Education

Programme Name	Retention and Progression
Strategic Objective	To ensure that all children of school-going age are in school and successfully complete Grade 12 by 2014
Programme objectives	To ensure that learners of school going-age are in school and complete their prescribed education programmes To ensure that all children receive quality functional foundational education, and that they are academically prepared from lower to senior grades To ensure that learners are guided and channeled into appropriate learning streams To improve the quality of education To eliminate all hidden costs in education, including school uniforms and transport costs

National Youth Policy Area	Education	Government priority area	Foundational Phases: QUIDS-UP Career guidance for learners Training of educators Expanded nutrition programme Scholar transport Standardisation of school uniform 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 DHE 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 standard school uniform	No learner has school uniform problems	2013>	DBE NYDA Civic organs	DBE
	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
	Career Guidance programmes	Learners attend career guidance expos	2011	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 2012	DBE DOH DSD	DBE
Estimated cost (R,000)					

Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
500 000	510 000	520 000	530 000	540 000	2 600 000 000

Programme Name	Infrastructure Development				
Strategic Objective	To mobilise for the development of infrastructure in poor schools and communities				
Programme objectives	To ensure that all public schools have or access the required learning support facilities To improve the quality of education.				
National Youth Policy Area	Education	Government priority area	Building and renovation of schools Learning support facilities: libraries and ICT support, School sport		
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	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 (R,000)					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
50 000	60 000	70 000	80 000	100 000	360 000

7.2.2   FET Education

Programme Name	Recruitment and Sustenance				
Strategic Objective	To improve FET enrolment and retention, facilitate workplace placement for students and graduates				
Programme objectives	To raise the profile of and increase enrolment in the FET colleges and increase graduate 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	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 2011	DHET	DHET
		Bursaries and scholarship coverage	100% by 2011	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 (R,000)					

Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
200 000	220 000	250 000	300 000	350 000	1500 000 000

7.2.3. Higher Education

Programme Name	Enrolment and Quality				
Strategic Objective	To increase enrolment, access to priority programmes and to improve success rate in the sub-system				
Programme objectives	To increase the production of 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 undergraduate students To introduce community service as integral part of course curricular				
National Youth Policy Area	Education	Government priority area	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 satelite	Each province has specialized teachers training institution	100% by 2014	DBE DHET	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
	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	DHET
	Overall increased enrolment	More students enroll in priority programmes	100% increase by 2014	DHET	DHET
Estimated cost (R,000)					

Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
5 000	10 000	15 000	20 000	25 000	75 000 000

7.2.4. Skills Development

Programme Name	Recruitment and training				
Strategic Objective	To accelerate skills development in priority areas as targeted in the broader national policies, NGP				
Programme objectives	To ensure youth participate in learnership 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	Increased enrolment in post-schooling education 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	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 (R,000)					

Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
100 000	120 000	130 000	140 000	150 000	660 000

Programme Name	Out-of-School Youth				
Strategic Objective	Establishment of community colleges				
Programme objectives	To remove obstacles for youth to accesses skills To ensure massive enrolment of students from 2011 going forward				
National Youth Policy Area	Education	Government priority area	Increased number of accredited community colleges within municipalities		
Location (sectors)	Output	KPI	Target	Implementers	Funding sources
	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 gain access to employment opportunities	70% by 2014	DHET DOL NYDA DOL Municipalities	Public sector Private partners
	Policy on Community Colleges	Accreditation of Community colleges	Policy adopted by 2012	DHET DOL Municipalities	DHET DOL Municipalities
Estimated cost (R,000)					

Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
20 000	30 000	40 000	50 000	60 000	200 000

7.2.5 Policy and advocacy

Programme Name	Policy and advocacy				
Strategic Objective	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	Transform decision-making structures in all spheres of the society 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	School governing bodies University councils		
Location (government machinery and private sectors)	**Output**	**KPI**	**Target**	**Implementers**	**Funding sources**
	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 NYD CHE	DHET
Estimated cost (R,000)					

Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
5 000	8 000	10 000	15 000	20 000	58 000

7.3. Youth Work

7.3.1 Professionalising Youth Work

Strategic Intervention	Professionalization of Youth Work					
Objective	To ensure that Youth Work is developed into a professional status To develop legislation that regulate Youth Work To lobby FET colleges to offer Programmes for youth who have not matriculated To lobby higher education institutions to design programmes on Youth Work					
National Youth Policy Area	Youth Work	Government priority area		Building a developmental state, including improvement of public services and strengthening democratic institutions		
Location (National/ Provincial)	Output	KPI		Target	Implementers	Funding sources
National	Regulatory Framework	Approval / acceptance of Regulatory Framework for professional youth work		100% by 2013	NYDA DSD SAQA	NYDA DSD SAQA
National	Programmes in FET Colleges	Proportion of Youth Work Programmes registered in FET Colleges		Programmes	DHET FET Colleges NYDA DSD	DHET
National	Youth Work qualifications	Increased number of Higher Education Institutions offering Youth Work qualifications		50% by 2015	DHE NYDA DSD	DHE NYDA DSD
Estimated cost (R,000)						
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)	
R15 000	R10 000	R10 000	R10 000	R10 000	R30 000	

7.3.2   Promotion of Youth Work Profession

Strategic Intervention	Promotion of Youth Work Profession					
Strategic Objective	To ensure that the Youth Worker profession is adequately profiled To promote Youth Work as a career option and provided for in the career guidance and counseling programmes To mobilise higher education institutions to promote academic programmes on Youth Work					
National Youth Policy Area	Youth Work	Government priority area		Building a developmental state, including improvement of public services and strengthening democratic institutions		
Location (National/ Provincial)	Output	KPI		Target	Implementers	Funding sources
National	Promotion of Youth Work as a career choice	Youth Work promoted in Career guidance and counseling programmes		100% by 2014	NYDA DSD SAQA DBE	NYDA DSD SAQA DBE
	Promotion of academic programmes on youth work	Increase in the number of students enrolling in Youth Work		100% by 2015	NYDA DSD SAQA	NYDA DSD SAQA
Estimated cost (R,000)						
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)	
R10 000	R10 000	R10 000	R5 000	R5 000	R460 000	

7.3.3. Creation of Demand for Youth Work

Strategic Intervention	Creation of demand for youth workers					
Objective	To attract demand for the youth work qualification					
National Youth Policy Area	Youth Work	Government priority area	Building a developmental state, including improvement of public services and strengthening democratic institutions			
Location (National/Provincial)	**Output**	**KPI**	**Target**		**Implementers**	**Funding sources**
National	Youth Work Bursaries	Number and value of bursaries provided for Youth Work	R5m per annum		NYDA DSD SAQA DHE	NYDA DSD SAQA DHE Private Sector
Estimated cost (R,000)						
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)	
R5m	R5m	R5m	R5m	R5m	R25m	

7.4 Health and Wellbeing

The three principal programmes designed to drive the delivery of health outcomes as per the IYDS are the following:

7.4.1 Information, Education and Communication Programme (IECP)

Programme Name	IEC Programme (IECP)				
Strategic Interventions	Ensure that youth are equipped with the knowledge and support to make healthy lifestyle choices improve multi-sectoral partnerships on strategies targeted at youth				
Objectives	To provide information on risky behaviour and good lifestyle choices to all youth in the country To encourage collaboration between multi-sectoral role-players in youth health				
National Youth Policy Area	Health and Wellbeing	Government priority area	Improve the health profile of South African youth		
Location (National/Provincial)	**Output**	**KPI**	**Target**	**Implementers**	**Funding sources**
National (9 provinces)	Multi-media campaigns covering risky behaviour change and healthy lifestyles	Proportion of young people reached	75% by 2015 100% by 2017	DoH DBE DHE	DoH DBE DHE
National (9 provinces)	Peer-learning activities at school and community level	Number of youth reached through peer-learning activities	75% by 2015 100% by 2017	DoH DBE DSD	DoH DBE DSD
National (9 provinces)	Reinforced school teaching of healthy lifestyle choices	Number of youth reached through educator-facilitated programmes	75% by 2015 100% by 2017	DoH DBE	DoH DBE
National (9 provinces)	Forums for collaboration on youth health matters on the community, district/municipal, provincial and national levels	Number of forums held and joint activities hosted on youth health issues	2015	DoH DBE DHE Municipalities	DoH DBE DHE Municipalities
Estimated cost (R,000)					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R250 000	R250 000	R250 000	R250 000	R500 000	R1 500 000

Youth in Health Programme (YIH)

Programme Name	Youth in Health Programme (YIH)					
Strategic Interventions	improve access to youth-friendly health-related programs and services Enable young people to become agents of change in the health and well-being of their community Develop the capacity of communities to support the drive for healthy lifestyle choices by youth					
Objectives	To train health workers within communities on a youth-friendly approach To develop more youth-friendly structures on the ground that can render health services To train young people on how to become community health workers To encourage discussions on family and community level on healthy lifestyles To encourage communities to play a more supportive role in the health of their youth					
National Youth Policy Area	Health and Wellbeing	Government priority area		Improve the health profile of South African youth		
Location (National/ Provincial)	Output	KPI		Target	Implementers	Funding sources
National (9 provinces)	Training for current community health workers on working with youth	Number of trained community health workers		75% by 2015 100% by 2017	DoH DHE	DoH DHE
National (9 provinces)	Health facilities on community level rendered at schools, community centres, and other non-threatening environments	Number of facilities set up on community level		50% by 2015 100% by 2020	DoH DSD	DoH DSD
National (9 provinces)	Conversations regarding healthy living held within community forums	Number of community gatherings on youth health		50% by 2015 100% by 2020	DSD DoH	DSD DoH
National (9 provinces)	Training of youth as community health workers	Number of youth trained as community health workers through community colleges		2015	DoH DBE DHE	DoH DBE DHE
Estimated cost (R,000)						
Year 1	Year 2	Year 3		Year 4	Year 5	Total (5years)
R250 000	R250 000	R250 000		R250 000	R500 000	R1 500 000

ABC Youth Programme (ABCY)

