



# YOUTH DEVELOPMENT



Catalysing For Change



Researching For Action



Educating For Impact



Convening For Results

□ **PROJECT LEAD** Thato Bereng

□ **PROJECT TEAM** Dr. Solange Rosa

□ **PROJECT CONTACT** YDinnovation@gsb.uct.ac.za

**The Bertha Centre embarked on a scoping** exercise in order to establish what the current gaps and opportunities in the Youth Development space may be that we as the Bertha Centre could possibly design programmatic material or activities that would contribute towards capacitating youth organisations. We narrowed down our focus area to organisations that specialise in the 'from education to employment' track for youth in the ages of 15-35 (as per the national definition). After mapping out the existing knowledge pieces in the form of research papers, reviews and case studies, we conducted stakeholder interviews and focus groups with key organisations, institutions and the youth themselves. This led us to the explicit objective of focusing on supporting youth to transition from education to employment

□ **PROJECT KEYWORDS**

Youth Development, Youth Employment, Cocreation, Educating Youth.

□ **INTENDED AUDIENCE**

Youth 15-35.

## PROJECT TIMELINE

**2014** Marked the start of the project

### PROJECT WISHLIST



Create programmes and opportunities where the youth are in their own areas instead of them having to travel distances to access opportunities.

Encourage entrepreneurship within the communities as a viable option to earn income.

Initiate targeted interventions that address the lack to access of information that the youth face. How do we make connectivity more accessible?

### STATISTICS/METRICS

75

youth attended a Career Pathways Day with exhibitors from education, employment, entrepreneurship and volunteering sectors.

### INVOLVEMENT OPPORTUNITIES



Provide mentorship and guidance to the youth.

### RECENT DEVELOPMENTS



The team is evaluating possible partnerships that may culminate in delivering an innovative youth leadership and entrepreneurship programme. There has also emerged scope to publish a Youth Innovators Review highlighting innovative interventions in the youth development space or a case study on successful interventions.

#### □ FUNDERS / SPONSORS:

Bertha Centre



#### □ KEY PARTNERS & STAKEHOLDERS:

Solution Space Philippi Village





# LEADING INNOVATIVE PARTNERSHIPS IN EXTENDED EDUCATION

□ **PROJECT LEAD** Dr. Solange Rosa

□ **PROJECT TEAM** Katusha de Villiers, Ncedisa Nkonyeni

□ **PROJECT CONTACT** [educationinnovation@gsb.uct.ac.za](mailto:educationinnovation@gsb.uct.ac.za)



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**The Bertha Centre partnered with Dr. Allistair Witten, founding director of the Centre for the Community School at Nelson Mandela Metropolitan University and the Western Cape Government's After School Game Changer Initiative, to run the Leading Innovative Partnerships in Extended Education (LIPEE) course. The course is aimed at developing high-quality innovative and collaborative relationships between key stakeholders within the educational ecosystem to build a coherent system of holistic learning and teaching support across the extended school day.**

□ **PROJECT KEYWORDS**

Collaboration, Extended Education, Education, Community, Partnerships.

□ **INTENDED AUDIENCE**

School Staff and School Leadership (principals/ members of SMT and entry level teachers); NGO practitioners; Government Officials (District and Circuit Level).

## PROJECT WISHLIST



A strong ecosystem made up of committed and connected stakeholders within the education system across the extended school day.

## STATISTICS/METRICS



graduates total the number of participants from the two iterations of the course.

## PROJECT TIMELINE

**2017**

LIPEE course launched.

**2019**

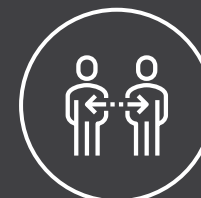
LIPEE course runs for a 3rd year.

## RECENT DEVELOPMENTS



In 2017 course participants who met through the course built a library and reading centre at Kew Town Preparatory School.

## INVOLVEMENT OPPORTUNITIES



Attend the course.

