Report on Joint CHEC - WCG Workshop

Building Resilient Communities – Laying the Foundations for Youth Development and Wellness

Contents

Background

The Western Cape Government (WCG) has recognised the critical role that innovative and up to date research plays in governance, regulation and policy-making. However, the WCG is also aware that they often lack the capacity and resources themselves to develop this research. Similarly, whilst Universities often strive to undertake research and related societal engagement public interest they are not always aware of the priorities of the state. With these challenges in mind, a partnership was established between the WCG and the four universities in the Western Cape, under the umbrella of the Cape Higher Education Consortium (CHEC). This partnership is led by a Joint Task Team (JTT) made up of stakeholders from the WCG and representatives from the four universities.

The developmental priorities of the Western Cape are broadly set out in the Provincial Strategic Plan (PSP) 2014 – 2019, which details the WCG's vision and strategic priorities for this term of office. The PSP sets out five Provincial Strategic Goals (PSGs), which if achieved, should positively impact the lives of citizens. These are:

- PSG 1: Creating Opportunities for Growth and Jobs;
- PSG2: Improving Education Outcomes and Opportunities for Youth Development;
- PSG3: Increasing Wellness, Safety and Tackling Social Ills;
- PSG 4: Enabling a Resilient, Sustainable, Quality and Inclusive Living Environment; and
- PSG 5: Embedding Good Governance and Integrated Service Delivery through Partnerships and Spatial Alignment.

A workshop was convened on 29 September 2016 to focus on PSG 2 and PSG 3: *Building Resilient Communities – Laying the Foundations for Youth Development and Wellness*. The workshop was intended to better align the needs of policy-makers with universities, and in so doing to build stronger relationships between academe and public officials. The workshop was also intended to inform the development of research agendas which will be used to frame the next CHEC JTT Call for Proposals

for annual research grants. The annual research grants are for University based projects which address the developmental priorities of the Western Cape Province.

The workshop was thus designed to:

- Give academics a better understanding of provincial goals by sharing information about the PSP, with particular focus on PSG 2 and 3;
- Strengthen relationships between university researchers and WCG policy-developers; and
- Identify common research agendas.

Through this exercise, the CHEC JTT aims to facilitate the development of research agendas that meet the needs of both the universities and the WCG in these strategic areas.

Overview

The WCG CHEC workshop was coordinated as a collaborative event and hosted at the University of the Western Cape. It was well attended, with a total of 52 participants (please see Appendix for further details) from WCG Departments, Universities[1] and CHEC. The workshop was deliberately structured to probe transversal thinking, and encourage constructive debate and collaboration between public officials and research institutions.

Key note speaker, Professor Murray Leibbrandt, set the scene for the day by focusing on youth and the concept of multi-dimensional and intergenerational poverty. He focused on the multiple deprivations experienced by youth, including low quality schooling, lack of access to services and transport, limited social networks and fragile families. With this in mind, Prof Leibbrandt discussed Western Cape Government's response to youth deprivation (through the Western Cape Youth Development Strategy), and showcased the Western Cape Youth Explorer. The Youth Explorer is a collaborative project between WCG, CoCT and the Poverty and Inequality Institute (at UCT), which demonstrates the potential of institutional collaboration to create innovative tools for mutual interest.

---

[1] Participating universities included Stellenbosch University, University of Cape Town, University of the Western Cape and Cape Peninsula University of Technology

Following the key note address, stakeholders were introduced to the broad research priorities of PSG 2 and PSG 3. These presentations were intended to frame their thinking as to how WCG is approaching the concept of resilient communities on a strategic level, and how research feeds into the strategic agenda.