Programme Name	ABC Youth Programme (ABCY)				
Strategic Interventions	Reduce HIV infections and AIDS amongst young people				
Objectives	To provide information on the causes and consequences of HIV/AIDS To encourage young people to undertake HIV testing To promote healthy lifestyles and safe sex				
National Youth Policy Area	Health and Wellbeing	Government priority area	Improve the health profile of South African youth		
Location (National/Provincial)	**Output**	**KPI**	**Target**	**Implementers**	**Funding sources**
National (9 provinces)	Multi-media campaign on HIV/AIDS and VCT	Proportion of young people reached	75% by 2015 100% by 2017	DoH DBE DHE	DoH DBE DHE
National (9 provinces)	Easy access to condoms for youth	Number of places where condoms are easily available to youth	2015	DoH DBE DHE All government departments	DoH DBE DHE
National (9 provinces)	Training for healthcare workers at VCT centres	Number of healthcare workers trained	75% by 2015 100% by 2017	DoH DSD DHE	DoH DSD DHE
Estimated cost (R,000)					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R250 000	R250 000	R250 000	R250 000	R500 000	R1 500 000

7.5 Social Cohesion and NYS

Civic and Citizenship Education Programme (CCEP)

Programme Name	Civic and Citizenship Education Programme (CCEP)				
Strategic Interventions	Generate awareness on, and build tolerance and respect for, the differences based on culture, ethnicity, religion, gender, sexual orientation that characterise South African society Build national identity and pride among South African youth				
Objectives	To reinforce teaching on cultural diversity and citizenship through Life Orientation To build awareness on social diversity and citizenship across the youth population To reinforce teaching on South African heritage in an effort to build national identity and pride To build awareness on national heritage To integrate national pride and ownership into current work being done by youth-oriented organisations To extend and deepen opportunities for youth with disabilities to support their equitable integration in society				
National Youth Policy Area	Social Cohesion	Government priority area		Build cohesive, caring and sustainable communities	
Location (National/ Provincial)	**Output**	**KPI**	**Target**	**Implementers**	**Funding sources**
National (9 provinces)	Multi-level learning programmes focused on social and cultural diversity and national pride – use of inter-school exchange programme and indigenous sport as platforms for teaching	Number of levels for which syllabus and materials developed	4 levels	DBE	DBE
National (9 provinces)	Educator training on CCEP – use of teacher workshops and peer-to-peer support to encourage innovative and targeted programmes	Proportion of educators trained on CCEP	100% by 2014	DBE	DBE
National (9 provinces)	Assessment of learners on CCEP	Proportion of learners assessed on CCEP	100% by 2014	DBE	DBE
National (9 provinces)	OSY participating in CCEP	Proportion of OSY participating in CCEP	100% by 2015	DBE DHE NYS DSD	DBE DHE NYS DSD
National	Reviewed departmental strategies to ensure that youth with disabilities are allocated for	Youth with disabilities integrated into departmental strategies	100% by 2012	All NYDA	All
National	Reviewed B-BBEE Policy on inclusion of people with disabilities in the workforce	Increase in implementation of disability quota in B-BBEE Code	100% by 2015	DTI	DTI Private sector
National	Forum on accessibility issues in schools with DBE to review challenges on implementation of policy	Proportion of schools better equipped to deal with accessibility of disabled students Proportion of youth with disabilities attending school	100% by 2017	DBE DHE DSD	DBE
National (9 provinces)	Civil society organisation participation in CCEP	Proportion of civil society organisations involved in youth development participating in CCEP	75% by 2015	DSD	DSD
Estimated cost (R,000)					

Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R10 500	R12 000	R12 000	R15 000	R25 000	R74 500

Civic Shared Social Responsibility Programme (CSSRP)

Programme Name	Civic Shared Social Responsibility Programme (CSSRP)				
Strategic Interventions	Extend and deepen opportunities for the youth while providing them with the sense of social responsibility by engaging them in political and civic participation Build youth leadership				
Objectives	To promote social entrepreneurship within schools and among out-of-school youths To accelerate ownership of youth in governance of the country To create spaces for youth in communities to actively participate in sport, arts and culture, and other recreational programmes in order to interact with peers, build networks and receive relevant social cohesion messaging To provide a support structure to steer out youth in conflict with the law or at risk thereof, towards healthier and better choices				
National Youth Policy Area	Social Cohesion	Government priority area	Build cohesive, caring and sustainable communities		
Location (National/ Provincial)	Output	KPI	Target	Implementers	Funding sources
National (9 provinces)	Multi-level learning programmes focused on social entrepreneurship – including practical community projects for learners to engage with	Number of levels for which syllabus and materials developed	4 levels	DBE	DBE
National (9 provinces)	Educator training on CCEP with specific reference to social entrepreneurship	Proportion of educators trained on CCEP	100% by 2014	DBE	DBE
National (9 provinces)	Assessment of learners on CCEP (Social Entrepreneurship)	Proportion of learners assessed on CCEP	100% by 2014	DBE	DBE
National (9 provinces)	OSY participating in CCEP (Social Entrepreneurship)	Proportion of OSY participating in CCEP	100% by 2015	DBE DHE NYS DSD	DBE DHE NYS DSD
National (9 provinces)	Year-long campaign on youth volunteerism with Youth Day as a launching pad	Numbers and proportion of youth volunteers in the country	75% by 2015	DSD GCIS DAC DBE	DSD GCIS
National (9 provinces)	Fully functioning Youth Parliament	Proportion of engaged youth leaders and members Number of meetings and activities	100% by 2015	DSD DAC PMP (Presidency)	PMP DSD
National (9 provinces)	Fully functioning, effective local and national forums for youth participation	Proportion of engaged youth	80% by 2015	DSD GCIS DAC	DSD GCIS DAC
National (9 provinces)	Fully functioning youth recreation centres in all communities	Proportion of engaged youth	100% by 2015	DAC DSR DBE Municipalities	DAC DSR DBE Municipalities

National (9 provinces)	Scaling up of diversion and restorative justice programmes working with the youth in communities, schools and institutions of higher learning	Decrease in youth offenders Increase in reach of diversion and restorative justice programmes	75% by 2015 90% by 2018 100% by 2020	DCS DBE DHE Municipalities	DCS DBE DHE Municipalities
National (9 provinces)	Schools teaching of more peaceful conflict resolution mechanisms and tools	Decrease in youth demand for rehabilitation centres	100% by 2015	DBE	DBE
National (9 provinces)	Civil society organisation participation in CCEP	Proportion of civil society organisations involved in youth development/social entrepreneurship participating in CCEP	75% by 2015	DSD	DSD

Estimated cost (R,000)					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)

National Youth Service (NYS)

All youth will be enrolled into the service for a minimum of two (2) years. During this period youth will be engaged in any of the following "disciplines" within the corps based on individual choice, national priorities and availability of funding for a particular discipline. The disciplines will include:

Engineering Corp – The discipline of engineering is wide and will normally include the following mainstream categories:
- Civil and Structural engineering: Young people engaged in the civil engineering corps will gain skills in the design, construction and maintenance of the physical and naturally built environment. They will be responsible for the construction and maintenance of the SA road network, bridges and dams.   They can also be participating in the construction of civil protection of infrastructure such as dykes and storm water breakers in areas prone to flood damage.
- Structural engineering: Young people will gain skills in analysis and designing support structures such as bridges and buildings. During their stint in the service, participants can be involved in the upgrading and maintenance of the country's public infrastructure;
- Electrical engineering: The youth will gain skills in designing of electrical and electronic infrastructure; devices; appliances, computer hardware, firm ware and software and telecommunications. These individuals could participate in research and development activities to support emerging energy and ICT technologies and industries.

Programme Name	Engineering Corp				
Strategic Intervention	Raise awareness of, participation in, and effectiveness of the NYS Programme				
Objectives	To create opportunities for civic engagement and community service amongst the youth To develop skills of the youth in engineering services				
National Youth Policy Area	National Youth Service	Government priority area	Job creation Skills development Social cohesion		
Location (National/ Provincial)	**Output**	**KPI**	**Target**	**Implementers**	**Funding sources**
National (9 provinces)	Output 1	Proportion of young people aware of the NYS	50% by 2015 100% by 2021	NYDA and selected service providers	NGOs, government and Private Business
National (9 provinces)	Output 2	Number of youth participating in the NYS	4500 unemployed young people are involved in the programme	NYDA and selected service providers	NGOs, government and Private Business
	Output 3	Proportion of young people participating in learning towards accredited qualification and/or vocational skill	50% by 2015 100% by 2021	NYDA and selected service providers	NGOs, government and Private Business
	Output 4	Number of young people completing the programme	70% of the young people that enter the NYS programme complete the programme	NYDA and selected service providers	NGOs, government and Private Business
	Output 5	High levels of young people become active in all aspects of society (including social and economic) after completion of the service programme		NYDA and selected service providers	NGOs, government and Private Business
Estimated cost (R,000)					

Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R45 000 000.00	R36 000 000.00	R18 000 0000.00	9 000 000.00	1 000 000.00	109 000 000.00

The estimated cost / budget above is based on the assumption that the Engineering Corp will be self sustaining and thus the reducing funding requirements; by year five, the Engineering Corp should be generating its own income from projects and initiatives undertaken.

Environmental Services

These services are designed specifically to engage the youth in the protection and preservation of the natural environment. They also serve as brokers for environmental education and service opportunities for the youth in the country. The goals of the environmental services include:
- To get the youth to appreciate and commit towards the prudent and profitable management of nature and environment
- Sustainable intergovernmental collaboration through team work projects for example, the NYS can provide teams that help mining companies comply with their social and labour plans including environmental management, water resources management; socio-economic development; health plans etc
- Form teams for rehabilitation of threatened areas including managing dongas and soil erosion; tree planting and reforestation in desolate areas and along main roads particularly in the rural communities fighting desertification locally and in Sub-Saharan Africa, launching and managing cleansing, sanitation and waste management projects with municipalities

Environmental Services

Programme Name	Environmental Services				
Strategic Intervention	Raise awareness of, participation in, and effectiveness of the National Youth Service Programme.				
Objectives	To engage the youth in the protection and preservation of the natural environment				
National Youth Policy Area	National Youth Service	Government priority area	Job creation Skills development		
Location (National/ Provincial)	**Output**	**KPI**	**Target**	**Implementers**	**Funding sources**
National (9 provinces)	Output 1	Number of youth participating in the Programme	9000 unemployed young people from all 9 Provinces are involved in the programme for five years	NYDA and selected service providers	NGOs, Government and Private Business
	Output 2	Proportion of young people participating in learning towards accredited qualification and/or vocational skill	50% by 2015 100% by 2021	NYDA and selected service providers	NGOs, Government and Private Business
	Output 3	Number of young people completing the programme	80% of the young people that enter the NYS programme complete the programme	NYDA and selected service providers	NGOs, Government and Private Business
	Output 4	High levels of young people become active in all aspects of society (including social and economic) after completion of the service programme			
Estimated cost (R,000)					

Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R45 000 000.00	R36 000 000.00	R18 000 0000.00	9 000 000.00	1 000 000.00	109 000 000.00

Rural Agricultural Projects

Youth can be gainfully employed in the creation of large-scale; scientifically and engineering solid commercial agricultural, animal husbandry and agro-processing ventures. These projects can have a cohort engaged for at least five years before the project takes root in the community.

