

CHILD, YOUTH, FAMILY & SOCIAL DEVELOPMENT

A DOCUMENTATION OF THE CARING SCHOOLS PROJECT (FREE STATE): KEY LEARNINGS AND FUTURE DIRECTIONS

Report produced with the support of the Rockefeller Brothers Fund, and the co-operation of
Save the Children, UK.

February 2007

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Executive summary

This report presents the findings of a study of the Caring Schools Project, currently in its pilot phase in the Free State, South Africa. The study focuses on a specific aspect of the Project: the placement of youth volunteers in schools to support vulnerable children. The study focused on fourteen schools in a single district where the Project had been implemented.

The aim of the documentation of the Project is to identify key learnings and experiences from the Project, and also to suggest future directions for the Project. The selection of the Caring Schools Project for this documentation study was derived from a desk review of a number of projects that placed youth facilitators in schools to support vulnerable children. The review identified the Caring Schools Project as the most developed project in terms of implementation and dealing with some of the crucial issues facing programmes focused on placing youth aides in schools.

This report documents some of the successes and challenges of the Project, as well as some of the aspects of the Caring Schools Project that may need strengthening. These relate centrally to monitoring and evaluation; training; the capacity of the schools to manage youth facilitators; and the roles and functions of the youth facilitators in the schools and communities of vulnerable children. The report also aims to capture some of the key learnings from the Project in order to consolidate our knowledge about youth facilitators in schools thus far, which may usefully inform other projects. The report also offers some suggestions for the future direction of the Project, in particular with respect to monitoring and evaluation.

The report argues that although there is great potential for youth workers in schools to provide a valuable service to vulnerable children, in particular in providing a link between the home and the school, the pilot shows that this potential may not be realised. The reasons for this point primarily to the management of youth workers, the definition of their roles, and their training.

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Aim: A study of key learnings from the Free State Caring Schools Project

This report presents the findings of a study of the Caring Schools Project, currently in its pilot phase in the Free State, South Africa. The study focuses on a specific aspect of the Project: the placement of youth volunteers in schools to support vulnerable children. The study focused on fourteen schools in a single district where the Project had been implemented.

The aim of the documentation of the Project is to identify key learnings and experiences from the Project, and also to suggest future directions for the Project. The selection of the Caring Schools Project for this documentation study was derived from a desk review of a number of projects that placed youth facilitators in schools to support vulnerable children (Hoadley, 2006). The review identified the Caring Schools Project as the most developed project in terms of implementation and dealing with some of the crucial issues facing programmes focused on placing youth aides in schools. Taking a qualitative, case study approach, the study aims to record key learnings from the Project that will be useful in:

- Informing other projects of this nature.
- Informing more rigorous monitoring and evaluation processes for these kinds of projects.
- Reflecting on the possibilities for strengthening the Project intervention.

Methodology

The Caring Schools Project is currently running in 25 schools in five school districts in the Free State province, as well as an additional nine schools in one district. This documentation study focuses on the latter district, Thabo Mofutsanyana, and involved visits to twelve schools. Information for the documentation was drawn from three sources: Project documents, interviews and observation.

The documents considered included those specifying the aims of the Project, and the outline for the training of the youth facilitators. A baseline study conducted by the University of the Free State was included in this review.

Interviews were undertaken with the two youth facilitators in twelve of the fourteen schools in which the Project has been implemented (a total of 24 youth facilitators). Project staff, from Save the Children, the implementing NGO, were also interviewed, as well as an official from the Free State Department of Education (FSDOE). The school principals, members of the Site-Based Support Teams (SBST) at the schools, and students who had been involved with the youth facilitators were also interviewed. The interviews aimed to collect information about the Project, as well as interviewees' perceptions of its impact. Some of the strengths and limitations of the Project were also investigated

through interviews. The interviews also captured information about the training of the youth facilitators.

In comparing aspects of the Project's implementation in the different schools, the study aimed to identify some of the school, Project and other factors that potentially impacted on the Project's success.

Main questions of the study

The aim of the study is to investigate some of the key learnings around placing youth volunteers in schools derived from an in-depth case study of the Caring Schools Project. The central question of the study is: **What can we learn from the pilot phase of the Caring Schools Project regarding the placement of youth volunteers in schools to support vulnerable children?** In the course of addressing this question, the following sub-questions were identified:

- How did the Project gain political buy in and support in the province?
- What is the job description / functions of the youth facilitators?
- What are the criteria for selection of youth facilitators?
- What are the conditions of service of youth facilitators?
- What incentives and exit strategies exist for youth facilitators on the Project?
- What is the nature of the training received by the youth facilitators?
- What are the scaling up possibilities of the Project?
- What has the impact of the Project been thus far?
- What have the major challenges and successes of the Project been thus far?
- What systems are in place for the monitoring and evaluation of the Project?
- How does the issue of absenteeism arise in the Project?

Description of the implementation of the Project

Background to the Project

The Nelson Mandela Foundation Caring Schools Project is a collaborative venture involving six NGOs and the Life Skills section of the Free State Department of Education (FSDOE). The aim of the Project is to develop a model that can provide comprehensive care and support for learners in schools in the Free State. The pilot phase, which included 25 schools (five in each of the five districts of the Free State), was funded by the Nelson Mandela Foundation. In Thabo Mofutsanyana, the district that is the focus of this study, nine additional schools were added in the course of the pilot year (2006), with the aid of funding from PEPFAR. A further 50 schools are to be funded from 2007, by Save the Children, Netherlands. The pilot period has been established from 2006 to the end of 2007.

The aim of the Project is to provide support to vulnerable children in schools. This includes, but is not exclusively focused on, orphaned children. The youth facilitators arm of the Project, the focus of this report, aims to place youth facilitators in schools in order to identify vulnerable children and provide them with support. The precise nature of this support is decided at the level of the school. Consequently, youth facilitators in different schools have different mandates, roles and functions.

Two youth facilitators were placed in each of the fourteen schools in the Thabo Mofutsanyana district. The youth facilitators were recruited through a process of local advertising and interviews. These were conducted by the schools. A male and a female youth facilitator were selected for each school. Criteria for selection included that they be between the ages of 18 and 28, that they have a matriculation certificate, and that they have an interest in, or prior experience in child or youth work. The youth facilitators' hours are determined by the school and they are paid a stipend of R500 per month by the NGO (through the school).

There are three central 'pillars' to the Project: the Site Based Support Team (SBST) (to whom the youth facilitators report/refer learners); the youth facilitators (who identify and support vulnerable children); and children's groups (formed by the youth facilitators to help learners to assist each other). This group of about 20 learners are encouraged to adopt and befriend other children who may be in need.

At the level of the school the idea is that each school has an 'Action Plan' that specifies the focus and plan of action regarding orphans and vulnerable children in the school. An example of one of these action plans is included in Appendix A. It was envisaged that this plan be worked out by the SBST at each school, and include discussions with the youth facilitators, teachers and students in the school. Schools are given R5000 to spend on the school to assist them in achieving the goals set out in their action plans.

Project location

This documentation study focused on the implementation of the Project in the Thabo Mofutsanyana municipal district of the Free State province. The area includes the former homeland Qwa-Qwa, an area identified nationally as a poverty node. Thabo Mofutsanyana is characterised by high levels of unemployment, HIV/AIDS and other social problems, including alcohol abuse and violence. Because there is very little economic activity in the area, many adults seek work in towns and cities away from their homes. It was reported a number of times that the problem facing many vulnerable children is less the issue of orphanhood and more absent parents. Child-headed households are reportedly a common phenomenon in Thabo Mofutsanyana. The population in the district is approximately 700 000.



Area surrounding Manankoe School

Political buy in and support

Central to the Project is the establishment of Site Based Support Teams (SBSTs) in schools. These are a requirement of White Paper 6, Inclusive Education, and are the primary means through which schools are to identify and support vulnerable children. In some Project schools SBSTs had not been established; in others they were established but not functional. During the course of the Project, several schools reported that the Project had assisted them in understanding the setting up and functioning of SBSTs. The DOE found in the proposed Caring Schools Project the possibility for implementing the policy more effectively, and extending their support to vulnerable children. The plans outlined in the Project also aligned closely with the intentions of the province.

Through a series of meetings, including partner NGOs and the DOE, the plans for the Project were sketched out¹. The negotiations took much time and energy on the part of the NGOs and the Department. The commitment of the head of the Lifeskills division in the FSDOE to the Project was seen as key to its success in attaining political commitment. The DOE procured funding from the Nelson Mandela Foundation for the implementation of the actual Project.

¹These meetings include the meetings between the NGOs and DOE representatives held in October 2005 and January 18, 2006, the NGO management meeting of November 24, 2005 and the NGO workshop of January 9 – 13, 2006.

This political buy-in was essential at the school level. Schools were aware that the Project was a Save the Children-FSDOE initiative. Without the political support of the FSDOE it is questionable whether schools would have complied with such things as the drawing up of an action plan and the monitoring of the youth facilitators, as well as in some cases the setting up of SBSTs.

The idea of youth facilitators came from the aforementioned head of the FSDOE Lifeskills Department. Although the Project was jointly conceptualised from the start, there were difficulties. The department was described by one interviewee as being like an 'ocean going liner' and trying to re-orient it to a new project was like trying to redirect a large ship's course. This was particularly the case with regard to the idea of introducing youth facilitators into schools. Further, the Lifeskills division was on a drive to implement the new Life Orientation curriculum in the Further Education and Training band in schools. The official interviewed admitted that more attention needed to be given to the Caring Schools Project. At the time it was acknowledged that there was inadequate support, monitoring and oversight of the Project activities from the Department. Ideally, the role of the SBSTs would be much clearer, and the roles and functions would be communicated to the SBST from the District, and supported by the district.

The involvement of School Management and Governance Developers (SMGDs) from the District was identified as important, as well as SYRAC – the Sports, Youth, Recreation, Arts and Culture division within the FSDOE. Other sections within the FSDOE that were identified as key to ensuring the successful implementation of the Project included the nutrition section and the values section. Unsurprisingly, what emerged from the interviews was the fact that the activities of the Department in schools are fragmented between different divisions - they have multiple foci and integration between these different roles and foci is problematic. Also, the District sections are under-resourced, and under-staffed, not being able to offer sufficient support to schools.

What the Project does recognise, however, is the necessity to work with government for a long term, sustainable intervention. In this way it departs in important ways from many small-scale projects that are solely reliant on external donor funding and operate independently of government's policy commitments and priorities.