Priority research areas for PSG 2 include[2]:

Agenda	Research Interests
Impact Assessment	• Availability and usage of Grade appropriate Resources including ICT • Appropriate application of Grade specific Curriculum Norms • Availability of Competent and Committed teachers and HODs
E-learning:	• Monitoring and Evaluation: the eLearning Game Changer data plan in execution • Leadership development for school management • Innovation and best practice in the model school environment • Best administration systems in classroom practice • Classroom observations for the three proposed models of implementation: Model, Enhanced and Universal • Evaluating Teacher Professional Development course effectiveness • Insight into teacher perception and needs in creating the irreversibility of eLearning
After School Programming	• What are young people looking for, and how to target After School programmes? • Safety: Innovation, Impact of safety interventions, etc. • Extended education models • Leadership development for school management • Innovation • International best practice

---

[2] Further detail can be reviewed in the PSG 2 Presentation by David Abrahams

Youth Development	• Investigating alternative pathways for NEETS in the Western Cape
	• Preventative Strategies for high risk youth (substance abuse, gangs, drop outs, violence, abuse)
	• How do we develop an integrated safety strategy for young people in communities?
	• Local and international best practice research on evidence based youth programming - intentional design
	• Designing and Implementing pathways and programmes for the WC context
	• Monitoring and Evaluation
	• Impact on the core foundational skills of children aged 4-5 years
	• Impact on knowledge, awareness and behaviour of how to assist 4-5 year old children develop the requisite foundational literacy and language skills.
	• Impact on learner attainment and drop-out rates over the medium term.
	• Transitions between community and ECD centres/sites.
	• Joined-up' family-focused government services. An example of how government departments 'join up' to offer a seamless service to families with young children (e.g. Health, DSD, Education).
	• Working with universities to introduce a community service placement/ years for health professionals"

New research for PSG 3 will be managed through the University of Cape Town (UCT)-led Training, Implementation, Research and Evaluation Consortium TIREC and could focus on the following[3]:

Agenda	Research Interest
Long-term outcome:	• Prevent, reduce and better manage non communicable diseases NCDs by addressing their key risk factors.

---

[3] Further Detail can be reviewed in the PSG 3 Presentation by Douglas Newman

Short-term outcomes:	• People development concerning healthy lifestyles • Increased health-related physical activity or fitness • Healthy eating and healthy weight management • Increased food security • Inclusive communication platform

Following the presentations, the following concerns were raised by participants:

- Research should be prioritised regarding the impact of HIV /Aids in creating child headed households
- Research is often developed in or near universities, and rural areas/areas outside of Cape Town should also be considered. WCG responded that much of their spending is done in Cape Town because much of the economic opportunity and the vast bulk of the population is found within the City. As such, it often makes sense (and in view of tight budgets) to investigate issues within, or near, Cape Town
- Youth are often frustrated because they cannot access information around learning or economic pathways. It was further noted that pathways are often fragmented in terms of higher education, information regarding pathways should be distributed as early as possible

Breakaway groups

Breakaway groups were given 1 hour to discuss shared research opportunities and priorities. During the breakaway sessions, individuals were purposefully mixed across disciplines and organisations to encourage transversal and creative thinking. Breakaway sessions were flexible and managed by the co-facilitator team. Breakaway groups were asked to engage with the following question:

In terms of the priorities, what are the research areas that would contribute to this goal?

Academics were invited to share their own research agendas related to PSG 2 and 3, and stakeholders (WCG and academics) were challenged to identify mutual areas of research interest which could contribute to the PSG 2 and 3 agendas.

Discussion Outcomes

The Breakaway discussions reflected a mix of concerns, focusing on systemic and procedural issues, as well as shared areas of research interest:

- **Transversal and inter-institutional collaboration** is critical; however we must investigate ways for building institutional capacity in government and universities so that a shared understanding of both institutions can be developed.

- The **management of inter-institutional collaboration** was raised, and the following areas were flagged for further exploration or investigation:
    - Co-funding options for research
    - Developing "in-kind" partnerships, similar to the informal one between the Department of the Premier and the Poverty and Inequality Institute (regarding the Youth Explorer Tool)
    - Developing a module for academia on the processes and structures for WCG research
    - Sharing information on government constraints around procurement
    - Including NGOs and Business in the WCG-university partnership

- Some **partners were missing** from the workshop who could benefit from the engagement (or further interaction), including NGO, business and municipalities

- **Sharing data** between government and universities is critical, and we need to investigate how this can be done in a systematic, usable and simple way. It was noted that a good example of data sharing was demonstrated in the Western Cape Youth Explorer Tool, and similar processes should be used to develop more databases.
    - CPUT reported that a project is currently underway to share research from universities in the Western Cape.