Programme Name	Rural Agricultural Projects				
Strategic Intervention	Raise awareness of, participation in, and effectiveness of the National Youth Service Programme.				
Objectives	To enable rural youth to be able to engage in Rural Agricultural Projects				
National Youth Policy Area	National Youth Service	Government priority area	Job creation; Skills development; Social cohesion		
Location (National/ Provincial)	Output	KPI	Target	Implementers	Funding sources
National (9 provinces)	Output 1	Number of youth participating in the Programme	9000 unemployed young people from all 9 Provinces are involved in the programme	NYDA and selected service providers	NGOs, Government and Private Business
	Output 2	Proportion of young people participating in learning towards accredited qualification and/or vocational skill	50% by 2015 100% by 2021	NYDA and selected service providers	NGOs, Government and Private Business
	Output 3	Number of young people completing the programme	70% of the young people that enter the NYS programme complete the programme	NYDA and selected service providers	NGOs, Government and Private Business
	Output 4	High levels of young people become active in all aspects of society (including social and economic) after completion of the service programme		NYDA and selected service providers	NGOs, Government and Private Business
Estimated cost (R,000)					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R45 000 000.00	R36 000 000.00	R18 000 0000.00	9 000 000.00	1 000 000.00	109 000 000.00

7.6 Sports and Recreation

The Department has taken upon itself to mobilise funds and to setup guidelines for overall sports and recreation development. These funds will come from a wide range of sources including re-directing Municipality Infrastructure Grant (MIG); donor funds and in all likelihood funds from DBE infrastructure budgets, and also the private sector. Provincial and local governments have the legal competency to implement sport and recreation activities, hence coordination

Sport and Recreation Policy Coordination Programme

Programme Name	Sport and Recreation Policy Coordination Programme				
Strategic Objective	SR7 – Create a properly coordinated structure and system for supporting sport including universities; high performance centres; sports federations; provincial and local government. SR4 – Open opportunities for full scale skills development for sports administrators in the priority sports. SR1 - Support school sport through coaching and facilities in the priority sports. SR2 -Develop coaches for priority sports in the populous and in disadvantaged areas.				
Programme objectives	To ensure that in each province the departments of sport and recreation; departments of education have a uniform approach to sports development at each school and municipality. To broaden the skills base necessary for the creation of mass participation in sports through the coordinated large-scale development of coaches and administrators To assist each province to understand its priority sports in coordination with national sports priorities. To focus effort and resources on priority sports for the creation of appropriate facilities. To create provincial sports fora where sports federations; private sector and all three spheres of government ensure sports policy and programme coordination.				
National Youth Policy Area	Sports and Recreation	Government priority area	Build and ensure mass sports and proper focus on priority sports		
Location (National/ Provincial)	Output	KPI	Target	Implementers	Funding sources
National (9 provinces)	Launch provincial sports coordination fora.	Number of provinces and municipalities working to an agreed set of sports priorities per annum.	9 provinces and at least 70% of local municipalities; 70% of schools by 2014	SRSA Provincial Departments of Sport Provincial Sports and Education Departments	SRSA DBE Provincial Sports Department
National (9 provinces)	Trained Sports Administrators for Federations; Schools; Municipalities and Provincial Government	Number of trained sports administrators in schools; federation; municipalities and provincial government	70% of all schools 70% of all municipalities 100% of affected person in Provincial Government and Federations by 2015	SRSA Provincial Departments of Education	SRSA DBE
National (9 provinces)	Trained school coaches and federation coaches	Number of trained sports administrators in schools; federation; municipalities and provincial government	100% by 2015	SRSA Provincial Departments of Sport Provincial Sports and Education	SRSA DBE
National (9 provinces)	Create a provincial high performance infrastructure.	Number of provinces with a provincial committee for high performance in line with national guidelines.	100% by 2015	SRSA Provincial Departments of Sport Provincial Sports and Education	SRSA DBE
Estimated cost (R,000)					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R7,000	R5,000	R 8, 000	R10, 000	R12, 000	R42, 000

Development of Sports Meccas

Programme Name	Development of Sports Meccas					
Strategic Objective	SC1 – Identify sports development niches (Sports Meccas) such as boxing in the Eastern Cape's border region and focus resources for multi-disciplinary sports development. SR7 – Create a properly coordinated structure and system for supporting sport including universities; high performance centres; sports academies and institutes; sports federations; provincial and local government.					
Programme objectives	To enable provinces and local municipalities to recognise and cater fully for areas of niche sporting excellence. To link provincial sporting excellence to national and international opportunities; resources and competition; To build provincial and local cultural pride; icons and recreation linked to niche sporting excellence. To ensure that provincial and local youth are well trained to take advantage of all the entrepreneurship and employment opportunities created by provincial and local sporting niche excellence. To produce disproportionate number of world champions, silver and bronze medalists from the niche sports in each season and over the longer term. To develop strong spectator support; media and private sector of the niche sporting excellence.					
National Youth Policy Area	SPORTS AND RECREATION		Government priority area		Build world class sports Meccas based on past success.	

Location (National/ Provincial)	Output	KPI	Target	Implementers	Funding sources
National (5 provinces)	Build high performance centres to support Meccas in provinces	Number of specialised high performance centres linked to sports Meccas	100% by 2015	SRSA Provincial Sports Department Relevant Municipalities.	SRSA Provincial Sports Department
National (5 provinces)	Youth trained to NQF level 7, 8, 9 in sports science and various sports management disciplines to support the long term development of the sports Mecca and related sports academy.	Number of youth enrolled in formal tertiary academic programmes related to the development of the sports Meccas. Number of young people attached to relevant sports Mecca jobs for training purposes.	30 per sports Mecca per annum by 2015. 100% of all enrolled students linked to the sports Mecca.	SRSA Provincial Sports Department Relevant Universities	SRSA Provincial Sports Department
National (5 provinces)	Establish Mecca specific Sports institute	Optimum number of participants based norms to be determined on a case by case basis.	All identified Mecca Sports Institutes established by 2017.	SRSA Provincial Sports Department Relevant Municipalities Private Sector Sponsors and Donors	SRSA Provincial Sports Department
National (5 provinces)	Produce optimum number World and national Champions; Gold ; Silver ; Gold and bronze medalists	Number of world and national champions produced per season.	Optimum number per Mecca to be determined and achieved by 2017	SRSA Provincial Sports Department Relevant Universities	SRSA Provincial Sports Department
National (5 provinces)	Produce sports Mecca young entrepreneurs.	Numbers and proportion of youth entrepreneurs in Mecca Sport in the country.	10% by 2015 20% by 2017 30% by 2020	SRSA Provincial Sports Department Relevant sports Federation Provincial Sports Fora Private Sector	SRSA Provincial Sports Department
Estimated cost (R,000)					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R25,000	R30,000	R40,000	R45,000	R55,000	R195,000

Sports Youth Economic Participation

Programme Name	Sports youth economic participation				
Strategic Objective	SC8 – Develop a programme for Youth Economic Participation for the sports industry taking into cognisance of the urgent need for economic redress.				
Programme objectives	To ensure that a meaningful proportion of the economic value added in sports and sports tourism as an industry is received by the youth of South Africa. To ensure that skills development and finance are put in place for Black youth in particular to take up key positions of employment and ownership in the value-chain of the sports industry. To ensure that admission to sports academies and various training programs of elite sport reflect the demographic realities of the country. To ensure that Black youth in particular develop the skills of creating; managing and retaining spectator value and sports sponsorship.				
National Youth Policy Area	SPORTS AND RECREATION	Government priority area	Secure a significant stake for South African in the Sports value chain and also correct past racial economic imbalances.		
Location (National/ Provincial)	Output	KPI	Target	Implementers	Funding sources
National (9 provinces)	Launch youth sports entrepreneurship and value-chain ownership project.	Proportion of value attributable to youth in the entire sports value-chain. Proportion of ownership of clubs, brands, merchandise and rights owned or controlled by Black youth in the sports value-chain per sports code and per province.	10% by 2015 20% by 2020 30% by 2025	SRSA Provincial Sports Department Relevant sports federations.	SRSA Provincial Sports Department DTI Institutions
National (9 provinces)	Ensure non-racial selection of players and allocation of sports contracts; match fees and sponsorships.	Proportion of Black youth benefiting from sports match fees; contracts with clubs and sponsorships. Proportion of Black youth admitted to elite sports academies and competitive sports training programmes.	30% by 2015 40% by 2020 60% by 2025 40% by 2015 60% by 2017 80% by 2020	SRSA Provincial Sports Department Relevant Sports Federations	SRSA Provincial Sports Department

National (9 provinces)	Ensure that training and development, as well as recruitment and selection of sports administrators for elite sports incorporate a fair representation of youth.	Proportion of executive and senior management, coaching and administrative positions held by youth in all sporting codes per province and nationally.	10% by 2015 20% by 2020 30% by 2025	SRSA Provincial Sports Department Relevant Municipalities Private Sector Sponsors and Donors	SRSA Provincial Sports Department
National (9 provinces)	Ensure scientifically sound method of measuring progress of the sports economy as whole.	Establishment of a unit within SRSA to continually measure progress on the above indicators of youth participation in the sports economy.	Fully operational by 2013.	SRSA	SRSA
National (9 provinces)	Produce sports Mecca young entrepreneurs.	Establishment of a unit within SRSA to continually measure progress on the above indicators of youth participation in the sports economy.	10% by 2015 20% by 2017 30% by 2020	SRSA Provincial Sports Department Relevant sports Federation Provincial Sports Fora Private Sector	SRSA Provincial Sports Department

Estimated cost (R,000)					
Year 1	Year 2	Year 3	Year 4	Year 5	Total (5years)
R25,000	R25,000	R100,000	R100,000	R100,000	R350,000

8. ANCHOR PROJECTS

8.1 Agro-Processing

It is planned that South African HDI youth should own or control key value chains in South African agricultural industry through owning large scale and medium sized agro-processing businesses and related marketing channels. Youth must seek to own the whole value-chain and expand it to be internationally competitive. The diagram below illustrates a typical value-chain:

Farming
- Primary Production - Planting , Growing & Harvesting
- Lowest value add
- Often needs government subsidies to survive
- Must be secured in order to provide raw materials for agro-processing.