Child Care Forums

There are Child Care Forums (CCF) in each of the communities surrounding the schools. These are government-initiated community bodies which are mandated to identify and support vulnerable children within communities. The initiative is part of a national policy framework for orphans and vulnerable children (OVCs) as well as the national

action plan for OVCs. In the Thabo Mofutsanyana district there is one CCF per ward, except in very large wards where there may be more. The CCFs consist of representatives from the community (from schools, the church, youth groups, etcetera). They conduct a door-to-door survey, identifying whether parents are dead, alive, ill or absent. They also ascertain whether the family has access to grants and whether there are working adults in the home. They help with issues such as obtaining grants, and the waiving of school fees. The regularity with which these bodies meet varies. Each of the CCFs has a register for inputting information on vulnerable children. Each member of the CCF receives R200 a month from the Department of Social Development, via the OVC Task Team of the Local Area Committee (LAC).

With the establishment of youth facilitators in schools there was some conflict between the CCFs and the youth facilitators. This was not least because the youth facilitators were paid more than CCF members. Further, the CCFs were not clear on what the function of the youth facilitators was, and were resistant to helping them. Some CCF members resented the fact that they had not been offered these jobs. The Project has attempted to overcome the threat and conflict between the youth facilitators and the CCFs. They have also begun to attempt to co-ordinate the records kept by the CCF and the youth facilitators. Youth facilitators are required to use the same OVC number given to children as that of the CCF, and to help update the CCF register when a child is identified or referred for assistance.

Selection criteria for schools

The FSDOE was involved in the selection of the Project schools. The initial five schools selected included only those built by the Nelson Mandela Foundation (the funder of the Project). In the other districts other NGOs used different criteria. In Motheo all the schools are in a very remote farming community and children are bussed in from Thabanchu. Enrolments are very low in all of these schools. In Lejweleputswa all five selected schools have enrolments of over 1000. For the additional nine Thabo Mofutsanyana schools, Save the Children and the Department agreed on one school per ward, with a relatively high enrolment and high orphan numbers. The idea was that each ward should have a relationship between the CCF and at least one 'caring school' which would then 'reach out to other schools'.

Selection criteria for schools both within districts and across the districts were thus different. All schools are, however, are located in poor communities where levels of vulnerability amongst children can be assumed to be high.

Recruitment

The recruitment of the youth facilitators was carefully worked out and communicated to schools by the NGOs. Procedures for the advertising of the job, the interview process

and the selection of the youth facilitators were specified. These procedures were outlined as follows in Project documentation:

- Advertising will be done locally around the school e.g. by sending out flyers and through the local media if this is free (there is no budget for advertising), minister's fraternal and other such bodies. The youth facilitators are considered as volunteers who will receive a stipend and the advert must state this clearly.
- All prospective youth facilitators will be invited to go to the school on a particular day and complete a questionnaire (this will be standard for all schools) that will give us all the information about them that we require. They must bring a CV if they have one, their ID and their certificates and at least one letter of reference from a known person / leader in the community.
- Shortlisting: Will be done at the school with the involvement of the DOE and the NGO.
- Interviewing will be by a representative of the SMT, SGB, SBST, NGO and a representative of the Life Skills section of the DOE. They will also be assigned an exercise to complete with a group of children from the school who will then be able to give their input as to which of the young people they believe will be able to work with them.

The Project designed a simple advert to be used by schools (attached in Appendix B). The criteria specified in the advertisement and selection schedule provided to schools for youth facilitators included the following:

- A person with a matriculation certificate.
- A person under the age of 28.
- Someone who had experience with youth or children's activities.
- A person with no record of child abuse
- Someone able to support a range of afterschool activities
- One male and one female volunteer was sought for each school.
- Someone resident in or knowledgeable of the community surrounding the school.

In addition, the selection criteria also detailed desirable personal qualities such as leadership abilities.

In some instances schools motivated to take on volunteers who had been working in the schools for some time as youth facilitators. In these cases it was necessary to carefully distinguish between the new role of the youth facilitators and functions the volunteers had served previously (these included administrative assistants, a foundation phase teacher and a school care-taker). These volunteers also did not always meet the age specifications – in one school the youth facilitators were 38 and 42. This is not necessarily a problem, as long as a fair process is undertaken that determines that these people are

most suitable for the job. It was not clear whether the job had still been advertised and interviews undertaken.

Job description / function

The job description or functions of the youth facilitators are spelt out in one of the conceptual documents of the Project. These include the following:

- Support programmes of care within the schools in which they are placed including the provision and production of food for children.
- Support the establishment and functioning of the children's group.
- Initiate and support extramural activities at the schools such as homework support, sports, music, drama, Soul Buddyz, Scouts, RADS etc
- Work with youth clubs around the school.
- Be available to talk to children about issues that concern them during break, at lunch time etc.
- Be aware of behaviour that may be indicative of vulnerability and require intervention or referral. This includes bullying, teasing, deliberate sidelining of some children etc as well as substance abuse or other forms of abuse. This involves being aware of children's movements through the gate or otherwise in and out of the school yard as well as activities around the toilets. Refer children to the SBST.
- Ensure that children who have not come to school are visited by liaising with the appropriate care structures within the school (such as "Buddies") or outside (such as Home Based Care or Child Care Forums). Gain a better understanding of their home circumstances and help the school to negotiate for additional support if this is necessary.
- Refer children, through the SBST, to social workers, health, the police, justice or other support networks. Network with these stakeholders and keep a database of contact details.
- Keep a diary or journal of activities and support M & E of programmes.

All the youth facilitators interviewed were clear that their primary task was to identify and support vulnerable children. How they did this varied between the schools, and the extent to which youth facilitators were clear about their roles also varied. Clarity of roles and functions largely depended on how effectively they were managed, a point that will be taken up further below.

The establishment of the children's groups was, however, central to the function of the youth facilitators, as one of the three pillars of the Project. Project documentation describes the children's groups as follows: "The Children's group is a group of children from the school that will be integrally involved with the planning, implementation and monitoring of the programmes of care within the school. As the programme grows we

may develop more than one children's group to involve more of the children in actively providing care for each other."

Although eleven of the twelve schools had established these groups, their purpose and functioning was understood very differently in the different schools, and the activities of these groups, as well as the way in which they were constituted, varied substantially. Overall, it appeared that the youth facilitators were not always clear as to what the children's groups were for, and where there was clarity, this understanding did not always align with that of the Project's.

Apart from the children's groups the youth facilitators in the schools undertook a wide variety of other activities. These included:

- Establishing or helping with the care of vegetable gardens.
- Involved in school 'beautification'
- Helping students with clinic visits
- Making home visits
- Monitoring and following up on absentees
- Helping students to obtain appropriate documentation
- Keeping records of orphans and vulnerable children in the school
- Obtaining food parcels
- Arranging extra mural activities
- Children's groups meetings
- Fundraising
- Teacher substitution
- Cleaning toilets
- Helping students with school work

None of these activities appeared to have been regularised, however. Only at Machaea did youth facilitators show us a clear timetable of their work across the week. In other schools the work appears to be quite unstructured, and activities fragmented. For example, in one school there was a report of great success in following up absentee learners. On closer questioning, however, it was found that only five absent children had been followed up in a four-month period. It appears that the potential of some of the youth facilitators' activities is not being realised as it is not consistent.

The clarity and consistency of youth facilitators' activities depended on how they were managed. Some schools had greater capacity to do this than others. Those schools with the most challenges were also the ones least likely to be able to manage the youth facilitators effectively.



From left to right, Topile Zamisa (Save the children), the two youth facilitators at Machaea Primary, the SBST co-ordinator and Lynette Mudékunye (Save the Children)

A final factor contributing to the functioning of the youth facilitators was the fact that there were various initiatives which had been on-going in the schools prior to their arrival, such as school feeding and the greening of schools. Because the youth facilitators' role potentially covered all of these issues, it was not always clear whether they were intended to do something different, or support current initiatives. It was clear that there was potential for the youth facilitators to become overwhelmed by the number of different roles they could, and sometimes did, take up.

Support to many of these on-going initiatives was also fragmented and inconsistent. Food parcels were reported to have come to one school from the FSDOE one year, but halted the next. Church and NGO feeding schemes were also irregular. The greening programme, and the establishment of vegetable gardens in schools, also arose from a number of different programmes, and the nature of the support and the sustainability of the support, was not always clear.

Conditions of employment

The conditions of employment and the code of conduct that youth facilitators were required to sign are attached in Appendix C.

Payment

The youth facilitators are paid a stipend of R500 per month by the school principal from monies transferred to them by the implementing NGO. In deciding on the amount, the payment of community members in Child Care Forums had to be taken into account. Although it is widely acknowledged that the amount of R1000 is standard for volunteers (CASNET, 2006), because the Child Care Forum Members were paid R200, this was deemed too much. However the Project intends to increase the amount paid to the youth facilitators.

Hours of service

The hours of the youth facilitators are decided by the school. These vary significantly between schools. Some of the schools are realistic about how many hours should be expected of the youth facilitators at school (3-5 hours), while others demanded long hours of service (7-8 hours per day). The question arises as to whether it is reasonable to expect the youth facilitators to spend 7-8 hours per day at school given the amount of the stipend. Although left up to the schools to decide, a stronger recommendation regarding hours of service could be suggested to schools which insist on long days for the facilitators.

Management and monitoring of the youth facilitators

The Project's intention is to support and strengthen the establishment and functioning of the school's SBST. The co-ordinator of the SBST is identified as the person to manage and monitor the work of the youth facilitators. This person should assist youth facilitators in detailing their own action plans, should monitor their attendance, and the referrals, home visits, extra-mural activities and children's groups activities that they undertake.

Because the legal requirement to establish SBSTs in schools has only recently begun to be implemented in schools, many of the schools have very weak SBSTs, or SBSTs that are not yet fully functioning or clear on their objectives and activities. The pressure for schools to establish these bodies also comes at a time when schools are coming to grips with sustainable School Governing Bodies, and in the case of new Section 21 schools, developing capacity for taking on a range of new functions. It would appear that in most schools the SBSTs and their functions are somewhat marginal to the core business of the school. In many of the schools the school principal takes on the primary role of managing the youth facilitators, but this appears to be inadequate. Machaea Primary again stood out as exemplary in this regard. Youth facilitators here had a clear conception of their role, and their activity was carefully structured and managed. In this school, a strong SBST, with a motivated and energetic co-ordinator, clearly made a difference to the support and monitoring that the youth facilitators received.

Beyond the school there is a lack of capacity at the level of the district. District Based Support Teams are supposed to train SBSTs, but in many cases these are not in place, and they do not have sufficient human resources to undertake their work. In the Thabo Mofutsanyana district there are two social workers who service 617 schools.

The question of how, and by whom, youth facilitators should be monitored will be returned to below. Although in some schools attendance registers of youth facilitators are kept, and some record keeping by youth facilitators of their work is in place, in general the current system for the management of youth facilitators does not appear to be optimal in most of the schools.