- The idea of practical and useful research was discussed, with participants noting that it is important that research for the public sector is translating into **realistic solutions** for government.

In addition to systemic issues, shared areas of research were discussed. Some of the areas of shared research interest that were discussed across the breakaway groups included the following:

- The **needs of the youth** were flagged as an area of shared research interest, in particular areas related to:
    - Education, and how to stem drop outs
    - The programmes and services valued and needed by youth
- Learning **lessons from resilience** was noted as current research gap, because most research focuses on youth problems or youth at risk:
    - What makes people cope in the face of adversity?
    - How do we encourage resilience in youth?
    - How do youth weigh up different risks and choose between them?
- **Wellness at the local level** through service delivery or alternative means was discussed in breakaway sessions. Key areas of interest included:
    - How do communities understand and prioritise factors of wellness?
    - How can we understand issues/impacts of service delivery at the local level?
- **Disability and the inclusiveness of services and institutions** was prioritised as an area of interest.
- **Monitoring and Evaluation** (particularly of programme impact) was noted as an important area of research where universities can play an important role:
    - Measuring impact of programmes and policy (against a baseline)
    - A cost-benefit analysis of programmes
    - Measuring inputs (e.g. teachers, lecturers, curriculum), which are as important as outputs/outcomes
- Workshop participants discussed **what makes a successful programme**, and questioned how factors or principles of successful programming can be replicated.

The research themes, agendas and questions discussed in break-away groups are captured in more detail below. Please review the table for further detail.

Table 1: Shared Research Themes, Agendas and Questions relating to Resilient Growth

Shared Themes	Shared Agendas	Shared Research Questions

Needs of the youth	• What does it mean to lay a foundation for youth?
	• How do we include youth into research, strategy and policy processes?
		• What are the services, support and opportunities that young people need?
		• Sport, and its benefits and spin offs need to be investigated in programme evaluations
		  o What are the implications of sport for health, community wellbeing etc.
		• How do you make Higher Education more accessible to young people?
		  o What are the alternative pathways?
		  o What are the alternative careers?
		  o What are the innovative and sustainable models internationally?
		• Investigation into teachers' competencies and professional development – not just in terms of teaching ability (i.e. can they provide some level of psycho-social support)
		  o What are a "caring teacher" and a "good environment", and what does it take to realise these concepts?
		• Why are children leaving school, and how do we develop systems that enable children to remain in school for as long as possible?
		• How could schools build useful partnerships with their (resourceful) communities, organisations (career development and alternative models), families and peers?
		• How do we develop appropriate psycho-social support models that "unlock" potential for learning?
		  o Where would this support be positioned?

		o Who would be responsible for developing that? • How do we create (realistic) aspirations for school children? • What is the value of role models, and sharing experience of others' success? • Understand psychosocial issues affecting youth programmes. • What is the cost to society of not providing empowered youth? o Calculate the cost of driving people towards periphery (city-edge) • How do we build bridges between education and work? • How can we encourage employers to hire youth? • How seamless are youth programmes?
Lessons from Resilience	• Data around youth is generally about the type of risks youth face. There is a lack of research on areas of resilience amongst youth	• Understand youth experience of different risks, and how they weigh these risks against one another to make decisions. • What is the impact of current youth programmes? • How do we look at resilience, and the way people manage to cope in difficult situations? • How do we encourage resilience amongst people? • How do we inculcate resilience at different points in people's lives?
Wellness	• What is wellness (wellbeing rather than just absence of disease)? • How can we Localise research and service delivery for wellness?	• Different communities (areas/groups) understand wellness differently. How do we capture that and bring flexibility into the notion of wellness? • What do communities prioritise factors of "wellness"? • What is the relationship between wellness and resilience? • How do you measure resilience and wellbeing? • We need to understand issues/impacts at the local level (e.g. what are the barriers to breastfeeding at home after the hospital?). • Stakeholders who should be included in Youth Wellness research include