Logistics
- Transportation ; Warehousing, Cold Storage, Silos etc
- Better profits
- High levels skills required but product is not changed
- Very necessary to prevent shortages and create secure food suppy

Processing
- Secondary Production - Manufacturing
- Very good profits and very high value add
- High levels skills required to transform the primary product into high value product.

Branding
- Tertiary Production - Create Brands; Market to Supermarket chains etc
- Lucrative
- Gives power in the market place
- Once successful brands are created like Tastic, Simba or KOO

The first 24-36 months will be characterized by setting up the government participation and looking for the quick win projects. Projects need to be formulated with full information of the various provincial economic conditions on the ground. In each province, specific projects will be sourced. Some government departments such as the DTI have started identifying various projects and options. Some FETs have very promising projects that can be partnered with, for example, Waterberg FET has 14 large farms wherein they have been asked to provide a full development plan and skills training.

Agro-processing

The following provinces have some forms of advantage in launching agro-processing plants:

Province	Advantage	Agro-processing
Northern Cape	27% of the national sheep farming	Identify various uses of processed sheep products including expanding the herd and processing wool; ship skins; and processed sheep meat products, among others.
Eastern Cape	Produces timber; dairy and world class tea leaves.	Producing value added timber products Value added dairy products Re-launching Tea Production
Limpopo	Limpopo seems to be very aggressive in pursuing agro-processing opportunities including the launch of a world class food technology centre at the University of Limpopo	The NYDA through can play an active role in the project or partner with parties involved in the project: **MOLT** Location: Hoedspruit-Bohlabela District Project value: R225 million Job creation potential: 75 direct and 2 450 indirect jobs **Concept** The MOLT fruit processing facility will be the most technically advanced manufacturing plant of its type in SA. The manufacturing facility will provide production capacity of 100,000 ton of fruit and vegetables in a single shift a year. **Technology & Design** The plant will be controlled by automation and monitoring systems sourced from the best in Europe. The MOLT design makes it a low cost producer complying with international standards for quality, hygiene and safety (ISO and HACCP). Furthermore the systems will provide product mix flexibility enabling MOLT to process a wide range of fruits and vegetables into quality concentrate, purees and other value-added products. **Customers** The customers base for MOLT processed products both domestic and internationally range from juice packers and dairies for purees and concentrates to confectionaries and breakfast cereal manufacturers using pulp and puree nuggets, fish canners using tomato puree, cosmetic and household products requiring peel oils for scent and flavourants and livestock and game farming businesses requiring animal feed pellets. **Market** It is envisaged that international sales will represents 68% of primary product shipments - exported through two specialist liquid brokerage firms. Both these organisations (Tradewinds-Seattle, USA and Intercan Foods, Cape Town SA) have confirmed their off-take demand expectations in excess of MOLT's year five total output. Domestically, the six largest packers of liquid fruit products including, Danone, Parmalat, and SAB have confirmed quantities in excess of MOLT's output. **Project Requirements** Based on the findings of the detailed feasibility study, the promoters of this project are inviting interested parties from the investment and agro-processing industries to participate in the financing of this project.

Mpumalanga	Agriculture is one of the largest economic sectors in Mpumalanga, producing 15% of total output in South Africa (South Africa Yearbook, 2001/02). The growing demand for agricultural products is an important driver of the agricultural sector. Products include sugar cane, sunflower seed, sorghum, potatoes, onions, cotton and maize. Agricultural production in the province ranges widely from summer cereals and legumes in the highveld region to subtropical and citrus fruit and sugar in the lowveld. For the most part, dry farming land is utilised in agricultural production, but there are extensive irrigation activities in the Loskop area near Groblersdal and in the lowveld area adjacent to the Crocodile and Komati Rivers (MII, 2003).	Clearly the scope for agro-processing in Mpumalanga is enormous covering fruits; vegetables; legumes and cereals. This has to be thoroughly researched. One of the immediate opportunities is soya bean processing. Currently South Africa produces about 500 000 tonnes of soya bean per annum, exports a significant portion of it and imports its products, oil cake and soy oil. The current pressing capacity is about 20 000 tonnes per month, leaving a shortfall of 20-30 000 tonnes at current production levels. The opportunities in this instance are two: pressing the soya beans and producing oilcake and soya oil; and refining the soya oil into bio-diesel. One of the key thrusts of government is investing in green energy opportunities. Soya bean oil wholesales at R4 700 per tonne, so the estimated market size (domestic) is R94 million per month. Comparatively, the international market is much bigger. This excludes the oilcake, and the potential to refine the oil further into bio-diesel. The market for soya bean oil is the large food companies (Tiger Brands, etc) and oilcake is animal feed producers. The opportunity here is substantial enough to warrant a detailed study to establish the value-chain, taking into account national and international demand, logistics as well as available resources in Mpumalanga. Possible funders of this study would be the IDC (Research Unit) and the National Department of Agriculture's SME Unit.

In simple terms in these provinces (Mpumalanga; Limpopo; Northern Cape and Eastern Cape), there are already government initiatives and thoughts about agro-processing and the South African Government can launch these projects within 36 months- the scope and scale will be the subject of feasibility studies and at least R120m must be set aside for the launch of this initiatives, each project will typically cost R10-R20m and employ directly 100-300 and perhaps up to 3000 people indirectly.

Project Name	Agro processing		
Project Number	EC001	Project Objective	To establish agro processing plants and skill young people to operate them in four provinces.
Project Duration	5 years and beyond	Project target(s)	4,000 jobs created 4000 youth trained 40 small businesses created 4 large scale agro-processing businesses created

Location (province, rural/urban)	Output	KPI	Implementers	Funding sources
Limpopo; Eastern Cape; Mpumalanga; Northern Cape. (KZN and WC have to be investigated as well)	Out put 1: Number of jobs created	2,000 jobs created	NYDA-South African Government. Municipalities, Dept Agriculture (National & Provincial); Dept of Rural Development and Land Reform, DTI, IDC, NYDA; Local Universities e.g. University of Limpopo; UP etc.	DTI, IDC, Treasury, Dept of Agriculture, private sector; Land Bank; ; SETAS
Limpopo; Eastern Cape; Mpumalanga; Northern Cape. (KZN and WC have to be investigated as well)	Output 2: Number of youth trained	1,500 youth trained in agro-processing skills	SETAs, FET colleges, Dept of Higher Education,	SETAs
Limpopo; Eastern Cape; Mpumalanga; Northern Cape; Free State;North West; KZN, Western Cape	Output3: Number of youth business supplying agro processing plants	200 small businesses created to supply raw materials	NYDA, DTI	DTI
Estimated cost (R 000)				
Year 1	Year 2	Year 3	Total (5 years)	
R60m	R 30m	R30m	R180m	

It is anticipated that the first year will have high set-up costs in terms of equipment; facilities and training. The first three to four years typically incur losses and massive marketing costs and then profits should start flowing from year 4/5 onwards.

8.2 The YouthBuild SA Programme

YouthBuild SA program is a youth and community development program which addresses several core issues facing low-income communities: education, housing, employment, crime prevention, and leadership development. The programme targets youth from a cross-sections of the society, especially out-of-school youth, rural youth, youth in conflict with the law, youth with disability, to become productive members of their communities.

8.2.1. Strategic Objectives:
- To enforce youth development as an integral part of community sustainability;
- To provide unemployed youth with opportunities for meaningful work and service to their communities;
- To utilise the energies and talents of economically disadvantaged youth;
- To enable unemployed youth the opportunity to obtain the education and employment skills necessary to achieve economic self-sufficiency;
- To foster the development of leadership skills and commitment to community development among the youth in low-income communities;
- To increase the supply of affordable low cost housing to the poor community

8.2.2. Strategic Interventions
YouthBuild is a comprehensive programme that integrates academic achievement, work experience, social action, leadership development, and personal transformation in a single project. The components of the YouthBuild programme include: Education and Skills Development, Leadership and Service; Counselling and Support Services; Exit Opportunities. Each component of the programme interacts with one another to ensure an integrated learning process for young people.

Education and Skills Development

- This Program is an occupational skills training program that provides on site construction training to young people. The participants will receive a combination of classroom academic and job skills development and on-site training in a construction industry. Technical training in the following trades will be provided: Bricklaying; Plastering; Carpentry; Plumbing and or the National Community Home Builders Qualification.
- The training will also include basic skills instruction, accelerated learning for young people who are significantly behind in grade level, bilingual education for persons with limited English proficiency, and curriculum designed to lead to the attainment of an FET qualification or a SETA Accredited certificate. Other Curricula and activities will include appropriate work ethics ("soft skills") including time management, following directions, arriving to work prepared, getting along with colleagues, teambuilding, etc.
- The training will lead to SETA Accredited training, which give youth an advantage for placement into construction-related jobs or apprenticeships that can lead to careers in the construction industry.
- The program will provide an opportunity for Out-of –school-Youth to gain skills in the construction industry and after completion of the programme, it provides a chance of getting a career-oriented employment.
- The program will offer unemployed graduates an opportunity to get on site training on their field of study or to be re-skillled on the new field of study. The new graduates will be able to put their newly acquired skills to good use through the program.
- Training will be provided as needed for those youth with special needs (e.g. Youth with limited English proficiency will be provided with additional help as needed)
- The Program will close the gap of required scarce and critical skills in the country.
- Through YouthBuild SA, Scholarships should be organised for disadvantaged youth: The fields of study to be pursued, could include the following: Civil Engineering, Town and Regional Planning, Architecture, Architectural Technology, Construction Management, Surveying/ Land Surveying, Landscape Technology, Cartography, Urban and Rural Studies, Construction Science, Building Surveying, Development Planning, Development Leadership and Management, Landscape Architecture

Hands on Employment Training

- The YouthBuild SA model will helps low-income youth to get construction skills, which is part of government's plan to reduce poverty and unemployment among South African youth.
- Youth will be given the opportunities to participate in internships/job shadowing opportunities that exist in the construction industry and employers will give them first preference.