Incentives and exit strategies

For most of the youth facilitators working with children was the most attractive aspect of their work. A number of the youth facilitators interviewed had been unemployed prior to their employment in the schools. Although shifts could not be observed in the course of this study, the schools facilitator remarked on a number of occasions on the change in the youth facilitators – in their confidence, their ability to communicate and their sense of self-worth.

There are currently no exit strategies for the youth facilitators. Two youth facilitators have left the Project in the course of the year – one was offered another job, and the DOE terminated the other's contract when he became sexually involved with one of the students at one of the secondary schools.

The youth facilitators contracts are extendable for a year. The Project is currently investigating possibilities of accreditation, as well as looking at possibilities for integrating the Project into the Umsobomvu Youth Fund and the Expanded Public Works Programme.

Training

An introductory workshop to the Project was conducted for the youth facilitators in Thabo Mofutsanyana in March 2006, and later for the extended programme facilitators. The notes used for the training, which also provide a detailed outline, are contained in Appendix D. The five-day workshop covered:

- Children's rights and vulnerability.
- The Caring Schools Programme - what it involves.
- The Caring Schools Programme - how it will work.
- The role of the youth facilitators in the programme.
- The children's team – working with existing groups and developing a team.
- Group norms – setting up a group.

- Working with children.
- Listening and confidentiality.
- Stigma.
- Protecting children.
- The code of conduct.
- Planning.
- Monitoring and evaluation.

The emphasis of the workshop was practical, using a variety of simple activities which the facilitators could employ in the schools with children. The emphasis was on the idea that working with children must be fun, particularly given that many vulnerable children already live with pain and deprivation. There was also an emphasis at this early stage on the importance of recognizing possible problems children were facing, and referral to the SBST. Youth facilitators were also given two key documents, with information on games, identification and referral of vulnerable children. These were:

- Ramsden, N. (2002). Community help for children living in an HIV world: Bringing hope to orphaned children. Durban: Children's Rights Centre.
- Alliance (2004). A parrot on your shoulder: A guide for people starting to work with orphans and vulnerable children. Brighton, UK: International HIV/AIDS Alliance.

Both publications offer practical ways of working with vulnerable children, as well as valuable information on referrals, obtaining documents and grants and further reading. The material is presented in a simple, accessible way.

One of the limitations of the training thus far has been that it has largely been a generic course. Youth facilitators in the schools are engaged in very different kinds of activities, and require particular skills. For example, in one school, the youth facilitators are very involved in the establishment of a vegetable garden and may benefit from skills relating to that. In other schools, where home visits are a regular feature of the youth facilitators' work, specific training in how to approach and deal with caregivers would be useful. The youth facilitators have had some on-going training from the FSDOE on leadership, and also training from RADS (a peer to peer support programme running in a number of schools). The issue of training will also be returned to below.

Impact

During the course of the study of the Project, many stories were heard regarding the support that the youth facilitators had given to vulnerable children. A number of these are reported here to give a sense of the important work that the youth facilitators are doing.

Identification of vulnerability

In many instances schools reported that the most significant and important aspect to having the youth facilitators in the schools was the fact that they had the time and could establish relationships with students where they were able to identify students in need. In one case youth facilitators had identified a student who was being sexually abused. She had been reluctant to participate in a skipping game, and the abuse emerged in conversation with her about her participation.

One SBST member commented, “They discover things that the SBST can’t. One learner who we thought had parents they found didn’t. The parents were absent. They are in the homes. They see what is going on”.

Provision of clothing

Katleho Primary bought cloth with the R5000 given to them by Save the Children. With the assistance of the youth facilitators they found someone to sew uniforms for learners who were without. In three of the schools the youth facilitators had established clothing banks. Although on a very small scale, they had provided some of the learners with clothes given to them by the community.

Documentation

Machaea Primary described their strategy to obtain Birth Certificates for students. The youth facilitators went around to each classroom and recorded who didn’t have a birth certificate. They put together a list of twelve children. The youth facilitators then contacted Home Affairs to come to the school to administer the forms to the learners.

At Phofung there were 30 learners whose identity documents were being processed. In the monthly report that the youth facilitators drew up at ZR Mahabane School, youth facilitators reported that they had identified 76 children in the school without birth certificates, and approximately 50 children who needed school uniforms.

Health care

At Tebang, the youth facilitators took sixteen students who were suspected of having hearing and sight difficulties to the clinic. Eight of these students needed glasses, and were scheduled to get further assistance.

A youth facilitator told another story of a child who was persistently absent. When they approached the child, he told them that he was too dirty to come to school, and there was no soap at home. The youth facilitators managed to get soap and a towel for the learner, and they helped him to wash and iron his clothes at the school.

Listening

Talking and listening to learners was emphasised at a number of the schools. The principal at Molibeli stated that the school had not found a viable alternative to corporal punishment. “We use it here, but they [the youth facilitators] can *talk* to the learners. We

don't have the time". Students at Disaster Park Primary spoke extensively about having other children to listen to their problems.

Noticing

At Mabewana the youth facilitator told the story of an eleven-year-old child who was very quiet and whose school attendance was poor. He found that the child had a very young mother, and five siblings. The mother had gone to work in Johannesburg, and the girl had to look after a small baby and was only coming to school once a week. The youth facilitator managed to make contact with the mother. "Now the mother is a friend of mine". Together they worked out a way of finding alternative care for the baby.



Surrounds of ZR Mahabane School

Absenteeism

As stated above, it was widely reported that the problem faced by children in the Thabo Mofutsanyana district is not so much orphanhood but rather, absent parents. Many of the respondents referred to the large number of child-headed households in the area. According to the school staff interviewed, this impacted significantly on children's school attendance.

In one of the schools the explicit task of the youth facilitators was to follow up on learners who were absent from school, through home visits. One child per class was tasked with reporting to the youth facilitators who had been absent. In identifying the causes of absenteeism, the youth facilitators were able to assist some of the learners. Factors affecting absenteeism included students not having uniform to wear to school

and in one case, no soap to wash themselves and their clothes (mentioned above). In other cases, it appeared as if it was simply a question of someone noticing that students had not been attending school.

At one of the secondary schools, two students had intended dropping out, and through identification and discussion, were persuaded to stay on in school. In one case the student was unable to get food for the family. The youth facilitators managed with the SBST to get the student on a church-feeding scheme. In the other case, the fact that someone had noticed her declining attendance and showed care appeared to have made a difference.

Because the area is very cold in winter, absenteeism escalates in the winter months. This is because often children do not have the appropriate clothing to leave the house and go to school, and in some of the more rural communities, children must collect firewood for the house.

At Katleho an improvement in attendance rates was reported and was linked directly to making home visits. The stories told, and the examples given around absenteeism illustrate how inextricably the causes of absenteeism are related to the context of the schools and the community surrounding them. The youth facilitators would seem to be ideally placed to deal with these issues given their knowledge of the communities, and their capacity to interact *individually* with students and the problems that they face in maintaining regular attendance.

Food gardens

A number of the youth facilitators had been involved in the establishment and maintenance of food gardens. The purpose of these food gardens were to eventually be used for food parcels for vulnerable children, or contribute to the school feeding programme. Save the Children had also lent support in other ways by providing seeds for schools, and assisting with the hiring of tractors for ploughing plots for planting.



Vegetable garden at Molibeli School

The schools facilitators asked the youth facilitators to write up one case study of a child in whose life they had intervened. These stories are contained in Appendix F, providing further detail on the impact of the youth facilitators in the schools.

Monitoring and evaluation

No formal system of evaluation was established in the Project in its concept stage. In the current pilot phase the aim is centrally to iron out many of the operational issues in implementation, and to achieve buy-in from schools and government. Nonetheless, a sound evaluation would optimise the scaling up of the Project, and would contribute greatly to its appeal to donors and to government. These arguments, and some directions forward, are elaborated on below.

The University of the Free State was contracted by the DOE to conduct a baseline study. However, this did not constitute a baseline based on what the Project intervention aimed to achieve, nor on the measurement of baseline indicators. Rather, it provided information on a range of factors in schools, such as the existence of school libraries, school fencing, teaching aids and their use, the physical condition of the school, school nutrition, etcetera. Of possible relevance to future evaluations is the *availability* of information at each school on:

- School nutrition
- Organisations and businesses that gave assistance of various types to schools.

- The existence and functioning of the SBST.
- Attendance registers
- Lists of learners who are chronically ill
- Lists of learners who have lost their parents
- Children who are absent often
- Learners who need nutrition urgently
- Dropouts
- The mood of the children and teachers
- Teenage pregnancy

However, for most of the items, the report only provides data on whether this information exists in the schools, and not what the actual figures for the schools are. A further baseline would need to be conducted which captured the actual frequencies of absenteeism, illness and parental presence, etcetera, should these be identified as relevant to what the Project wants to achieve.

One of the most challenging aspects of the monitoring and evaluation of a project such as this one, is attempting to measure what it is that the youth facilitators do. It was clear from the study undertaken (some examples of which are given above) that the youth facilitators are engaged in small activities which have enormous implications for students, and which are very valuable in the context of vulnerability. Quantitative measures, such as rates of absenteeism, or number of referrals, would not capture the (perhaps most) valuable work that the youth facilitators undertake in their day-to-day activities, such as befriending a child, showing a child how to care for another child, allowing children to have fun and to play, and identifying children who are in need or being bullied. Nonetheless, there is a need for measurable outcomes which can show funders and politicians the impact of the Project. The Department official interviewed for this study clearly stated the need for the Department to see the measurement of the Project's efficacy.

Currently the youth facilitators record information about their work in three formats (in the NMF schools) and a single format in the other nine schools. In all schools youth facilitators are required to keep a daily diary of their activities. An example of some of the entries from one youth facilitator's diary is attached in Appendix E. Although at the beginning stages these diaries are comprehensive and kept on a daily basis, in the NMF schools the recording becomes less frequent over time. One of the reasons for this could be the fact that it is unclear who, if anyone, actually reads the diary. The youth facilitators may thus not see the value of recording their daily activities. The other two forms of recording in the NMF schools are an OVC register and a child participation register.

The OVC register is based on the format of the CCFs and uses the same OVC number allocated to children in the CCFs. The register records the name and address of learners,

the source of income in the home, and referrals to various social services, including social development, health and home affairs. It is unclear whether co-ordination between the CCFs has been successfully established, and whether there is a reduction in the duplication of work (the aim of the co-ordination).

The child activity participation register records the names of all OVCs in the school, and whether and what activities they have attended. However, one is unable to discern the number of times students are attending activities as each time a student attends the last attendance is erased. This could easily be remedied so that a record of which children are attending extra-mural activities, and how often, is reflected. The youth facilitators interviewed also did not seem to have a clear strategy to target those students not attending activities at all. It may be that these are the most vulnerable children.