		- Schools - Youth centres - Universities - NGOs - Youth - Young men • Develop an economic assessment of investment in ECD.
Disability and the inclusiveness of services and institutions	• Emphasising disability more in the PSGs • Inclusion	• People with disabilities must be included in the Health Care 2030 Plan (model for engagement is required) • Disability is a strong point and it should be emphasised more across PSGs • WCG should conduct research service delivery to understand if services are inclusive. • If we tracked a disabled youth over the long term, we could investigate the concept of universal design - for instance how a university treats disabled people provides a good picture of how it treats people in general.

Monitoring and Evaluation	• Measuring Impact
	• Monitoring from the outset of a project
	• Universities are critical in impact studies
		• Measuring impact of programmes and policy (against a baseline) needs to be a priority to understand:
		  o Is the programme relevant?
		  o Is money spent well?
		  o Other issues, such as justice and rights
		• How is it possible to measure impact without baseline data?
		• A Cost-benefit analysis of programmes needs to be undertaken to understand:
		  o What are the gaps in current programmes?
		  o What element of a programme makes a difference to a beneficiary?
		  o Are we measuring the right things, and what are the best indicators to use?

		○ Are we measuring at the right times? ○ What are the unintended consequences of the programme? ○ What makes a programme fail or succeed? ○ What could make a difference? - Inputs (e.g. teachers, lecturers, curriculum) are as important as outputs/outcomes, and need to be measured. - Monitoring needs to take place from the beginning of a programme, and it might be more useful to look at one or two key indicators across programmes. - Government and Academic leadership should discuss conceptual frameworks & indicators to make sure we get impact assessment right.
Planning	Collaborative planning	- Which voices must be included in planning (not just evaluation)? - Similarly, which voices must be included post evaluation for planning the next cycle? - At each stage of a project (especially formulation and impact assessment), how can WCG include academics?
Successful Programming	What is successful programming, and how do we replicate it?	- What are the principles of successful programmes, and how can these be replicated? ○ It was suggested that WCG investigate 10 programmes that claim to be successful (government and non-government) and investigate what success looks like. - Across PSGS - what is sustainable, and how do you make projects more sustainable? - How does WCG allocate budget to something that can't be quantified (e.g. preventative health projects). WCG needs evidence that it's a good budget

		decision
		• How do academics support the mainstreaming of lessons from priority projects (e.g. Afterschool GC and mainstream education)
		• How do academics and WCG maximise work with the community intermediaries at project design and conceptualisation?
WCG priorities	• What are WCG priorities? • How do we replicate best practice?	• Linked to a statement by Premier Helen Zille, WCG prioritises a 'whole of society' approach, and is citizen focused. How does that translate into practice? • From academia: How does WCG choose priorities?

Alcohol Harms reduction	• Gaps in Alcohol Harms reduction Research	• Explore ways to reduce the amount of alcohol available, and raise the price
		• Local residence responses to local alcohol provides opportunities for attitudinal studies (MRC has been undertaking similar research).
		• What are the alternatives for people to do for fun rather than drink, for example:
		  o Activities
		  o Safety officers
		  o Youth Lifestyle centre

In addition to Breakaway report-backs, the following areas of interest or opportunity were raised during plenary sessions:

- It was agreed that much of the research discussed would be useful from a youth development perspective, and WCG would find value in establishing a partnership to deepen programme and policy delivery though research and evaluation. It was suggested that the CHEC WCG JTT should convene a round table around Youth Wellness. It was agreed that the JTT would identify participants, and the Ministry of Social Development would give more content detail regarding needs in this area.