Social Cohesion

- The YouthBuild SA Programme is a Community Service Program in which young people build houses for homeless and other low-income individuals and families, providing the most valuable and visible commodity for their hard-pressed communities: affordable housing, educate and inspire their fellow young people, create leadership for the future, and generally take responsibility for their communities.
- YouthBuild SA will allow young people to simultaneously serve their communities and build their own future, through involvement from planning to implementation. The program and community will benefit when young people are involved in the governance of their own program, and participate actively in community affairs, learning the values and the lifelong commitment needed by effective and ethical community leaders.
- Young people will be motivated to develop a deep commitment to community involvement and look for opportunities to stay involved after completion of the programme.
- Youth in the programme will be encouraged to register to vote and to participate in local and national elections. They will also encourage other youth in their communities to participate in community activities.

Leadership

Some of the participants will be encouraged to become effective community advocates, board members of community organizations, or volunteers. Others may choose community-oriented careers, such as becoming social workers, youth workers, and staff of non-profit community based organizations. Furthermore, others may eventually become entrepreneurs and business leaders in the community. Regardless of the career path, leadership development during YouthBuild SA fosters and encourages long-term engagement with community issues and community service.

National Youth Service

- A key objective of the NYSP is to ensure that young people participate in nation-building, develop a sense of nationhood, access critical sectoral skills and become sustainably engaged in the mainstream economy.
- The YouthBuild Programme emphasise Community Service and Volunteerism as effective mechanisms through which youth can acquire skills, prepare for active citizenship through civic engagement and a commitment to nation building.
- Emphasis will be placed on community service as part of the process by which the so called "disconnected" young people change their relationship to society and develop a positive identity in which they can enjoy taking responsibility and "giving back" to their communities and families.
- The programme will offer the youth an opportunity to express their civic responsibilities in a structured manner
- The activities within the Programme will provide a diversity of tasks for participating youth to gain the experience necessary to access identified economic and learning opportunities

Health

- Participants will be trained on Health and Safety in the workplace
- Information on specific health topics affecting the Youth will also be provided onsite, for example, HIV/AIDS, smoking, substance abuse prevention/ recovery, nutrition, stress, etc.

Exit Opportunities and Follow up Support

- Upon graduation from a YouthBuild program, young people may go into an existing job, launch a business, enter an internship or apprenticeship training program, or choose a course that combines continuing education and work.
- The program element emphasizes a focus on placement preparation and placement opportunities from day one, by both providing young people with the skills they will need to navigate employment opportunities, and exposing young people to the range of placement options that might be available to them.
- The program guides young people to jobs or self employment and provides follow up support and counseling to ensure that these placements are of high quality, productive and retained.

Project name	YouthBuild SA			
Project Number		Project Objective	To establish the YouthBuild SA Programme that will provide unemployed and unskilled youth with opportunities for meaningful work and service to their communities	
Project Duration	5 years and beyond (1st year: Planning 2nd – 5th Year Implementation)	Project target(s) Per province per year	1,000 youth trained 10 small businesses created 10 Scholarships awarded	
Location (province, rural/urban)	**Output**	**KPI**	**Implementers**	**Funding sources**
National (9 Provinces)	Out put 1: Number of youth trained	100% of youth attained secondary education 100% of youth attained post matric qualification/ accredited training (technical skills) 90% of youth enrolled completed the training programme	DBE, FET Colleges, DHET CETA, Youth Build International, Accredited Training Providers	CETA, National Home Builders Registration Council (NHBRC)
	Out put 2: Number of entrepreneurs created	10 Entrepreneurs created in each province	NYDA, DTI,	DTI, NYDA, Private Sector
	Out put 3: Number of houses built	500 houses built (500 houses per year) 50% of beneficiaries are youth	Dept of Human Settlement (National & Provincial Offices), NYDA, CBOs and NGOs, Municipalities	Dept of Human Settlement (National & Provincial Offices), Donors, NYDA, National Home Builders Registration Council (NHBRC), Municipalities
	Out put 4: Number of youth receiving Scholarship for FET and Tertiary education	5 Youth awarded Scholarships on construction related fields	Dept of Human Settlement, Universities/ Technikons, Department of Higher Education	Dept of Human Settlement, Universities/ Technikons, Department of Higher Education,
	Out put 5: Number of youth entering an internship or apprenticeship training program after completion of the Youth Built Program	10% of youth enrolled in internship or apprenticeship training program after completion of the Youth Built Program	CETA, Dept of Human Settlement (National and Provincial offices), NYDA, Municipalities	CETA, Dept of Human Settlement, NYDA
Estimated cost (R 000)				
Year 1 (Planning and Pilots)	Year 2	Year 3	Year 4	Total (5 years)
R1m	R 10m	R10m	R10m	R31m

8.3 ICT

The other area of specialization which would require enormous cooperation from Government is ICT. South African Governments that specialize in ICT could be established in Gauteng; KZN; Free State; North West and Western Cape. The needs of the South African ICT consumer are wide and varied but one of them is the launch of Open Source Systems for government. Brazil has developed a wide range of Open Source systems for running municipalities; government departments; delivery of education programs etc, making government services consistent, accessible and cheap. Government could focus on developing uniform; cutting edge Open Source systems to cover a wide range of service delivery particularly in Education; Health and municipalities based on open source technologies. Coupled with this, are ICT systems for smart energy management. This also includes moving a number of government services to cellular phone technology and onto the internet social pages and perhaps using the schools; post offices; clinics as the key information portal for communities using ICT particularly cellular phones etc. The full range of youth services and information can be delivered using cellular phones.

To this effect, the South African Government has already adopted and committed to the Free Open Source Software (FOSS) strategy in 2008. FOSS is managed by the State Information Technology Agency (SITA), and a road map for it's implementation has already commenced. One of the policy objectives of FOSS is that, all new software developed for or by the South African Government will be based on open standards, adherent to FOSS principles, and licensed using a FOSS license where possible. The roll-out of FOSS in government has started and appears to be successful including at these sites, the dti and Limpopo Premier's office.

The CSIR, through the MERAKA institute, is already working on a few projects that are based on FOSS including: SCUBUNTU: Ubuntu for Scientists, AFRIMESH, VILLAGE TELCO, "MOBI4D" Mobile and Telephony Platform, OPEN SPELL - Educational game that allows users to practice spelling in all South Africa's official languages.

Project Name	ICT		
Project Number	EC002	Project Objective	To create new cutting edge ICT businesses that are owned and controlled by South African HDI youth
Project Duration	5 years and beyond	Project target(s)	5,000 jobs created 5,000 youth trained 40 small businesses created 5 large scale ICT businesses created)

Location	Output	KPI	Implementers	Funding sources
Gauteng; Western Cape; Free State; North West	Output 1: Number of jobs created	5,000 jobs created in	NYDA-South African Government. DTI, IDC, NYDA; Local Universities; SETA ; Dept of Science and Technology; International Universities	DTI, IDC, Treasury, private sector; SETAs
Gauteng; Western Cape; Free State; North West; KZN	Output 2: Number of youth trained	5000 youth trained in advanced ICT skills	SETAs, FET colleges, DHET, Department of Science & Technology; Department of Communications, International Universities and Research Institutes	SETAs; DoE; National Treasury Wage Subsidy, Department of Communications,
Gauteng; Western Cape; Free State; North West; KZN	Output 3: Number of youth business participating in the value-chain	100 businesses created to supply ICT services	NYDA, DTI	DTI; IDC; NEF; Private Sector
Estimated cost (R 000)				
Year 1	Year 2	Year 3	Total (5 years)	
R100m	R 40m	R40m	R220m	

It is anticipated that the first year will have high set-up costs in terms of equipment; facilities and training. The first three to four years typically incur losses and massive marketing costs and then profits should start flowing from year 4/5 onwards. It is critical that at least 30% of government ICT budget is made available allocated to various components of government, and the balance of 70% be available to the open market including free standing Youth Owned businesses. The 30% is used to give extensive practical experience to the youth within the Hub and also provide Research and Development opportunities for understanding emerging client needs, to initiate new technological projects, products and services. It must also be understood that ICT product and services development is typically not constrained by geography and requires mainly electricity and internet connectivity. Indian, Brazilian and Russian programmers are servicing clients all over the world without ever leaving their hometowns. Similarly South African Governments can undertake major international projects for clients globally within their provinces.

The South African Government has also incorporated the Broadband Infraco (Proprietary) Limited (''Broadband Infraco''), a new state owned enterprise (SOE), whose purpose is to provide affordable access to long-distance telecommunications network infrastructure connectivity services in South Africa as a national, open access, wholesale service provider in the South African telecommunications space. Broadbank Infraco has to expand the availability and affordability of access to electronic communications networks and services, including but not limited to underdeveloped and underserviced areas; and to ensure that bandwidth requirements for specific projects of national interests are met. This means taking over of the existing 12 000 kilometers of fibre optic cable transmission links and expanding it to all the priority area's in South Africa. The roll out of additional fibre optic cable, presents great opportunities for young entrepreneurs and possibilities of job creation for young people.