These three records are all potentially rich sources of information on the impact of the Project. For them to be useful however, they need to be accurate, consistent across sites and kept up-to-date. They also need to be modified into a format where some verification of the information is built in. For example, a record of referrals could be kept where the person to whom the child is referred signs the record. The use of these sources of information will be returned to below.

Some other issues pertaining to the monitoring and evaluation that need to be thought through more carefully are:

- Whether the Project conceives of the monitoring and evaluation as externally conducted or internally undertaken. Or both. This would impact on which measures are used and how the information is collected.
- The fact that youth facilitators undertake very different functions in different schools complicates the process of evaluation. Different functions mean that youth facilitators will potentially have different impacts on different factors in different schools. It was clear from this study that the needs and dynamics are also very different in primary and secondary schools.
- Identifying what indicators can be used to measure the Project's efficacy, and how these aspects may be measured.

Key learnings and future directions

A number of key learnings emerge from the description of the Caring Schools Project presented above. Each of these are taken in turn and discussed in detail. Also addressed in this section are possible future directions for the Project aimed at strengthening the youth facilitators' intervention.

Youth facilitators' relationship with the school

An issue raised by a number of the youth facilitators in the schools was their relationship to teachers. In a few of the schools teachers were described as resistant and threatened by the presence of the youth facilitators. In one school the youth facilitator reported "the teachers think you are going to take their jobs". In another school the youth facilitators had begun to start work later, and did not attend the school assembly in order to reduce the levels of threat. The principal at ZR Mahabane described teachers: "They are in their cocoons. They don't want to open up to these new things". He was aware that the youth facilitators felt unsupported by the teachers. It was also clear that in these schools the role and function of the youth facilitators in the school had not been clearly articulated to teachers. This may in part relate to a lack of clarity in the school around defining the roles of the youth facilitators.

In Phofung the threat felt by teachers resulted in the youth facilitators coming later, usually around midday. Here one of the youth facilitators reported, "The principal said our job is extra mural so we must come later". At this school the facilitators reported that the time at which they arrived at the school varied - "sometimes eleven sometimes later, sometimes earlier". They also stated that the principal left them alone; they decided what to do, and no one checked their work or had them report on their activities.

At Manakoe a conflictual relationship between staff and youth facilitators was evident. The school principal said, "They are not telling us what they are finding - they just report what they have to do in their action plans. They are not very involved with the students. There is not a lot of contact with the students by them. They are not going into the homes". Here the youth facilitators' work appeared to focus primarily on assisting with the food garden.

At a number of the other schools there was an excellent relationship between the facilitators and the school. The youth facilitators found the staff supportive and welcoming, and the school in turn was extremely positive about the presence and assistance of the youth facilitators.

There was, unsurprisingly, a direct relationship between the acceptance of the youth facilitators and the apparent functionality of the school more generally. Those schools which faced a number of challenges, where teachers were out of class during learning time, and which were physically in a state of disrepair, were the schools where the youth facilitators presence had had the least positive impact. To put a number to it, approximately half the schools were actively engaged in establishing good relationships between the youth facilitators and the school, and half were not. The secondary schools were particularly problematic in this regard. In short, it was clear that the better the management at the school, the better the support and clarity around roles and functions. Machaea and Sekgompepe schools were exemplary in this regard.

Alignment with national / provincial priorities and policy

The Project, as described above, has actively framed the intervention in terms of national and provincial priorities, and has sought in every way to align what they are doing in schools with what policy seeks to achieve in relation to orphans and vulnerable children. One of the stumbling blocks is the fact that there are a number of priorities in schools, not least the implementation of a new curriculum and dealing with on-going new school governance prerogatives. The ability of the Project to gain and sustain the attention of the Department, the district and the school is a challenge. It is possible therefore that at least in the beginning stage, more external support would be needed, from the side of the implementing NGOs, in establishing the Project in schools. This point is returned to below.

Training

One of the questions asked of schools and youth facilitators was what further training they thought was required. In the responses a number of the youth facilitators said that they wanted further training in counselling - that in approaching children with severe problems, they were not sure how to handle these situations. One youth facilitator said "there was a young person in the community who committed suicide and I didn't know how to explain it to the students when they asked me about it". Another said that in response to children's issues "I just use the Bible, I don't know how else". Other facilitators mentioned specific issues. Teenage pregnancy was cited in the secondary schools, where there had been six and eight pregnancies in the year in the two schools respectively. Drug counselling was also an issue raised by youth facilitators, and the use of dagga in schools was reported to be widespread.

The issue of counselling is a complex one. The Project needs to be clear on whether it expects youth facilitators to counsel learners, or 'comfort and refer' them. The issue is complex because it is clear that in their day-to-day interactions with students the facilitators confront these issues and need to be able to talk to the learners. There is a risk, however, in them engaging in actual counselling, which should ideally be conducted by someone professionally trained. There is also a fine line between lending a sympathetic ear and actual counselling. As far as possible, however, the Project needs to be clear on what is appropriate for the facilitators to do, and what is not. A number of instances in conversations with the youth facilitators that signalled potential problems are dealt with below in the section 'Clarity of roles and functions'.

A final training issue raised a number of times by the youth facilitators was around making home visits. The youth facilitator at Machaea said, "We need to know how to approach parents. Some parents are rude. They don't take us seriously. They say 'who are you to say I must wake up early and prepare my child for school?'" Another, at

Katleho said, "Sometimes we find that the community doesn't accept us. They don't know what we are doing in the schools. That we are just nosing in their affairs". The Save the Children schools facilitator suggested that the youth facilitators themselves required training in parenting practices so that they could identify where these were detrimental to children, and how they may be remediated.

Monitoring and support of youth facilitators

As already mentioned, in a number of schools it is clear that the principal is overwhelmed by the number of tasks that he or she is required to perform on a daily basis. The Project specifies that the principal is ultimately responsible for the youth facilitators, who report to him or her through the SBST. None of the twelve principals in the schools were able to specify what was contained in the action plan. Many were vague or unsure about what the youth facilitators actually did.

Given the lack of capacity in schools to monitor and manage the youth facilitators, it is perhaps necessary to strengthen their management at the level of the implementing NGO. Although the Project ultimately aims to have the schools own and manage the youth volunteer programme, it is clear that many schools are as yet unable to do this effectively.

There is one schools' facilitator currently working for Save the Children in the twelve schools. If this number were to be increased to a ratio of 1:6, the facilitator could play a much more active role in the monitoring and support of youth facilitators. Crucially the schools' facilitator could offer on-going, site-based training to youth facilitators in the particular functions defined in specific schools, and in dealing with specific issues. In addition the schools facilitators could oversee the upkeep of records, which could potentially contribute to the monitoring and evaluation of the Project as a whole. The role of the schools facilitator is particularly important in the absence of support from the district.

Clarity of roles and functions

As explained above, roles and functions are suggested by the Project, but are specified at the level of the school. That is, the school decides what it is precisely that the youth facilitators should do. The Project has been very clear regarding the fact that youth facilitators are not to be involved in instructional practices. This appeared to be upheld in all the schools. Only in one school, Disaster Park, had the youth facilitators been approached by teachers to teach (Life Orientation) or supervise their classes, but they were clear that teaching was definitely not part of their function.

The establishment of the children's groups appears to be poorly understood by the youth facilitators in most schools. In some of these groups the youth facilitators train

them in moral rectitude, in others they are 'homework groups' and in others they create dramatic productions. In no case was there an emphasis on the understanding that the children in these groups had a particular function to play regarding other vulnerable children in the school. How these groups were constituted also appeared to be vague. Given that this is a central feature (pillar) of the Project and function of the youth facilitators, this needs to be clarified and communicated effectively to the youth facilitators.

At Manakoe the biggest challenges at the school are alcohol and drug use and teenage pregnancy. The youth facilitators acknowledged that these issues were largely outside of their experience and knowledge. The male youth facilitator said of those who were pregnant, "I wish I could get a brief on how to tell them to cut that unwanted thing there", in reference to abortion. This same youth facilitators reported that students were falling pregnant in order to obtain grants. "Even this little bit – R190 – they think it makes a big difference". At another school, in relation to AIDS counselling, the youth facilitator took it for granted that the only way to deal with the issue was to advocate abstinence. In some of the other schools, a strong Christian message and morality was clear in presentations that the learners made to us.

It is not necessarily a problem that the youth facilitators draw on their own knowledge and experience in talking to students. But they are in a position to promote particular ideologies or practices. Although it is certain that most do more good than damage, if training doesn't address these particular issues, and allow the youth facilitators to see that there are a number of beliefs, practices and ways of dealing with these issues, their effectiveness in dealing with the issues and helping students may be compromised. The most important thing is that the Project itself is clear on how these issues should be dealt with, and how local beliefs and practices may be valued whilst at the same time broader views on issues are promoted. The question of whether youth facilitators should be promoting any particular behaviour, or be in a counselling situation at all, remains.

Finally, although there were only two secondary schools included in the Project it was clear that the dynamics in the schools, and the needs of the students, differed markedly from those in primary schools.



Disaster Park Primary School – the area was named after a recent flood that devastated a large settlement.

Conclusion

In recent policy formulation, government has become focused on the notion of generating what is termed 'social capital', in particular in poor communities. It would seem that the Project has enormous potential to contribute to this drive. Although the definition of social capital offered in many government documents is at times dubious, at times vague, and at others too broad-ranging to be useful, Coleman (1987) in his original formulation was clear about what it entailed: "the norms, the social networks, and relationships between adults and children that are of value for the child's growing up". These are potentially found in the home and the community. The Project's potential in contributing to the development of the social capital of the students and communities is especially relevant in the context of the Project, where children are often without adult caregivers, or positive opportunities to interact with one another. However, the function of the youth facilitators in the schools in this pilot phase remains too diffuse. Although it is understandable that the profusion of roles that the youth facilitators take on is largely to gain the buy-in from the school, and to honour participatory decision-making, the danger is that what will be lost from sight are what appears to be the underlying thrusts of the Project: that children are given the opportunity to express themselves through fun and creative activity, and to develop support amongst themselves. Although providing a useful service to many schools in documenting who is vulnerable, in assisting with food gardens and in occasionally making home visits or following up on absentees, there

remains the danger that schools can exploit the youth facilitators, and that they will not be able to meet the mandate of the Project. It is therefore suggested here that following the pilot, a rigorous process be undertaken which firms up the roles of the youth facilitators, and decides on what they should ideally do in all schools. This would certainly help in focusing the kind of training made available to the youth facilitators, the monitoring of their work, and not least of all, the evaluation of whether the Project is successful or not. Currently the diversity of tasks undertaken by the youth facilitators in all the schools makes all three of these dimensions difficult to undertake.