- It was agreed that in terms of disability, the CHEC WCG JTT would convene a university meeting with Jeremy Opperman, who leads the Disability Desk at WCG.

- With respect to ECD, Kamesh Flynn noted that she is interested in partnering with universities to complete a longitudinal study regarding the outcomes of ECD in the Western Cape, and is also interested in implementing a community service pilot regarding ECD practitioners.

- Completing an inventory of research would be useful to avoid duplication and exhausting communities who are repeatedly asked the same questions. It was agreed that research should be deepened not duplicated

- Participatory research should be explored more by WCG. WCG officials agreed that participatory research has been a weakness of the administration, and that is currently being investigated in the WCG mid-term review of the Provincial Strategic Plan. Dr Platzky indicated that she would be interested in understanding if there is a good model of public participation that has been investigated or implemented by people working at the grass roots level

- It was highlighted that NGOs and community organisations need to be partners in research.

- It was suggested that it might be useful to institute a forum where government officials can interact with MA and PHD students to understand their research findings. An example was given where a former student had worked on a participatory budget process, which might be useful for government officials to understand.

- It was emphasised that we need to understand indicators of successful youth, and it was suggested that workshop participants read Anne Masten's book on resilience.
- It was suggested that in a project like Drakenstein, it might be useful to leverage students in terms of research and placement to cut down on costs.

Concluding remarks

It was agreed that the workshop was a worthwhile event and that there is opportunity for academe and public policy to influence one another. It was further noted that beyond the structured discussion, there was a great deal of networking taking place between policy officials and academics.

Dr Platzky highlighted that the Department of the Premier, under the Provincial Transversal Management System (PTMS) would soon be undertaking the Provincial Strategic Plan mid-term review, which will provide a significant opportunity to work with universities.

It was agreed that the CHEC JTT would give careful attention to the framing of the call which would go out later this year. The call will be informed by the discussions during the workshop. In addition, it was stressed that the discussion generated this afternoon would also inform the way forward towards a more sustainable relationship between academics and public officials. In particular, CHEC will convene the following:

- A Round Table around Youth Wellness. It was agreed that the JTT would identify participants, and the Ministry of Social Development would give more content detail regarding needs in this area
- A meeting between Jeremy Opperman and academics focusing on disability
- A meeting with Kamesh Flynn and interested universities regarding an ECD community service pilot and ECD longitudinal study.
- Academics to meet with Douglas Newman regarding Family at Risk project

After the workshop, the WCG CHEC JTT engaged in a debriefing session, and agreed that this workshop was successful and that the learnings from the preceding PSG 1 and 4 workshop had been useful. The following issues were also discussed:

- It was agreed that the Call for Proposals (in terms of the research grant) would focus on the priority areas of the Provincial Strategic goals.
- While the workshops between government officials and academics will not be a once off interaction, it was recognised that some areas of interest require more focused engagement.
- It was agreed that the outcomes of the workshops would be included on the CHEC WCG JTT agenda, so that the JTT can discuss how things can be taken up in a concrete way.
- Regarding the possibility of placing students at Drakenstein, it was agreed that placement would need to be voluntary, and could be linked to work integrated learning projects.

Appendix

Workshop Attendance Register

Person	Organisation
Aa-ishah Petersen	Western Cape Government
Abigail Jacobs-Williams	City of Cape Town
Amanda Dissel	Western Cape Government
Amani Tawana	Western Cape Government
Ammaarah Kamish	Western Cape Government
Andile Siyengo	Western Cape Government
Andries Du Toit	University of The Western Cape
Anne Schlebusch	Western Cape Government
Antoinette Smith-Tolken	Stellenbosch University
Antoinette Tolkein	Stellenbosch University
Audrey Wyngaard	Western Cape Government
Bridget Hannah	Western Cape Government
Cara Jean Petersen	City of Cape Town
Chux Gervase Iwu	Cape Peninsular University of Technology
CJ Schelch	University of the Western Cape
Claire Kelly	Cornerstone Institute
David Abrahams	Ministry of Social Development
Deborah Constant	University of Cape Town

