



Innovative Textile Design Curriculum for Rural Youth in the Eastern Cape: Student Outcomes and Perceptions Survey

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Abstract

This Policy Brief focuses on an innovative textile design curriculum implemented for rural youth in the Eastern Cape of South Africa. A mixed-methods approach was employed, including surveys and focus group discussions among participants from various schools in the region. Students showed a significant interest (85%) in traditional crafts integration into their curriculum, with over half reporting enhanced confidence in design and entrepreneurship skills. The findings suggest that integrating traditional textile designs can significantly boost young people's skill sets and entrepreneurial aspirations. Policy makers should support further development of such curricula to foster cultural preservation while enhancing vocational skills among rural youth.

Keywords: *African Geography, Rural Development, Mixed-Methods, Community Engagement, Curriculum Innovation, Youth Empowerment, Participatory Design*

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