8.4 Motor Vehicle Manufacturing

The other area of service is the car manufacturing which competitive hubs in Eastern Cape and Gauteng. Gauteng has identified itself as the future premier car manufacturing hub in Africa and is taking steps in that direction. However the Eastern Cape and KZN have a formidable track record in car manufacturing and also have sea ports for exporting vehicles. The opportunities therefore in this sector should cover component of manufacturing across the board including paints; leather; fabric and various engineered parts, and also to provide labour and auto dealer ownership and fleet management services. The immediate task is to be able to have South African Youth who are trained in engineering and manufacturing of car components to the point where they can offer innovations to the manufacturers. This type of project should be viewed as a long-term project in order to have optimum results. Again this must spread to the manufacturing, distribution and maintenance of automated/mechanised equipment that is used in agriculture and agro-processing including tractors and harvesters.

Project Name	Auto Component Manufacturing			
Project Number	EC003	Project Objective	To create new cutting-edge auto component manufacturing businesses that are owned and controlled by South African HDI youth	
Project Duration	5 years and beyond	Project target(s)	5,000 jobs created 5,000 youth trained 40 small businesses created 3 significant component manufacturing businesses established	
Location	**Output**	**KPI**	**Implementers**	**Funding sources**
Gauteng; KZN; Eastern Cape	Output 1: Number of jobs created	2,000 jobs created in	NYDA-South African Government. DTI, IDC, Local Universities; SETA; Dept of Science and Technology; International Universities	DTI, IDC, Treasury, private sector; SETAS
Gauteng; KZN; Eastern Cape	Output 2: Number of youth trained	2000 youth trained in advanced auto manufacturing skills	SETAs, FET colleges, Dept Higher Education, Department of Science & Technology; International Universities and Research Institutes	SETAs; Dept Higher Education; National Treasury Wage Subsidy
Gauteng; KZN; Eastern Cape	Output 3: Number of youth business participating in the value chain	3 businesses created to supply components	NYDA, DTI	DTI; IDC; NEF; Private Sector
Estimated cost (R 000)				
Year 1	Year 2	Year 3	Year 4	Total (5 years)
R100m	R 40m	R40m		R220m

8.5 Mineral Beneficiation Projects

The beneficiation of minerals is an emerging industry where South Africa has under performed and presents huge opportunities for venturesome HDI youth to pioneer and create large scale enterprises. In this connection probably R40bn would be spent and 20,000-60,000 jobs created with roughly 120,000 indirect jobs created. South Africa has the potential to beneficiate the following minerals: platinum for making catalytic converters for the motor industry; iron ore; titanium, zirconium, vanadium, magnesium and silicon; gold and many other minerals and DTI; Department of Economic Development, Department of Science and Technology and DMR are all involved in aggressively pursuing these prospects.

The nature of mineral beneficiation projects is that they require massive capital investment, specialized skill-sets and agglomerative industries to be truly effective. Bearing this in mind, the NYDA should actively track the existing beneficiation projects sitting within the key national departments that are at or beyond feasibility stage and build a business case for investment in downstream/agglomerative opportunities. From the existing projects, an assessment should be done of the pockets of opportunity in the value chain as well as the required human and physical resources. This should form the basis of the tactics to be adopted.

It is important to point out that the value of engaging international partners early cannot be gainsaid. They have the potential to bring knowledge, skills and capital into the industries. With the right regulatory framework and government support, they could be a valuable assess. An example would be the proposed R15 billion titanium zirconium plant that could attract advanced technology metals companies that supply the global aerospace sector.
The NYDA is duty bound to ensure that these programs as they represent the future of the country and vast wealth creation of wealth in excess of mining must be youth focused in terms of ownership and skills development.

Project Name	Mineral Beneficiation Project			
Project Number	EC004	Project Objective	To partner with National Government Departments to create Mineral Beneficiation businesses on the back of existing projects that are owned and controlled by South African HDI youth	
Project Duration	5 years and beyond	Project target(s)	5,000 direct jobs created 15,000 indirect jobs 6,000 youth trained 20 small businesses created 5 large scale mineral beneficiation businesses established	
Location	Output	KPI	Implementers	Funding sources
Gauteng; Western Cape; Free State; North West; Northern Cape; KZN	Output 1: Number of jobs created and sustained	5,000 jobs created in	NYDA-South African Government. DTI, IDC, DME, Department of Economic Development; NYDA; Local Universities; SETAs; Dept of Science and Technology; International Universities	DTI, IDC, Department of Minerals and Energy, Treasury, private sector; SETAS; International Partners
Gauteng; Western Cape; Free State; North West; Northern Cape; KZN	Output 2: Number of youth trained	5,000 youth trained in advanced ICT skills	SETAs, FET colleges, Dept Higher Education, Department of Minerals and Energy, Department of Science & Technology; Department of Communications, International Universities and Research Institutes	SETAs; Dept Higher Education; Department of Minerals and Energy, Department of Communications, National Treasury Wage Subsidy
Gauteng; Western Cape; Free State; North West; Northern Cape; KZN	Output 3: Number of youth business participating in the value chain	100 businesses created to supply ICT services	NYDA, DTI, Department of Minerals and Energy, Department of Public Enterprise	DTI; IDC; NEF; Department of Minerals and Energy, Private Sector,
Estimated cost (R 000)				
Year 1	Year 2	Year 3	Year 4	Total (5 years)
R100m	R 200m	R300m		R600m

8.6 Social Economy

There is a strong correlation here with the work being conducted within the social economy, and youth can be encouraged to participate more actively in this sector. Social enterprises, using either corporate or not-for-profit business structures, have the potential to become major employers while meeting socio-economic needs of communities.

Organisations like the Creative Design Company, started by the Job Creation Trust, works specifically on maximizing job opportunities for the previously unemployed and disadvantaged. It does this by working in a part of the clothing industry's value-chain that was previously off-shored to the East and bringing the economic activity and relevant employment potential back into the country.

Project Name	Social Enterprise Development Project			
Project Number	EC005	Project Objective	To create new cutting edge social enterprises that contribute to the economy while addressing social challenges in the country	
Project Duration	5 years and beyond	Project target(s)	800 direct jobs created 1500 indirect jobs 2,000 youth trained 20 social enterprises created 5 large scale social businesses established	
Location	**Output**	**KPI**	**Implementers**	**Funding sources**
Gauteng; Western Cape; Free State; North West; Northern Cape; KZN	Output 1: Number of jobs created and sustained	800 direct jobs created; 1500 indirect jobs created	NYDA-South African Government, civil society role-players (universities, NGOs, development agencies)	DTI, IDC, Treasury, private sector; SETAS, development agencies, earned income sources
Gauteng; Western Cape; Free State; North West; Northern Cape; KZN	Output 2: Number of youth trained	2000 youth trained	SETAs, FET colleges, Dept Higher Education, Universities	SETAs; Dept Higher Education; development agencies, private sector
Gauteng; Western Cape; Free State; North West; Northern Cape; KZN	Output3: Number of social businesses created	20 enterprises created, 5 large scale	NYDA, DTI, DSD, universities, civil society role-players	DTI; IDC; NEF; Private Sector
Estimated cost (R 000)				
Year 1	Year 2	Year 3		Total (5 years)

8.7 Green Economy

In his 2011 State of the Nation Address, President Zuma highlighted the need to create decent jobs for South Africans as one of the key government priorities. Amongst the six key priority areas for job creation is the Green Economy. A Green Economy is one in which business processes are reconfigured to deliver better returns on natural, human and economic capital investments, while at the same time reducing greenhouse gas emissions, extracting and using fewer natural resources, creating less waste and reducing social disparities. Thus a Green Economy grows by reducing rather than increasing resource consumption.

The following are key areas for consideration in the involvement of youth in green economy, namely:
- Waste Management
    » Establishment of recycling companies and cooperatives
- Renewable Energy and Energy Efficiency:
    » Solar Water Heating
    » Waste to energy (through pyrolysis and other processes)
    » Energy Audits
    » Generation of electricity from solar, wind, biomass
    » Retrofitting of lights with compact fluorescent tubes and LED lights, etc
- Water and Waste Water Management:
    » Retrofilling of waste water treatment plants
    » Upgrading of waste water treatment plants
    » Design, development and operating of waste water treatment plants
- Agricultural Development (especially for rural areas):
    » Agro-processing
    » Aquaculture
    » Hydroponics
- Food Security
- Professional training (environmental journalism, , policy, climate change, etc)

Green economies not only create direct and indirect employment opportunities, they also protect existing jobs by addressing the increasing costs and challenges that undermine traditional economic growth, such as increasing food and energy prices.

Job Creation Potentials:
- Renewal Energy/Efficiency
- Aquaculture, Agro-processing and Food security;
- Air Quality Management;
- Water and Waste Management;
- Waste Management; and
- Professional Practice.

Project Name	Food security			
Objectives	To address food security by increasing the production of food whilst simultaneously generating significant employment and building a stronger regional food economy through diversification and value-adding initiatives. To focus on opportunities for small food producers, manufacturers, distributors and retailers to access the market, including value chain wide facilitated dialogue to identify blockages and opportunities for job creation			
Project Duration	5 years and beyond	Project target(s)	30,000 jobs created 30,000 youth trained	

Location	Output	KPI	Implementers	Funding sources
National	Output 1: Number of jobs created	30,000 jobs created and sustained	NYDA, Department of Economic Development, Department of Rural Development and Land Reform, Department of Agriculture, Department of Environmental Affairs, Farmers Associations, NGOs, Private Sector	DTI, Department of Economic Development, Department of Rural Development and Land Reform, Department of Agriculture, Department of Environmental Affairs, Private Sector
National	Output 2: Number of youth trained in the proposed value chain	Nationally within five years	NYDA, SETAs, Department of Economic Development, Department of Rural Development and Land Reform, Department of Environmental Affairs, Department of Agriculture, Farmers Associations, NGOs, Private Sector	DTI, SETAs, Department of Economic Development, Department of Rural Development and Land Reform, Department of Environmental Affairs, Department of Agriculture, Private Sector
	Engagement with Private sector	Value chain wide facilitated dialogue to identify blockages and opportunities for job creation	NYDA, Department of Economic Development	NYDA, Department of Economic Development
	Number of youth business supplying agro processing plants	1 200 small businesses created to be small food producers, manufacturers, distributors and retailers	NYDA, SETAs, Department of Economic Development, IDC, the dti, Department of Rural Development and Land Reform, Department of Agriculture, Farmers Associations, NGOs, Chain Stores, Private Sector	NYDA, SETAs, Department of Economic Development, IDC, the dti, Chain Stores,

| Estimated cost (R 000)			
Year 1	Year 2	Year 3	Total (5 years)
R60m	R 30m	R30m	R180m

8.8 Military NYS

The Military NYS project will align itself with developing a wide range of skills whose principal objective is to create a platform for the long-term socio-economic development of the country. This project will be largely short term in nature but may include other mandates e.g. building and maintenance of dams and power generation infrastructure; creation and maintenance of parks and recreational facilities in wetlands and estuaries - this may also be linked to disaster prevention and disaster reaction. In the short run, the SANDF NYS project should form Youth Corps that can be deployed in any Expanded Public Works Programs and the Youth BuiltSA programme in well trained, skilled and disciplined units that are mobile and easy to deploy. In simple terms, the other government departments need only to send their requests for assistance to the SANDF National Youth Service and the NYS trains and deploys the youth to meet the needs of that particular department e.g. Departments of Rural Development and Land Reform and Agriculture have many demanding projects that could benefit from this type of service. Municipalities can also use this service to aggressively progress their Local Economic Development and service delivery objectives without resorting to private sector consultants etc.