Following on from the last point, it would seem that where the youth facilitators potentially make a significant and unique contribution is in establishing links between the home and the school. Home visits appeared to be thin on the ground, and not adequately documented. However, in the cases where these were undertaken, though difficult and not without their own problems, the youth facilitators made a valuable contribution to the lives of a number of students, and helped the school to better understand the domestic dynamics of the students in the school.

Finally, it is not surprising to find that schools that face the most challenges are often those least able to deal with them. The capacity of schools to manage, monitor, support and structure the work of the youth facilitators is lacking in many instances. This raises the question of whether, at least at the initial stages, it is possible for the implementing NGO to offer further support to schools in undertaking these activities. In this regard the role of the schools' facilitator is key.

It is clear from this documentation of the Caring Schools Project that the placement of youth facilitators in schools has great potential for the assistance of vulnerable children. There is much to be learned from the Project in terms of the design and implementation, and the procedures in getting the Project off the ground. The Project, in turn, can learn a great deal from this pilot phase in how to strengthen the work of the facilitators and show external agencies its efficacy such that it may be extended to more schools that would benefit from such an intervention.

Key recommendations

The key recommendations flowing from this study are:

1. A monitoring and evaluation design based on learnings from the pilot phase of the Project be established.
2. The role of the schools' facilitator be reviewed, with a view to possibly strengthening this role regarding the management, monitoring and training of the youth facilitators.
3. The functions of the youth facilitators in schools be reviewed, with a view to possibly further clarifying their precise role in schools.

4. The crucial role of the youth facilitators in linking the communities and homes of students and the school should be carefully considered in future definitions of the roles and functions of the youth facilitators.

Appendices

Appendix A: An example of an action plan drawn up by one of the schools

OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	TIME - FRAME	WHO WILL SUPPORT	BUDGET	MONITORING	EVALUATION
Identifying Orphans Target: Boys Girls	Knowing school orphans. Having their list.	Mrs. Moloi J. P. Mr. Motloung M. Mrs. Tau F. D.	04. 09. 06 On going	Mrs Rakoto L Ms Thamae		List of 100 children	50 Boys 50 Girls
Identifying vulnerable children (School uniform)	Knowing them	Mrs Moloi J.P. Mr Motloung	06 .09 .06 On going	Mrs Moloi J.P Mrs Rakoto L Ms Thamae M.A		Roll of 60	30 Boys 30 Girls
Establishment of groups (Children's caring and support group)	Caring school programme Supporting OVC.	Mrs Tau F.D. Ms Thamae M.A.	29 .08.06- 22 .09 06	Mrs Rakoto L. Mr Motloung M.		Group of 20	10 Boys 10 Girls
Home visits	Knowing situation of OVC.	Ms Thamae M.A. Mrs Zim	Weekly	Mr Motloung M. Mrs Motale		Having the OVC.	
Beautification	Planting trees Planting flowers	Mrs Komako Mrs Mokoena C. Mr Motloung M	10 .09 .06- On going	Mrs Nonoise Mrs Zim Ms Thamae		Having trees	Done
Skills	Involvement in activities	Mrs Motale Ms Thamae M.A'	18.09 .06- on going	Mrs Dhlamini Mr Motloung M.		Having different activities	Done.
Improvement of sports ground.	Level the ground	Mrs Tau F.D Ms Thamae M.A	Quarterly	Mr Motloung M Mrs Zim Mr Maseko			

Appendix B: The advert used to recruit the youth facilitators

School Youth Facilitators Wanted

..... School is looking for volunteer youth facilitators to support a programme of care for vulnerable children in the school.

Qualities that we are looking for:

- a leader; with full matric; who knows the community around the school;
- mature & a role model; who has been involved with youth or children's activities;
- able to support a range of afterschool activities; no record of child abuse; a strong communicator;
- under the age of 28.

If you fit the above specifications and are interested please apply at the school before See

1. What is volunteering?

Volunteering is an activity undertaken out of a person's free will, choice and motivation, in most cases without concern for financial gain, in an organized setting with the aim to benefit others and generally to society at large. Volunteers are fundamental to community based programmes and the delivery of such programmes.

2. Principles of volunteering

- Volunteering should contribute to a unified society creating bonds of trust and solidarity and thus social capital.
- Volunteering is one of ways in which people of all nationalities, religions, socio-economic status, ages and genders can contribute to positive change.
- Volunteers contribute to the implementation of national programmes aimed at improving the quality of life of all South Africans.
- Volunteerism can be used as a tool to stimulate active and responsible South African citizenship, central to South African ideas and values of democracy, solidarity and participation.
- Volunteering is a powerful source of reconciliation and reconstruction in divided societies.
- Volunteers should acquire skills such as leadership, communication, organisation and be able to extend their social networks and often move on to paid jobs in the future.
- Volunteering provides informal and formal learning opportunities and is therefore a crucial instrument in life-long learning.

3. The schools environment

The organisation, functioning, management, governance and funding of public schools in South Africa is regulated by the South African Schools Act of 1996. Every public school is a juristic person, with legal capacity to perform its functions in terms of this Act. The governance of a public school is vested in its governing body, commonly referred to as the SGB, which stands in a position of trust towards the school. The professional management of a public school must be undertaken by the principal under the authority of the Head of Department of Education.

3.1 Members of the SGB

The membership of the governing body of an ordinary public school comprises elected member, the principal, in his or her official capacity and co-opted members. Elected members of the governing body shall comprise a member or members of each of the following categories: Parents of learners at the school; educators at the school; members of staff at the school who are not educators; and learners in the eighth grade or higher at the school.

3.2 The school organisation

The Principal of the school is responsible for the day-to-day functioning, management and professional activities of the school. She/he is tasked with ensuring that learning and teaching takes place and to ensure that policies and practices enacted by the SGB are implemented. She/he has the responsibility of establishing any regulated and non-regulated structures that will ensure the functioning of the school. The role of the Youth Facilitator and their reporting responsibility in schools is determined by the Principal and SGB and Youth Facilitators shall always respect that structure. The Principal of the school bears ultimate accountability for all children in that school and therefore the YF shall always act in accordance with the directions of the Principal or any other official that the Principal shall so designate.

4. Children's rights

In South Africa, children form nearly half the population. And as the foundation for the citizenry of tomorrow, their rights, their needs and their potential must be met if we are to build a better life for all. There are compelling reasons for prioritizing our investment in our children. Not only are they our responsibility as vulnerable members of society, but they represent our future productive potential: our future scientists, economists, politicians and artists. And perhaps most important, our future parents. South Africa is a signatory to the UN Convention on the Rights of a Child and by signing this important instrument it committed to laying the foundations of a new society for our children, on the four pillars or groups of rights on which the Convention is built:

- **The right to survival**
- **The right to development**
- **The right to protection and**
- **The right to participation**

It is therefore important for the Youth Facilitator to understand these rights, because if we are able to deliver these rights to our children, and if we are able, in turn, to help our children understand and respect the rights of those around them, we will have succeeded in meeting the obligations we have so consciously undertaken.

Section 2 Rules of Conduct

2.1 General Conduct

- 2.1.1 All conduct of volunteers will be regulated by this Code of Conduct
- 2.1.2 Any acts which negatively affect the school may be dealt with in accordance with disciplinary procedures set by the school.
- 2.1.3 Youth Facilitators are expected to respect the rights and the dignity of themselves, the children and everyone they interact with.

- 2.1.4 YF are expected to ensure that they observe and respect the rules, regulations and policies of the school.
- 2.1.5 YF are expected to act with consideration and good judgement in all interpersonal relationships both inside and outside the school.
- 2.1.6 YF are expected not to use the school and/or any of its resources to promote interests which are in conflict with the school's mission and objectives for own gain.

2.2 Child Protection

In addition to the general principles of good practice in work with children, YF should recognize that they, as adults, have a responsibility, and in some cases a legal duty, to ensure the safety of the children with whom they work. Children can be at risk of harm or abuse from a range of sources. It is the responsibility of the YF and others to minimize the risk of harm by promoting good practice and by identifying and managing potential risks. In this regard the YF shall;

- 2.2.1 at all times treat children with respect and recognize them as individuals in their own right.
- 2.2.2 regard them positively and value them as individuals who have specific needs and rights and a particular contribution to make
- 2.2.3 work with them in a spirit of co-operation and partnership based on mutual trust and respect
- 2.2.4 value their views and take them seriously
- 2.2.5 work with them in ways that enhance their inherent capacities and capabilities, and develop their potential
- 2.2.6 strive to understand them within the context in which they live
- 2.2.7 YF must avoid actions or behaviour that could be construed as poor practice or potentially abusive and must therefore never;

- hit or otherwise physically abuse children, including corporal punishment
- develop sexual relationships with children
- develop relationships with children which could in any way be deemed exploitative or abusive.
- act in ways that may be abusive or may place a child at risk of abuse.
- Spend excessive time alone with children away from others
- Take children to your home, especially where they will be alone with you
- Use language, make suggestions or offer advice which is inappropriate, offensive or abusive.
- Have a child/children with whom they are working to stay overnight at their home unsupervised.
- Behave physically in a manner which is inappropriate or sexually provocative
- Sleep in the same room or bed as a child with whom they are working
- Do things for children of a personal nature that they can do for themselves, condone, or participate in, behaviour of children which is illegal, unsafe or abusive.
- Act in anyway which is intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse.
- Discriminate against, show differential treatments towards, or favour particular children to the exclusion of others.

2.3 Conduct at work

2.3.1 Punctuality

YF are expected to be regular and punctual in attendance. If a YF is unable to report for work for any reason, they should notify the Principal or a designated official before regular starting time.

2.3.2 Absence without notice

When you are unable to work owing to illness or an accident, please endeavor to notify the Principal or designated official.

2.3.3 Substance abuse

All schools are committed to providing a safe and productive environment for learners and educators. In keeping with this commitment, the following rules regarding alcohol and drugs abuse have been established for all YF. The rules apply during working hours to all YF while they are on school premises or elsewhere on school – related business:

- The manufacture, distribution, possession, sale, or purchase of controlled substances of abuse on school property is prohibited.
- Being under the influence of illegal drugs, alcohol, or substances of abuse on school property is prohibited.
- Working while under the influence of prescription drugs and liquor is prohibited.

2.3.4 Health and Safety

YF are expected to take reasonable care of their own health and safety and that of others who may be affected by their work or actions.

2.3.5 Fraud & misuse of the school's assets

Any breaches of the school's Policy Statement and Guidelines for dealing with suspected fraud and serious negligence with the school's assets will be considered as gross misconduct, depending on the facts of the matter.