Dina Burger	Cape Peninsular University of Technology
Douglas Newman	Western Cape Government
Emily Frame	University of Cape Town
Greg Wagner	Western Cape Government
Gubela Mji	Stellenbosch University
Inge Sonn	University of the Western Cape
Ivan Turok	Human Sciences Research Council
Jacqueline Boulle	Western Cape Government
Joanna Janse van Rensberg	Western Cape Government
John Morrison	Stellenbosch University
Joyce Raanhuis	Cape Peninsular University of Technology
Julian Rumbelow	Western Cape Government
Julie Berg	University of Cape Town
Laurine Platzky	Western Cape Government
Laurine Platzky	Western Cape Government
Lois Dippenaar	University of The Western Cape
Lorenzo Davids	Community Chest
Lori Lake	University of Cape Town
Marie Young	
Marion Johnson	Western Cape Government
Mawethu Nyakatya	Stellenbosch University

Mogammad Soeker	University of the Western Cape
Nasima Badsha	Cape Higher Education Consortium
Noel Daniels	Cornerstone Institute
Nur-Mohammed A Badroodien	Cape Peninsular University of Technology
Patti Silbert	Stellenbosch University
R Davids	University of the Western Cape
Rashidah Wentez	University of the Western Cape
Rene Pellissier	Cape Peninsular University of Technology
Richard Walls	Cape Peninsular University of Technology
Roland Cornelissen	Western Cape Government
Ryna Cilliers	Cape Peninsular University of Technology
S Ngcama	Cape Peninsular University of Technology
Sean Pather	University of The Western Cape
Shakira Maharaj	Western Cape Government
Sharman Wickham	Cape Higher Education Consortium
Sharman Wickham	Western Cape Government
Shashidd Taliep	Cape Peninsular University of Technology
Simon Bekker	Stellenbosch University
Sonwabo Ngcelwane	Cape Higher Education Consortium
Sunday Owagbiye	University of the Western Cape
Tembeka Mzozajana	University of Cape Town

Vumile Nyalashe	Western Cape Government

Report Back from Break Away Groups

RED GROUP

Critical research areas or research questions

Process or Systemic issues

- WCG and academe need to work better together, share information, and out of this silo's.
- We need to consider what institutions and capabilities we need to move ahead with long term collaboration
- Design-led thinking should be considered
- A new form of the government -university relationship should be developed, which includes NGO's and businesses.
- We need to think about how we construct the world based on what is happening (trends)
- Many municipalities do not know the contexts of their people (status quo, issues etc.)
  - o WCG should communicate this to these municipalities.
- Bottom-up approaches, participative research etc. should be used wore widely.

Areas of Research or Concern

- What does it mean to lay a foundation for youth?
- What are the services, support and opportunities young people need?
- What are the challenges faced in our society, and how do these translate into programmes
- How do we build institutional capability in order to break out of silos, and to realise goals of empowered youth?
- What is the basis of the WCG priority projects and programmes?
- We need to consider how we can combine and share research findings in order to provide cutting edge ways of addressing issues
- What is the potential to use alternative means of access to deliver much needed services
- What is the cost to society of not providing empowered youth?
  - o Calculate the cost of driving people towards periphery (city-edge)
- More shared databases of information should be developed e.g. the Western Cape Youth Explorer Tool

- What methods can be used to enable data sharing
  - Government has a wealth of data and could leverage universities or organisations to interpret and transform data into digestible format.
- Data around youth is generally about what's wrong, and do not focus on areas of positivity or resilience of youth
- Develop an economic assessment on investment in ECD.
- Focus on translating research and scientific outcomes into programmes that are feasible for government implement
- Consider the principles of agent vs collective action/agency
  - Method of programme implementation
  - Life course approach method
- Research should be related to geography
- Investigate how do you scale quality?
  - How do you produce quality, low-cost interventions?