Project Name	Military National Youth Service (SANDF)		
Project Number	EC005	Project Objective	To create a multi-disciplinary Youth Corps that can be deployed to tackle any government project whose principal objective is to create a platform for Socio-Economic development.
Project Duration	5 years and beyond	Project target(s)	30,000 jobs created 30,000 youth trained
Location	**Output**	**KPI**	**Implementers**	**Funding sources**
National	Output 1: Number of jobs created	30,000 jobs created and sustained	NYDA, SANDF- National Youth Service; All government Departments and all spheres of Government; International Universities; Local Universities	DTI, IDC, Treasury, private sector; SETAS
National	Output 2: Number of youth trained	Nationally within five years	SETAs, FET colleges, Dept Higher Education, Department of Science & Technology; International Universities and Research Institutes	SETAs; DoE; National Treasury Wage Subsidy
Estimated cost (R 000)			
Year 1	Year 2	Year 3	Total (5 years)
R300m	R 40m	R40m	R460m

8.9 Furniture Making Project

Background
The traditional value chain for wood and furniture products (WFP) starts with forestry:

FORESTRY → SAWMILL → MANUFACTURE → CONSUMER
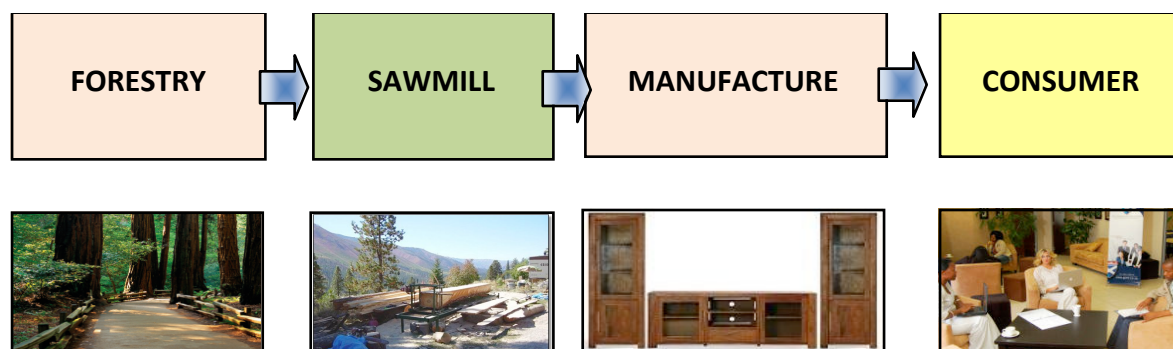
The traditional primary raw material input in the WFP industry is timber or board. Most manufacturers use pine while Saligna is a key component of exported timber and wood furniture products. Other inputs in WFP manufacture are as follows:

• chipboard;
• timber veneer laminates such as oak or imbuia;
• hardware fittings (for example mirrors, glass, handles);
• lacquers;
• leather;
• fabric;
• metal; and
• aluminium.

The production focus areas for this anchor project are:

• Saligna furniture for export (based on locally grown hardwoods);
• Chipboard furniture primarily for the domestic market;
• Pine furniture production for both the domestic and export markets;
• Upholstered furniture (also using fabric, foam and leather);
• Office furniture (solid and/or chip board); and
• Home furniture (kitchen, lounge/living room, bedroom).

Location

While the WFP anchor projects that are proposed can theoretically be located anywhere in the country, the selection of location is driven by the spread of forestry resources to allow for local beneficiation. South Africa's forest resources comprise three main components namely:

• savannas;
• indigenous forests; and
• plantations.

Savannas contribute the bulk of the woody biomass in South Africa. The potential area is in the region of 42 million hectares10 (one third of South Africa), of which 11 percent is partially transformed and 10 percent totally transformed to agricultural production.

Indigenous Forests cover a very much smaller area of 533 000 hectares12. Almost three-quarters of these forests are conserved either as declared State forests or within formal protected areas.

Plantations cover approximately 1,37 million ha of South Africa14. Over 80 percent of them are found in three provinces: Mpumalanga, KwaZulu-Natal and the Eastern Cape. Key performance metrics include:

• 22 million m3 of commercial roundwood in 2003 (worth an estimated R5.1 billion);
• direct employment for approximately 107 000 people (67 500 are in formal employment, 30 000 are contract workers and 39 500 are small growers); and
• provide the raw material for downstream activities such as pulpmilling, paper manufacturing, saw milling, wood chip exports, timberboard, mining timber and treated poles.

Training

The youth who will be selected for participation in the Furniture Production Anchor Project will receive training that will include the following:

• Furniture industry overview (South Africa);
• Business management;
• Wood machining;
• Wood finishing;
• Upholstery;
• Cabinet making;
• AutoCAD & CNC programming and operating; and
• Furniture design.

8.9.1 Export Saligna WFP Project

Project Name	Export Saligna WFP			
Project Number	1	Programme objectives	High WFP Skills Development Job Creation	
Project Duration	2 years		Project target(s)	500 direct WFP jobs 500 upstream jobs
Location (province, rural/urban)	**Output**	**KPI**	**Implementers**	**Funding sources**
KZN/LP MP/EC	Feasibility study	Feasibility Study	NYDA NDA	NYDA SEDA
	WFP Training	Number of youth trained	NYDA NDA	NYDA SETA
	WFP Plants Setup	Number of WFP Plants Setup	NYDA NDA	NYDA IDC
Estimated cost (R '000)				
Year 1		Year 2		Year 3
R32,000		R10,000		R10,000

8.9.2 Solid & Chipboard Office Furniture Production Project

Project Name	Solid & Chipboard Office Furniture Production			
Project Number	1	Programme objectives	High WFP Skills Development Job Creation	
Project Duration	2 years		Project target(s)	500 direct WFP jobs 500 upstream jobs
Location (province, rural/urban)	**Output**	**KPI**	**Implementers**	**Funding sources**
KZN/LP MP/EC	Feasibility study	Feasibility Study	NYDA NDA	NYDA SEDA
	WFP Training	Number of youth trained	NYDA NDA	NYDA SETA
	WFP Plants Setup	Number of WFP Plants Setup	NYDA NDA	NYDA IDC
Estimated cost (R '000)				
Year 1		Year 2		Year 3
R32,000		R10,000		R10,000

8.9.3 Upholstered Furniture Production Project

Project Name	Upholstered Furniture Production			
Project Number	1	Programme objectives	High WFP Skills Development Job Creation	
Project Duration	2 years		Project target(s)	500 direct WFP jobs 500 upstream jobs
Location (province, rural/urban)	**Output**	**KPI**	**Implementers**	**Funding sources**
KZN/LP MP/EC	Feasibility study	Feasibility Study	NYDA NDA	NYDA SEDA
	WFP Training	Number of youth trained	NYDA NDA	NYDA SETA
	WFP Plants Setup	Number of WFP Plants Setup	NYDA NDA	NYDA IDC
Estimated cost (R '000)				
Year 1		Year 2		Year 3
R32,000		R10,000		R10,000

8.9.4 Export Pine WFP Project

Project Name	Export Pine WFP			
Project Number	1	Programme objectives	High WFP Skills Development Job Creation	
Project Duration	2 years		Project target(s)	500 direct WFP jobs 500 upstream jobs
Location (province, rural/urban)	**Output**	**KPI**	**Implementers**	**Funding sources**
KZN/LP MP/EC	Feasibility study	Feasibility Study	NYDA NDA	NYDA SEDA
	WFP Training	Number of youth trained	NYDA NDA	NYDA SETA
	WFP Plants Setup	Number of WFP Plants Setup	NYDA NDA	NYDA IDC
Estimated cost (R '000)				
Year 1		Year 2		Year 3
R32,000		R10,000		R10,000

9. INSTITUTIONAL ARRANGEMENTS

The IYDS y is a cross-cutting instrument that requires all sectors of the society to pay attention to. The following institutions are expected to develop programs and strategies as well as allocate a budget and or mobilize resources for the successful implementation of the IYDS.

9.1 Public Sector

The public sector is seen as the main implementer of the IYDS. The sector is therefore expected to create an enabling environment to ensure that it successfully implements the Strategy.

The following points provide some guidelines on how to implement the IYDS in the Public Sector:

9.1.1 Departmental/Municipal Youth Strategy

Government Departments at national and provincial levels should develop sector specific strategies to realize the IYDS aspirations. The strategy should not deviate from the Provisions of the IYDS and the NYP; it should rather be crafted in line with the mandate of the specific department. The Strategy should have a costed implementation plan, timeframes and clear deliverables. Municipalities should develop Youth Strategies that are aligned to their Provincial Strategies.

9.1.2 Establishment of Youth Directorates

All government departments at National and Provincial level should establish youth directorates in line with the Guidelines on the Establishment of Youth Directorates. At municipal level, local youth units should be established.