** schools define fraud as the deliberate creation, falsification, destruction, defacement, misrepresentation or concealment of any account, record or document or any unauthorised use of the school's name or misuse of one's position within the school with the intention of e.g:*

- *obtaining money, assets, services, information or advantage for the individual concerned or for a third party (e.g. contractor) which would otherwise be denied;*
- *causing a loss or damage to the school or another party (e.g. contractor, individual employee, volunteer, donor, partner agency)*
- *prejudicing the school's rights, position, or reputation, or those of another party (as*

outlined above);

- *corrupt or dishonest practice in the course of school's*
- *The YF has a general duty of care towards the school's assets. .*

2.3.6 Obligating the school

No YF shall incur any expense on behalf of school or bind the school by any promise or representation without written approval of the Principal.

2.3.7 Telephone Use

School telephones are intended for the use of serving its partners and in conducting the school's business. Personal usage during business hours is discouraged except for extreme emergencies.

2.3.8 Internet Use

YF are allowed use of the Internet and e-mail, where they exist, when necessary to serve the children and conduct the school's business. YF are responsible for using the Internet in a manner that is ethical and lawful. It will be considered misconduct for YF to use the school's internet facility for pornography, including child pornography.

2.3.9 Discrimination

- YF are expected not to harass children on grounds of their race, religious belief, political opinion, sex, marital status, sexuality, HIV/AIDS antibody status, age and disability.
- YF should ensure that their language is not offensive when dealing and interacting with educators, children, parents and the public.
- YF should refrain from using abusive language including racially or sexually abusive language, or language which is abusive in respect of a person's disability, sexuality or religious
- YF should ensure that any words, pictures, emblems, symbols, flags, posters, tee shirt slogans or other material displayed in the school environment is not offensive
- YF Employees are expected to behave in a civil and dignified manner towards children without bullying*, fighting, physically assaulting or mistreating them.

2.3.10 Firearms/weapons

No YF shall carry or bring onto school property any dangerous or potentially dangerous or lethal weapons, articles or substances without prior authority from the Principal.

3. Reputational conduct

3.1 School image

The school is a public entity whose integrity should always be protected. It is therefore important for the YF to ensure that they protect the image of the school by behaving in a

manner that does not bring the school into disrepute.

3.2 Dealing with the media

Only the Principal or an duly appointed official may liase with and issue statements to the media on behalf of the school. No YF should discuss any matter regarding the school with any media representative, nor shall he/she disclose any information of any nature pertaining to the school or its activities.

4. Confidentiality

YF acknowledge that in the course of their work with the school, they may have access to confidential information relating to the children and families of children. Should this happen YF must always keep all this information strictly confidential at all times except to the extent that disclosure is necessary for you to perform this contract. This clause does not apply to information which is legally required to be disclosed, or which is generally known by the public other than by a breach of this clause.

Appendix D: The training outline for the youth facilitators

Youth Facilitator Training

DAY 1

Introductions: Play Fire Fire. Everyone must run around, the ground is hot, too hot to stand on. The facilitator calls Fire Fire and then says get together in groups of 3 or 4 or another number. Each time the group comes together in these groups they are asked to share with each other.

- 1 what is your name, what school did you go to, what have you been doing since you left school
- 2 something about your family – who you live with, where the other members of your family are, something special about your family
- 3 your dreams

At the end participants sit in a circle and introduce one other person that they have met during the exercise and say something that they have learnt about this person.

Hopes & Fears, Expectations of the workshop

Divide the participants into groups – ask them to discuss what they are excited about and what they are concerned about being a youth facilitator. Write these on one piece of flip chart. See what is common between the groups. Or write on different colour papers and put up on the wall – group those that are similar.

The facilitator leads a plenary discussion – what do I think about being a Youth facilitator – dreams and fears or concerns. The major expectations must be listed on one piece of flipchart and the major concerns must also be listed on another piece.

Overview of the Training Programme:

What this training is about and why

- | | |
|---------|---|
| Day 1 - | Children's rights A Caring School |
| 2 | Children's participation |
| 3 | Stigma & Discrimination; Child protection |
| 4 | Planning, M & E |

Future training

TEA

Children's rights

Give all participants a number of coloured cards. Ask them to write what they were given as a child by their parents or guardians – one thing that they were given on each card. Put up the cards on the wall – divided into two groups – those things that they were given which cost them money and the things that they were given which did not cost any money. Put cards that are similar together.

Discussions on rights

Lead a discussion that draws out that the things which parents give their children are in fact those things which have been recognized as the rights of children.

The rights of children are commonly divided into four categories:

Survival which includes right to life, to food, to health care, shelter

Development which includes right to education, both formal in school and informal at home and in the community

Protection from exploitative labour, abuse of all forms

Participation in decisions which affect their lives. Participants generally agree that children have a right to participate, express themselves etc. However, it is more difficult to agree on how we will ensure that children participate in our decisions about how best to help them. This is a new concept and one that we are still working to introduce.

For orphaned children we also need to be sure that they have rights to:

Love and care preferably from the family but from relatives and other community members

Identity I often have to probe – but in every culture a child is given a NAME. Our first name is me, our surname is our family. This then leads to a discussion of belonging to a community, tribe, nation. Proof of citizenship must be acquired through a birth certificate. With citizenship come other rights – what the state must provide. Orphaned children often do not know their parents and it is important for them to have something from them – memory books or boxes can be a big help (a parent writes to their child before they die about who they are, what they enjoyed in life etc and about their hopes and expectations for their children. They collect important documents such as birth certificates, photographs and other important aspects of their lives and keep these together in a box that is there for the children after the parent has died. Children can also collect memories of their parents – while the parents are alive or after they have died – and write down what they remember and also what they have been told about their parents).

Other issues that come up in discussion often are:

Faith does a child have a right to a faith? We seldom answer this but we do discuss that for every right there are people who have a **responsibility** to ensure that the right is realized. The people include parents, other family, community and government. If we believe that children have a right to a faith then someone must have a responsibility to TEACH them about a faith or about different faiths so that they can choose. We also bring in the concept of **resilience** – helping children who have been pushed down by life to stand up again and to even hope – to reach for the stars, to dream. To do this we need to be able to help children to develop their inner strength. What will help children? Some of us will definitely say that a faith is very important. If we agree that we should find ways of helping children to develop their own faiths.

Inheritance – do children have the right to inherit from their parents? We generally agree that they do but also agree that they are not always allowed to inherit. This leads to a discussion about wills and the importance of parents having wills and communities respecting the wishes of parents that are expressed in the wills.

Play adults often forget how important play was to them. We take it for granted but many vulnerable children now do not have the opportunity to play and they really need the interaction with other children of their own age. Making sure that children have time and place for play is not very difficult but it is very important.

There are four **Principles that underly all children’s Rights**:

1. The right to survival, development and protection
2. the right to non discrimination
3. participation
4. that all actions must be taken in the best interests of the child.

An important principle in discussing Children’s Rights is the principle of **Non Discrimination**. These rights apply equally to all children. We need to work hard to find the MOST vulnerable children. We need to work to make sure that these most vulnerable children also access their rights.

For every **right** there is someone who has the **responsibility** for making sure that the right is realized. The first line of responsibility lies with parents. Then there are families who support parents or become surrogate parents if the parents are not there. Then there are communities who support parents – the concept that “every child is my child” or “it takes a village to raise a child”. Then there is the government which makes sure that children have health care, education etc. The government can help with money and material things. The government can not give children LOVE. We must have community support for that.

You can draw concentric circles around the child in the middle to illustrate this point. It is important to discuss where the school comes in in this picture. It is both a community institution and an arm of government and we need to understand this position.

Rights are only Rights though if they are Enforceable.

The Constitution, which is the supreme law of the country, enshrines government's commitment to protect the rights of all South African citizens with specific child rights clauses, (s28). It provides a reference point for laws that must ensure that every child has a right to:

- A name and nationality from birth(s28(1)(a));
- Family care, parental care, or to appropriate alternative care when removed from the family environment (s28(1)(b));
- A range of socio-economic rights including the right to basic nutrition, shelter, basic health care services and social services (s28(1)(c));
- Be protected from maltreatment, neglect, abuse or degradation (s28(1)(d));
- Not be required or permitted to perform work or provide services that are inappropriate for a person of that child's age; or place at risk the child's well-being, education, physical or mental health or spiritual, moral or social development (s28(1)(e) and (f));
- Not to be detained except as a measure of last resort, in which case, in addition to the rights a child enjoys under sections 12 and 35 (of the SA Constitution), the child may be detained only for the shortest appropriate period of time, and has the right to be kept separately from detained persons over the age of 18 years; and treated in a manner, and kept in conditions, that take account of the child's age; to have a legal practitioner assigned to the child by the state, and at state expense, in civil proceedings affecting the child, if substantial injustice would otherwise result; and not to be used directly in armed conflict, and to be protected in times of armed conflict (s28(1)(g),(h) and (i)).
- That the best interest of the child are the most important consideration in all matters concerning the child (s28(2)).

In addition to these specific rights, children are also recognised as being entitled to other human rights provisions applicable to South Africans that are contained in the Bill of Rights,

South Africa is also a signatory to both the UN Convention on the Rights of Children and the Africa Charter. Give copies of these to the participants.

LUNCH

Game – play fruit salad. The easiest version of this is to have all participants sitting in a circle with one person standing in the middle. The person standing in the middle then says “all people wearing black shoes” All those with black shoes must leave their seats and find another one. The person who called out must sit down which will mean that one of the people wearing black shoes will be left in the middle to call out something else – wearing blue jeans; or all women or all those with caps; or all those who like to play ball or something else which will be common to some of the members of the group but not to others.

Caring School:

Give each participant a large piece of paper and ask them to draw the journey of their life. (Many of the youth facilitators have been drawn to this work because they had a hard life as young people. This exercise can be painful for them and we need to be sensitive to this). In a small group it is possible to ask participants to share what they have drawn. In a large group it is probably better to ask two people who are sitting next to each other to share the journey of their lives.

In plenary ask how many participants included a school or something about the school in their drawings. (experience shows that the majority of people will include something about school and quite often that school is very central to their drawings). Discuss what they said about school.

Discuss together what kinds of issues make children vulnerable in our communities –

Drawing on their own experience from the drawings of their journey of life - What impact can a school have for children who are facing these kinds of problems? Write these up – under the five categories that we have determined for the caring school programme. Then explain to the participants What is the Caring School Programme?

Go through the five categories of care:

- Physical
- Emotional and Social – including care for the caregivers; after school activities
- Skills for life
- The school as a site for other government services
- The school linking to other community services

How will it be implemented?

Explain the:

- Site Based Support Team – structure within the school that has been established to make sure that children who experience barriers to learning are given support; This structure provides leadership and management to the project.
- the youth facilitators and

What is the role of the YF in this programme?