Way forward

Request to continue this conversation - is this workshop going to have a follow-up?

PURPLE GROUP

Process or Systemic issues

- We need to investigate the terminology that we use in programmes and research in order to understand
  - Assumptions which inform terminology
  - Concepts used
- How do we manage partnerships and collaborations? Contract management, budgets and plans.

Areas of Research or Concern

- We must ensure that all voices are heard, and disability champions or representatives are missing from the engagement
  - People with disabilities must be included in the Health Care Plan (model for engagement)
- Youth "at risk"
  - Youth experience different risks, and they weigh these risks against one another to make decisions. We need to understand more clearly what informs their decisions.
- Measuring impact of programmes and policy (against a baseline) needs to be a priority to understand:
  - Is the programme relevant?
  - Is money spent well?
  - Other issues, such as justice and rights
  - We need to think about how to measure impact without baseline data
- A Cost-benefit analysis of programmes needs to be undertaken to understand:
  - What are the gaps in current programmes?
  - What element of a programme makes a difference to a beneficiary?
  - Are we measuring the right things, and what are the best indicators to use?
  - Are we measuring at the right times?
  - What are the unintended consequences of the programme?
  - What makes a programme to fail or succeed?
  - What could make a difference?
- Inputs (e.g. teachers, lecturers, curriculum) are as important as outputs/outcomes
  - Which voices must be included in planning (not just evaluation)
  - Similarly, which voices must be included post evaluation for planning the next cycle
- Integration (complexity) e.g. no fees school
  - How do we consider the policy governance bigger picture in smaller, bite-sized chunks

- Leadership for transformation should be adopted
  - What is the impact of current programmes
- Sport, and its benefits and spin offs need to be investigated in programme evaluations
  - What are the implications for health, community etc.
- How do you make Higher Education more accessible to young people
  - What are the alternative pathways?
  - What are the alternative careers?
  - What are the innovative and sustainable models internationally?
- Teachers' competencies and professional development – Not just in terms of teaching ability should be investigated (i.e. can they provide some level of psycho-social support)
  - What is a "caring teacher" and a "good environment", and what does it take to realise these concepts.
- Why are children leaving school, and how do we develop systems that enable children to remain in school for as long as possible?
- How could schools build useful partnership with their (resourceful) communities, organisations (career development and alternative models), families and peers?
- How do we develop appropriate psycho-social support models that "unlock" potential for learning.
  - Where would that be positioned? Who is responsible for developing that?
- How do we create (realistic) aspirations for school children?
  - What is the value of role models, and sharing experience of others' success?
- What is this "resilience"?
  - How do we encourage resilience?
- What has changed (for better and or worse) in schools since 1994?

GREEN GROUP

Process or Systemic issues

- Clarification around process – Trying to find common ground between university interests and government goals, build bigger projects from government funding, catalyse relationships.
- WCG is not always up to date on research
- Resources are constrained
- Mining each other's (WCG and universities) data is critical and should be explored more
- Partnerships are critical

Areas of Research or Concern

- What is wellness?
    - Wellbeing rather than just absence of disease
    - Different communities (areas/groups) understand this differently, how do we capture that and bring flexibility into the notion of wellness?
    - What do communities prioritise?
- What is the relationship between wellness and resilience?
    - How do people deal with adversity?
    - How do we inculcate resilience at different points in people's lives?
- Localising research and service delivery are critical.
- We need to understand issues/impacts at the local level (e.g. What are the barriers to breastfeeding at home after the hospital?)
- Across PSGS what is sustainable, and how do you make projects sustainable?
    - Universities are critical in impact studies
    - At each stage of a project (especially formulation and impact assessment), how can we include academics?
- How does WCG allocate budget to something that can't be quantified (e.g. preventative health projects). WCG needs evidence that it's a good budget decision
- Disability is a strong point and it should be emphasised more across PSGs
    - WCG should conduct research service delivery to understand if services are inclusive.
    - It was noted that Jeremy Opperman has been appointed recently and he is starting the transversal agenda.
- Family at risk is a new project that could be strengthened through academic partners – it was requested that academics meet with Douglas.