Refer the course to people in your network who work within the education sector.

□ **FUNDERS / SPONSORS:**

Western Cape Government's After School Gamechanger Initiative



□ **KEY PARTNERS & STAKEHOLDERS:**

Dr. Allistair Witten (GSB Adjunct Faculty) and the Western Cape Government's After School Gamechanger Initiative







# SCHOOLS AND INCLUSIVE GOVERNANCE NETWORK

- **PROJECT LEAD** Dr. Solange Rosa
- **PROJECT TEAM** Busi Maho, Ronald Menoe
- **PROJECT CONTACT** [educationinnovation@gsb.uct.ac.za](mailto:educationinnovation@gsb.uct.ac.za)



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**Bertha Centre hosts the Schools Inclusive Governance Network (SIGN) Workshop** for recently appointed members of School Governing Bodies in public schools, in order to support the development of democratic, accountable and inclusive school governance and leadership.

## □ **PROJECT KEYWORDS**

**Inclusion, Governance, Network (community), Democratic, Accountability.**

## □ **INTENDED AUDIENCE**

**Members of School Governing Bodies.**

## PROJECT WISHLIST



Initiate and support democratic, inclusive and accountable governance structures and processes within schools.

## INVOLVEMENT OPPORTUNITIES



Attend the course.  
Refer the course to people in your network who work within the education sector.

## PROJECT TIMELINE

**2018**

First Schools Inclusive Governance Network workshop held at UCT GSB.

## □ **FUNDERS / SPONSORS:**

Bertha Centre



## □ **KEY PARTNERS & STAKEHOLDERS:**

Dr. Solange Rosa  
Busi Maho



# UMCEBISI 25

PROJECT LEAD Dr. Susan de Witt

PROJECT CONTACT [susandew@gsb.uct.ac.za](mailto:susandew@gsb.uct.ac.za)



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### Key objectives of Umcebisi 25 include:

To establish a collaborative partnership between teacher internship service providers, universities, government and private funders; to drive innovation and continuous improvement among teacher internship programmes through common metrics, standards and knowledge sharing; to address systemic barriers to success and promote the work of teacher internships.

### PROJECT KEYWORDS

Collaboration, Innovation, Initial teacher education, Systemic change.

### INTENDED AUDIENCE

Student teachers (those currently studying to be teachers through distance learning universities).

### PROJECT WISHLIST



To build a monitoring and evaluation framework that can be applied to all ITE internship interventions;

To apply this framework to existing initiatives currently being implemented;

To introduce and provide programmatic funding for new variants of the ITE internship model to gain further evidence on the cost benefit of the model;

To explore how innovative funding (e.g. impact bonds or blended funding models) that draw on both public and private sector funding streams can be applied to ITE internship model, particularly for scaling purposes.

### FUNDERS / SPONSORS:

Initial engagements have been Co-funded between partners.

### KEY PARTNERS & STAKEHOLDERS:

Global Teachers Institute (GTI), JET Educations Services, and Trialogue (Pty) Ltd.





## JOURNEY TO IMPACT

□ **PROJECT LEAD** Dr. Solange Rosa

□ **PROJECT TEAM** Katusha de Villiers

□ **PROJECT CONTACT** [educationinnovation@gsb.uct.ac.za](mailto:educationinnovation@gsb.uct.ac.za)



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**The Journey to Impact course plans to build the capacity of organisations to** conceptualise an appropriate monitoring framework and collect the most meaningful data in the most efficient way to measure progress and demonstrate impact in e-learning and early numeracy and literacy.

□ **PROJECT KEYWORDS**

**Monitoring, Evaluation, Early Numeracy and Literacy, Ed-tech.**

□ **INTENDED AUDIENCE**

**Mid-senior level staff in Early Numeracy and/or Ed tech NGOs.**

### PROJECT WISHLIST



**Emphise the importance of monitoring and evaluation for NGO practitioners who operate within the ed-tech and early numeracy and literacy space.**