Role: This will be defined by each school but will be within the following framework:

- ✓ Support programmes of care within the schools in which they are placed including the provision and production of food for children
- ✓ Support the establishment and functioning of the children's group².
- ✓ Initiate and support extramural activities at the schools such as homework support, sports, music, drama, Soul Buddyz, Scouts, RADS etc
- ✓ Work with youth clubs around the school.
- ✓ Be available to talk to children about issues that concern them during break, at lunch time etc.
- ✓ Be aware of behaviour that may be indicative of vulnerability and require intervention or referral. This includes bullying, teasing, deliberate sidelining of some children etc as well as substance abuse or other forms of abuse. This involves being aware of children's movements through the gate or otherwise in and out of the school yard as well as activities around the toilets. Refer children to the SBST.
- ✓ Ensure that children who have not come to school are visited by liaising with the appropriate care structures within the school (such as "Buddies") or outside (such as Home Based Care or Child Care Forums). Gain a better understanding of their home circumstances and help the school to negotiate for additional support if this is necessary.
- ✓ Refer children, through the SBST, to social workers, health, the police, justice or other support networks. Network with these stakeholders and keep a database of contact details.
- ✓ Keep a diary or journal of activities and support M & E of programmes.

- the Children's Team

This is a representative group of children from the school that will be involved in developing the action plan for the school, implementing it and monitoring it. They are there to ensure that children's right to participate in programmes is honoured – that we take account of priorities that children have that adults may overlook and to unleash the caring potential of children for each other. The team is the eyes and ears of the youth facilitators – they can identify issues among other children that the youth facilitators or the

² The Children's group is a group of children from the school that will be integrally involved with the planning, implementation and monitoring of the programmes of care within the school.. As the programme grows we may develop more than one children's group to involve more of the children in actively providing care for each other.

staff in the programme might not see. They will know which children do not have friends, are hungry, have not come to school. Which children are bullying or teasing other children and which children are being bullied or teased. They can come up with strategies to address some of these issues. They will also liaise very closely with the youth facilitators.

Explain also that each school is working with an NGO that will facilitate and support the programme.

Handouts: Outline of the programme and youth facilitator document

Day 2: Working with children – Children’s Groups

Recap of Day 1: Stand in a circle. Open by singing a song. Ask anyone to tell us something about yesterday that they think was important or will be important for them as they begin to work as YFs. Then ask people to tell us the issues that they are still worried about.

Game – throw the ball to each other – each one that catches it must tell us their name and a group or club which they belonged to when they were children. (e.g. soccer or netball team, the choir, Sunday school, scouts, debating club, science club, drum majorettes, youth group, traditional dance etc)

Divide the participants into groups. Ask them to think of all the children’s groups that they know about. List all of these groups. What do they do? What is positive about what they do? Is there any way in which they are helping each other or helping other children?

We want to have Children’s teams working with us in the schools. We can either work with groups that are there already or – if there are no groups – or there are only the wrong kind of groups – we must start a new team. From the groups that exist already which ones could we work with?

TEA:

Group Norms:

Whether we are starting a new group or working with an existing group all groups need norms. Some of the basic ones are:

1. The group needs an **identity** – a name helps, a special greeting, or handshake, a badge or ribbon which they wear to identify who they are
2. meetings open and close in a special way – **a ritual** – a song, a farewell, a game
3. meetings should be **fun** – some games, drawings, activities that the children will enjoy – role plays. They can learn about the problems that children in their school face and how they can help each other.
4. the group needs a **focus** – one of the areas that the children think are important about care in their school. Don’t try to address too many things. Start with things that the children can do easily.
5. Have a **few simple rules** – e.g. respect each other, don’t just drop in and out of the group.

Practicing the Group norms: Get into groups of youth facilitators according to the towns or areas that you come from. We have found that it is helpful if the youth facilitators also form a group that meets even once a month to discuss their progress, their challenges and to share ideas and give each other support. This is your group. What will your identity be? How often can you meet and where? How will your meetings open and close – what are your rituals? What is your focus as a group – something that you can do.

Report back – demonstrate this for us.

LUNCH:

Games – team building – throwing the balloon in the air. Stand in a circle with a balloon. The aim of this very simple game is that the balloon must not touch the floor. Throw it up and then make sure that the balloon is kept in the air. Watch how different people in the circle really work together to keep the balloon in the air. Are

there some people who are being left out? (the very short ones for instance) or some people who are just not joining in? Try to make sure that everyone is included. Do this for a few minutes and then discuss how this game can be used to develop team spirit – that we must all work together to keep the balloon in the air.

Listening: Play the Pass the message game – the first person whispers something in the ear of one person who whispers to the next and so on. See how the message changes as it passes along. The aim is to show that messages do change and we need to develop our listening skills so that we do not change messages that come to us. Listening to children is one of the most important things that youth facilitators will do. Being able to hear what they want to say is very important.

What is a Good Listener?

- Friendly and warm and open to children
- Listen and understand, ask for clarity if there is something that you do not understand
- Listens but does not judge
- Honest & trustworthy, keeps confidentiality

Working with children

Divide into groups that are working with younger children and those that are working with older children. Give the groups coloured paper, scissors, glue, crayons and ask them to make pictures of the things that they think are important for the children that they are working with in that age group. Present these and discuss the different characteristics of children at different ages:

Some points to note:

Young Children – 6 – 12 year olds:

Coordination is developing – children start school operations can go forward as well as backwards $5 + 2 = 7$ and $7 - 2 = 5$; children can learn to read – they understand a group of letters makes a word – which you read together but must write each letter alone. If a child has difficulty with reading and writing – check their eyesight. Then check if they are dyslexic

Are able to express themselves more clearly

Begin to understand about other people's point of view – and differences

Children have very straightforward concepts of people – e.g. a doctor is good, a thief is bad. They find it difficult to see a good person can also steal drugs, or a thief can also be a good father. They have trouble understanding when a close, trusted person does bad things to them (e.g. abuses them).

Children who are aggressive or withdrawn may find it difficult to be accepted into the peer group – which may push that behaviour even further

Teenagers – have a much stronger sense of self, who I am, what I am – how I dress, talk, etc. They enjoy partying, “being cool”. There are other issues to consider in working with teenagers – such as teenage pregnancy, alcohol, drugs, violence, suicide.

Think of four things

A bowl – treat what children tell you with respect – put it in the bowl and keep it safe

The mirror – try to see things from the perspective of the children – through their eyes

A lamp – make sure children are no longer in darkness – we are listening to them and understanding them

The sun – we must be an example to others of listening to children and paying attention to them

Day 3:

Opening –

Recap of Day 2:

Game:

Child Protection:

Explain that abuse is an action that harms a child – this can be physical, emotional or sexual. It can also be by subjecting children to child labour. Discuss the differences between child labour and socialization of children. (Generally we consider it as labour if it detracts from children's rights to health – i.e. it is physically too hard for a child or if it is hazardous; to education – i.e. prevents a child from going to school or from learning while they are there; to recreation and play because a child does not have the time to play with their friends).

Ask all the participants to stand on one side of the room. Draw an imaginary line from one wall to the other. Mark one wall I think this is abuse and the other I do not think this is abuse. Explain that you will read some statements. Participants must move to the side of the room that reflects what they think. If they do not agree or disagree they must stand in the middle of the room. Then read out the following statements. After each statement debate why people have chosen to agree or disagree with the statement.

1. A 16 year old boy has intercourse with his willing 15 year old girlfriend.
2. A mother smacks her 8 year old son on the bare bottom for stealing money. No marks are left.
3. A male teacher in a primary school assists a disabled 13 year old girl to use the toilet.
4. A family live in a 1 room home, and the parents try to make love only when the children are asleep. The children have, on occasion, woken up and watched.
5. A male youth facilitator walks home with a 17 year old girl who is heading a household without any income at least three times a week. When he is able he takes her some food for herself and her brothers.
6. A youth facilitator has worked very hard to help a 16 year old boy who is by himself to get back to school. After one month the boy is not coming to school any more. She goes to his house and shouts at him so that all the neighbours can hear.
7. A youth facilitator goes to the social worker at least 4 times to follow up on an application for a foster care grant for a child headed household. She uses her own money for transport. When the children get the grant she asks them to lend her some money for her child's school books. Three months later she has not returned the money to the children.
8. A child discloses to the youth facilitator that they are being sexually abused at home. The child is afraid to go home. The YF takes the child to their own home for the night.

Use the discussion that is generated by these sentences to point out that abuse is not always straightforward and easy to define. However, youth facilitators must always be careful not to become abusers of the children that they are trying to help or to appear to become abusers of children.

Intercourse with a girl below the age of 16 is by law statutory rape. So if the man was over 18 it would definitely be an offence. However, when they are both underage this is difficult and points to problems with the education that we are giving to children.

Other statements that can be discussed are:

Many more girls than boys are the victims of sexual abuse. (In fact boys are also the object of abuse but it is rarely reported or acted upon – this is both homosexual and heterosexual).

You can tell that a child is being abused because they become withdrawn and afraid. (Not all children respond in the same manner – some become very hyper active sexually.)

You should generally believe a child who tells you that they are being abused. (Yes – few children lie about this.)

Handouts: Code of Conduct for the youth facilitators

Discuss the code of conduct and what it means for the facilitators in their work.

Stigma:

Ask participants to think of any time in their lives when they felt different or excluded or left out by others. Many people have difficulty at first of thinking of an experience that fits this description. Encourage participants to think back to childhood experience – whether other children may have excluded them from games, or teased them, or bullied them, when they were different because they spoke a different language or came from a different town. Most participants will then be able to find some personal experience to relate.

Ask participants to then split up into pairs and try to answer the following questions:

- How did this experience make you feel?
- How did it affect the way you related to others?
- Did anyone recognise that you were left out or excluded? What did they do?
- How could people around you have helped?

Give the group 15 minutes to discuss these questions. Tell the group that anyone who wishes to speak about their response to the questions in the plenary session may do so. For some participants, this may be a painful issue and they will not wish to talk about it in the bigger group. Respect this.

You can make a table on flip chart with the following headings:

1. the experience
2. how you felt
3. what you did
4. what could be done to help

Fill in the columns as the volunteers share their experiences and have this as on the wall for future reference from the participants.

Stigma:

Explain to the participants that Stigma means attaching a negative label to someone who is different or whom people think is different in that community. The label may be based on partial truth or completely on false information.

There are a number of situations that can be stigmatized. Examples include:

- Poverty- ;
- Being from a different ethnic group
- Divorce;
- Illness;
- Family troubles;
- Being in jail;
- One's look, dress, ethnic group or religion;
- Using alcohol or drugs;
- Being HIV positive.

Then ask the participants, still in a plenary session, to think about whether their experience could teach them something about how children might be stigmatized .