- How do you measure resilience and wellbeing?
- We need to understand that wellness is contextual and different for different individuals.
  - What goes into wellness for communities?
  - We need to consider youth wellness rather than youth development, and understand youth in the context of their environment, because once youth leave programmes, they are back at risk.
  - How do we change services and environments to support youth wellness?
- Government and Academic leadership should discuss conceptual frameworks & indicators to make sure we get impact assessment right.
- How we capacitate people to develop agency in a systematised way?
- How do we include youth into research, strategy and policy processes
- How do we address structural problems?
  - How do we build bridges between education and work?
  - How encourage employers to hire youth?
- How do academics support the mainstreaming of lessons from priority projects (e.g. Afterschool GC and mainstream education)
- How do academics and WCG maximise work with the community intermediaries at project design and conceptualisation?
- How do we crowd in existing university projects and resources, and find points of overlap between linked to wellness
- Alcohol. Harms Reduction research gaps:
  - Reducing amount of alcohol and raising the price
  - Local residence responses to local alcohol provides opportunities for attitudinal studies (MRC has been undertaking similar research).
  - What are the alternatives for people to do for fun rather than drink, for example:
    1. Activities
    2. Walking hours
    3. Safety officers
    4. Youth Lifestyle centre
- It would be useful to develop a service design "blue print" to understand the faults and issues regarding youth programmes
- How seamless are youth programmes?
- How do you bring coherence into messy policy/ programme environment?
  Stakeholders who should be included in Youth Wellness research include
  - Schools
  - Youth centres
  - Universities
  - NGOs

- How do you measure resilience and wellbeing?
- We need to understand that wellness is contextual and different for Stakeholders who should be included in Youth Wellness research include
  - Schools
  - Youth centres
  - Universities
  - NGOs
  - Youth
  - Young men

Way forward

- It was agreed that CHEC should convene a meeting around disability
- Academics to meet with Douglas regarding Family at Risk project

ORANGE GROUP

Process or Systemic issues

- What institutional mechanisms can you use to concretise the research agenda
- We need to have other people from departments and groups included to avoid silos
- Consider methodology – how do we discuss and conceptualise research issues?
- How do we leverage academic focus on specific areas?
- How do we share government constraints around process and procurement with universities.
- How could co-funding of research work?
- How could "in kind" partnership work – for example, Emily sits with WCG one day a week, and that's an "in kind" partnership.
- WCG should develop a module on the processes and structures for WCG academia.
    - That could be useful for students coming into WCG as well.
- WCG and universities need to leverage students doing MAs and PHDs to do research
- Universities to find ways to access and share research.
    - There is a project underway to share all info from universities at WC (as reported by CPUT).
- We need to ensure that research is moving from description to action
- We need to build institutional capacity to build a bridge between WCG and Universities so that we understand how to work together.

Research areas

- Psychosocial issues are affecting youth programmes, and need to be investigated in more detail
- How do we look at resilience, and the way people manage to cope in difficult situations?
- What are the principles of successful programmes, and how can these be replicated?
    - It was suggested that WCG investigate 10 programmes that claim to be successful (government and non-government) and investigate what success looks like.
- Monitoring needs to take place from the beginning of a programme, and it might be more useful to look at one or two key indicators across programmes.
- If we long term tracked a disabled youth, we could investigate the concept of universal design, for instance if we how a university treats disabled people and is designed, we gain a good picture of how it treats people in general
- Linked to a statement by Helen Zille, WCG prioritises a we are whole of society approach, and is citizen focused. How does that translate into practice?

- Methodologies – we need to ensure that we are moving from description to action.
- We need more research on disabled youth entering into institutions of higher learning and what happens after that. If universities can respond to a disabled youth, they can cater to most people.
- we need to build institutional capability to build a bridge between universities and WCG these are the documents and policy we need to know about to work together.