The role of the youth directorates will be to ensure:
  • Development of Youth Development Strategies in specific departments and municipalities
  • Coordination of youth development programs as per the implementation plan of the Departmental/Municipal Strategy
  • Monitoring the implementation of the Strategy by the Department/Municipality
  • Collating reports on the implementation of the Strategy
  • Representing the Department/Municipality on the Inter-Departmental Committee on Youth Affairs

9.1.3 Establishment of Inter-Departmental Committees on Youth Affairs

Inter-Departmental Committees on Youth Affairs should be established at all vertical spheres of government

The IDC should be responsible for the following:
  • Meet on a quarterly basis;
  • Receive reports on the implementation of departmental/municipal strategies;
  • Collate a quarterly report on the progress of the public sector in implementing the IYDS; and
  • Work with the NYDA in the development of an annual report on the State of Youth Development in the Province, Municipality and National level

9.1.4 Inclusion of core Programs in the Departmental Strategic Plans or Integrated Development Plans of Municipalities

Departments/Municipalities should ensure that the core programs of the Youth Strategy Implementation Plan are lifted into the Strategic Plan/IDPs to ensure proper accountability and to avoid the relegation of youth matters to the periphery. The Director of the Youth Directorate should form part of the Strategic Plan/IDP process to ensure that Youth Development Programs aligned to the Youth Strategy are integrated into the Plan.

9.2 Private Sector

The NYDA needs to establish relationships with the Private sector to ensure that they commit to funding and implementation of certain programs in partnership with government departments (public-private partnerships).

Individual government departments and municipalities should enter into agreements with the private sector for partnerships on Youth Development specific programs.

A forum of the private sector should be established and be coordinated by the office of the President or Deputy President where the Private Sector will pledge their commitment to youth development activities.
The forum should develop its own annual to three year plan on youth development.
The forum should sit quarterly and receive reports on progress made on youth development.
The forum should run a quarterly journal informing the public on the Youth Development Achievements.

9.3 Civil Society Organisations/ NGOs

The NYDA should develop a database of core civil society structures that have dedicated youth development programmes.

The NYDA should partner with some NGOs and fund some of the programs that are aligned to the IYDS to ensure that the provisions are met as required.

The NYDA should establish a forum of civil society organizations that implement youth development programs as a platform on sharing best practices.

9.4 National Youth Development Agency (NYDA)

The NYDA is a custodian of the IYDS. The agency will develop measures that will lead to the successful implementation of the Strategy. The following points serve to guide the NYDA on how it will implement the IYDS:

9.4.1 Lobby and Advocacy
   • The NYDA will develop a Lobby and Advocacy Strategy detailing how various sectors will be lobbied to realize the aspirations of the IYDS.
   • The strategy will outline various entry points and specify how lobbying will be done at political, administrative, and civil society level.

9.4.2 Coordination
The NYDA will coordinate youth development programs and initiatives and create a centre that is able to pull all sectors together.

9.4.3 Monitoring and Evaluation
The NYDA will develop a monitoring and evaluation tool to track implementation activities of the IYDS. The tool would be shared with all stakeholders and role-players.

9.4.4 Anchor Projects
The NYDA should conceptualise IYDS based anchor projects which will be implemented and managed in-house.

9.4.5 Funding
The NYDA will allocate specific budget for funding of projects and initiatives that advance the implementation of the IYDS.

9.4.6 NYDA Strategic Plan
The NYDA will ensure that all its strategic intents and objectives are aligned to the IYDS

ANNEXURE A

National Youth Development Key Performance Indicators

Youth development indicator	Key Performance Indicator	Proposed Specific KPI	Baseline (to be established)	Annual Targets (will be developed using the baselines)
Jobs	% increase in the number of young people in decent employment	40% decrease in youth unemployment from over 70% to 30% in the next 5 years		8% decrease in youth unemployment
	% increase in the number of feasible youth owned enterprises	% increase in the number of sustainable youth owned enterprises		
	Availability and take up of opportunities for skills development and further training to enhance employability	% increase in youths trained & skilled to access scare skills employment opportunities		
Education	Access to further and tertiary education	% increase in PDIs, especially young black Africans and coloured youth, accessing further and tertiary education		
	Number of young people attaining National Senior Certificate or equivalent with productive skills	50% increase of youth passing matric with university exemption in the next 5 years		10% increase of youth passing matric with university exemption
	Availability and take up of second chance interventions for out of school youth, youth in conflict with the law etc	% increase in out of school youth and youth in conflict with law enrolled in second chance programmes		

Youth development indicator	Key Performance Indicator	Proposed Specific KPI	Baseline (to be established)	Annual Targets (will be developed using the baselines)
Poverty	% reduction of the number of young people depending on social assistance	% decrease in the number of young people depending on social grants		
	% reduction of number of young people living below the poverty line of R1200 per month	% decrease in the number of young people living below the poverty line of R1200 per month		
	% increase in the number of child-headed households receiving comprehensive socio-economic support and assistance	% increase in the number of child-headed households receiving comprehensive socio-economic grants to improve their quality of life		
Health	% decrease in the number of new HIV/AIDS infections amongst young people	% decrease in the incidence rate of HIV/AIDS infections amongst youth		
	% decrease in lifestyle diseases affecting youth	% decrease in number of youth involved in health risky behaviors		
	% increase in young people living active and healthy lifestyles	% increase in youth accessing preventative health care %increase in youth actively involved in regular physical activity/sport		
Girls & young women	Access to reproductive health care	% increase in girls & young women accessing reproductive health services		
	% decrease in the crimes of violence committed against girls and young women	% decrease in the crimes of violence committed against girls and young women		
	% decrease in teenage pregnancy	% decrease in teenage pregnancy		
	% increase in young women capacitated to meaningfully participate in the economy	% increase in number of women skilled to actively participate in the economy		

Draft Integrated Youth Development Strategy for South Africa

National Youth Development Key Performance Indicators- Detailed Analysis

Core Youth Development Indicator	Sub-indicators	Demographic Variables	Source of Data
Employment	• Period/length • Sector of employment • Type of job (i.e. what a person does • Level of job (e.g. managerial, admin etc.) • Gross salary • BEE participation rates • Number of youth in leadership positions • Number of youth employed	• Race • Gender • Geography (Provincial, District, Local, rural, urban, township, informal settlements)	QLFS data Status of Youth Survey (3yrs) StatsSa
Unemployment	• Period/Length • Not economically active • Ratio of youth to adult unemployment • Graduate unemployment • Number of youth unemployed	• Race • Gender • Geography (Provincial, District, Local, rural, urban, township, informal settlements)	QLFS data Status of Youth Survey (3yrs) StatsSa
Youth entrepreneurship	• Number of youth in business • % of youth business as proportion of population • Sector of business • Type of business • Registered or not? • Number of years in operation • Gross turnover • Received training in business? • Access to business support and services (e.g. finance, advice etc.) • BEE participation rates	• Race • Gender • Geography (Provincial, District, Local, rural, urban, township, informal settlements)	QLFS SESE data Status of Youth Survey (3yrs) SME Survey FinScope Small Business Survey
Basic education Quality	• No schooling • Literacy rates • Drop-out rates – school-aged but out of school • Enrolment rate to secondary • Matric subjects • No participating in feeding schemes • Access to	• Race • Gender • Geography (Provincial, District, Local, rural, urban, township, informal settlements)	GHS StatsSa GHS Status of Youth Survey (3yrs)
Higher education Quality	• Enrolment rate for tertiary education (FET &HET) • Graduation rate(post graduate and PHD) • Post-matric qualifications • Dropout rates • Courses studied • Access to NFAS and type of support	• Race • Gender • Geography (Provincial, District, Local, rural, urban, township, informal settlements)	DOBE DOHE GHS StatsSa Status of Youth Survey (3yrs)
Skills levels and capacity	• Out of school Vocational to other training by type(e.g. compute courses, welding etc) • On-the-job training • Who offered the training to youth? • % youth involved in different industries	• Race • Age • Gender • Geography (Provincial, District, Local, rural, urban, township, informal settlements)	StatsSa Status of Youth Survey (3yrs)

Core Youth Development Indicator	Sub-indicators	Demographic Variables	Source of Data
Health and wellbeing Status	Alcohol consumption rates Smoking rates Adolescent fertility as a % of total fertility HIV prevalence rate among youth Condom usage VTC usage Maternal mortality Mental illness Sexual violence	Age Race Gender Geography (Provincial, District, Local, rural, urban, township, informal settlements)	DOH HSRC MRC Status of Youth Survey (3yrs)
Poverty Levels	Household income Absolute poverty rates Lack of basic services Number of youth-headed households Dependency on social grants	Age Race Gender Geography (Provincial, District, Local, rural, urban, township, informal settlements)	LCS GHS Status of Youth Survey (3yrs)
Access to Infrastructure and Basic Services	% that have access to household goods Sanitation Piped water Electricity Landline telephone Cellular telephone	Age Race Gender Geography (Provincial, District, Local, rural, urban, township, informal settlements)	GHS Status of Youth Survey (3yrs)
Levels of Social Cohesion	Participation in volunteering and community service activities Participation in elections Participation in sports and recreational activities Social network groups (e.g. church membership, stokvel, youth clubs etc) Victimisation (xenophobia)	Age Race Gender Geography (Provincial, District, Local, rural, urban, township, informal settlements)	StatsSa Status of Youth Survey (3yrs)
Levels of Vulnerability	Substance abuse Teenage motherhood Disability Youth in conflict with the law	Age Race Gender Geography (Provincial, District, Local, rural, urban, township, informal settlements)	StatsSa MRC DOH DOP DOCS GHS Status of Youth Survey (3yrs)
Rate of migration (rural urban trends)	Cross-border or Inter Intra migration (inside and between provinces) Immigration patterns Emigration patterns Number of rural dwellers	Age Race Gender Geography (Provincial, District, Local, rural, urban, township, informal settlements)	DOHA StatsSa Status of Youth Survey (3yrs)

NOTES
1. Youth defined as persons between the ages of 14 and 35 years
2. May be disaggregated as follows: 14 to 19; 20 to 24; 25 to 29; and 30 to 35 for comparative purposes
3. Indicators to be cross-tabbed where possible e.g. type of job by level of education and by age etc.