Think of “labels” that children are given in school. Write these on cards and put them up on the wall. (our experience is that there are always MANY of these labels)

Ask the group to brainstorm what they could do personally to reduce the stigma that children experience. Write the ideas up on flip-chart paper.

Also think how the children's team could help to reduce stigma for other children. How can we raise this issue with the Children's team? What games could we play to introduce the subject with the group? What activities could the children engage in that would help other children?

Optional Exercise:

Impact of Stigma on Children:

Present the following case study to the group and then divide into three groups.

A 30 year old woman with three children was diagnosed with HIV. She told her friends who leaked the story to the rest of the community. The woman was running a shebeen. Thus, due to her status being known, customers would no longer go to her shebeen. Her children were also neglected by the relatives and the community. They were not allowed to play with other children. Even at school they were not allowed to be in the same class as other children. The woman died and left her children. The oldest was 17 years old. None of the relatives wanted to take the children. Thus, the home is headed by a child.

Each group must discuss one of the questions that follow:

1. What should the kids do?
2. How do you think they feel?
3. How could people around the kids have helped?

Day 4

Opening and Recap of previous day

M & E – why?

A plan gives us direction for where we are going. Each school community must decide for itself what are the main issues that it wants to address. Having made that decision they must decide what they want to do and set objectives that are

S	specific
M	measurable
A	achievable
R	realistic
T	time bound

Discuss what each of these mean. Especially discuss different ways of measuring. Some are counting, taking measurements such as height or weight. We can also measure by talking to people and asking them how they feel. We can look at pictures and see what is different about how people are feeling.

Then discuss that another instrument that gives us direction is a map. Ask participants to draw a map going from one place to another that shows at least two different ways of getting to that place. Share some of these in plenary – to show that there are different ways of achieving our objectives. Discuss that we may walk, or run or take a taxi or drive but we will still get from point A to point B. How we go and what mode of transport we use is our activities and the resources that we require. This will also determine how long (the time) we need to go from A to B.

Then ask the participants to tell you how they would know if they are getting from A to B – these are the indicators that we are still in the right direction towards achieving our objective. This is **MONITORING**. (some of the indicators might be landmarks along the way, the vegetation, rivers that

we will cross etc. Also the distance traveled or the time taken might be indicators – these are our inputs – but they may not be very reliable because we may be going in the wrong direction).

EVALUATION is the end of the programme – did we arrive? Did we achieve the objectives that we set out to achieve?

Discuss also that we may come to a point in our journey where there is a need to reconsider what we are doing – we may seem to be going in the wrong direction and we need to change our course. This means replanning and making new ways of doing things.

10.0 TEA

10.30

Divide the groups into small buzz groups (3 or 4 people in each group). Ask the groups to quickly consider different aspects of the programme that they may be involved in. Come up with an objective that is SMART and then consider what are some of the indicators that they might use to determine if they are achieving these objectives.

e.g. with a vegetable garden

a support group?

An attractive school?

Tackling drug abuse?

Teenage pregnancy?

Children who are caring for an ill adult? Etc

Evaluation of the workshop: Ask all the participants to write on a piece of paper – what they liked, did not like, found useful and did not find useful from the workshop.

CLOSURE:

Appendix E: An extract from one of the youth facilitators diary

01 August 2005

We as school we hold a awareness Campaign about Crime prevention that was made by Tiso thuto non-governmental organisation, they perform drama for learners and some the the one at Bloemfontein they came from Swaziland, learners was so excited about their performance and they ask them to come again to perform, their main point was to educate learners

02 August

Help parents during cooking or preparing food for learners and fill some OVC book spaces

03 August

Support learners during extramural activities at the stadium

10 August

Meeting with Mrs Zamisa at setkgompepe purpose was to elaborate the activity book and bring to group balls to different schools

11 August

Help during cooking and play with some of our

14 August

Meeting with Mrs Zamise and identifying new OVC's

Supporting the learners with their extramural activities and compiling monthly reports and OVC registers

21 August

Completing the reports and make submissions

Katleho Primary School and Manaankoe Secondary School

When Mpho and Tshepo's father returned from Angola where he had been working, he found his wife with another man. The father had sent his wife money from Angola believing that she was building a house but was disturbed to find that she had spent all the money. The mother is an alcoholic and it seems much of the money was spent on alcohol. There was a great fight between the mother and the father. The mother took poison and tried to poison her three children – the two boys and an older girl who is at Manaankoe Secondary school. None of them died.

The Youth Facilitators at Katleho reported to the Child protection unit of the police that the boys were living in fear and they were not attending school regularly. The two boys were moved from their home and taken to their father's sister about 15 kilometers away. The police arranged a court order banning the mother from seeing the two boys.

Manaankoe School helped the older girl who has a different father. They arranged with the social worker for her to be fostered by a neighbour. The social worker arranged a foster care grant for the neighbour. The girl was attending school at Manaankoe and belonged to a support group that the youth facilitators are running. The youth facilitators checked on her every day to be sure that everything was OK at her new home.

When the foster family began to get the grant though the girl's mother's relatives appeared and wanted to take care of her so that they could get the money. They have now moved her to Johannesburg. The foster care grant has been cancelled.

Bluegumbosch:

The youth facilitators at Bluegumbosch noticed that Ntswaki, a little girl of 11, came to school with injuries. When they enquired they found out that her mother was beating her. Ntswaki's father has a part time job. He leaves home early in the morning and only comes back very late. Her mother gets a Child Support grant for Ntswaki and spends it on alcohol. The youth facilitators discussed this case with the Site based support team coordinator and Ntswaki's class teacher. They arranged for Ntswaki to go to the clinic and then to the hospital for an Xray. The doctor at the hospital completed a form to testify about the abuse and the youth facilitators took this to the child protection unit of the police. The Child protection unit arranged for Ntswaki to be moved to her grandmothers before they arrested her mother. The school arranged for Ntswaki to transfer to a school which is closer to her grandmother.

Thibella Intermediate School

In June 2006 the youth facilitators noticed that one of the boys who is aged 23 (much older than he should be for his class so he must have missed a lot of school) was quite ill. When they investigated they found that the boy was staying with his grandparents and his parents were in Lesotho. The grandparents through him out of their home because he was so sick and they did not want to look after him. He went to live with one of the School governing board (SGB) members.

The SGB member approached the Youth facilitators to help her to find the boy's parents. The youth facilitator and Site based support team approached the local policing forum for help. They were able to contact the boy's mother who came from Lesotho and made formal arrangements for the boy to

live with the SGB member. This boy has now moved to the Secondary school. He is still living with the SGB member.

Mabewana Primary School:

The youth facilitators at Mabewana visited the home of Pontsho, a girl of 11, because she was absent from school so often. Sometimes she only came to school one day a week. When they got to Pontsho's home they found her mother who was quite aggressive. They were able to calm her and explain that they only wanted to help Pontsho. The mother was not willing to accept that her daughter was absent so often so the youth facilitator's invited her to come to the school to speak with the Site based team coordinator. When she arrived at the school she was quite aggressive but the whole team was able to calm her again. Eventually the mother admitted that she was away from home quite frequently and that Pontsho had to stay at home to look after a 7 month old baby when the mother was away. The team together was able to persuade the mother that she needed to make other arrangements to look after the baby so that Pontsho could come to school.

Pontsho is now coming to school regularly and the youth facilitators are still following up with her at home. They have made friends with Pontsho's mother.

ZR Mahabane Intermediate School:

An Eighty four year old grandfather approached the youth facilitators about a fight about who would have custody of his orphaned grandchildren. The 11 year old boy, Motsitsitefo is in grade 4 at ZR Mahabane and his 4 year old sister. The grandfather is their paternal grandfather and he was fighting with his daughter in law's family where the children were staying over the custody of the children.

The youth facilitators referred the case, through the site based support team, to the social worker. When the social worker spoke to the children they told her that they wanted to live with their aunt – their father's younger brother's wife. The social worker has arranged for the children to be moved from their mother's family to their aunt.

Phofung High School:

The youth facilitator's at Phofung identified that 17 year old Disebo, in grade 10 needed help when her aunt threw her out of her home and told her not to come back. Disebo's father abandoned her when she was little and she was brought up by her mother who died when she was 15. She then moved to her aunt who was able to get a foster care grant to look after her. However the aunt used to beat her, shout at her and insult her. Eventually, the aunt threw Disebo out of her home.

The youth facilitator's were able to help Disebo to go to the Social Worker. They asked Disebo's uncle (her mother's brother) if he would look after her. Disebo is happy at her Uncle's and they are looking after her well.

Monontsha Intermediate School:

One Monday two girls at Monontsha school referred Ntswaki to the youth facilitators. The girls had found Ntswaki crying in the toilets. When the youth facilitators spoke to Ntswaki she told them that she had gone to her church the day before. After the service the priest, who is also a traditional healer and well respected in that community, had asked her to stay behind. The priest then took her into his bedroom and raped her.

The priest's wife and Ntswaki's mother found the priest raping Ntswaki and they told him to stop it but they did not do anything more about it. Ntswaki is mentally challenged and she has epilepsy.

The youth facilitator's referred the girl to the Site based team coordinator who reported the case to the Child protection unit. The girl was taken to the hospital for check up and a case was opened against the priest. The priest, however, ran away to Lesotho.

Molibeli Intermediate School:

The youth facilitator's at Molibeli noticed that Nkele, one of the children that had joined their support group, often did not join in the activities of the group. When they asked Nkele why she was not joining in she always had an excuse – she was tired, she had a headache and so on. They decided that the female youth facilitator should try to talk to Nkele to find out more about her background. Nkele eventually told them that her mother is working in Gauteng as a domestic worker and she lives with two step sisters.

Nkele told the youth facilitators that her step sisters would not let her eat at home. If she wanted to cook for herself the step sisters told her they did not have money to buy food and she should not use the little that they did have.

When the youth facilitators told the Site based team coordinator about Nkele, the coordinator told them that they knew about this girl. In fact the coordinator knew that Nkele had been sexually abused by her step brother. They youth facilitator's did not feel that they could do more about this case as the coordinator had not taken it any further. They felt very powerless. Nkele has finished the last grade at Molibeli and moved to another school so the youth facilitators do not know what is happening to her there.

Mojatsohle School:

Malekwete, a girl of 13, was allegedly raped by a 30 year old man in her village. Malekwete lives with her mother and her step father, an older sister and an older brother. Her parents came to the school to report the rape two days after it is alleged to have happened. The school allowed the parents to take Malekwete to the police to report the case.

The youth facilitator's have tried to follow up the case. Malekwete's mother is blind and she and the step father are often both drunk. Malekwete's mother reports now that she heard the story from one of her neighbours. The story that the mother tells is different to that that the sister tells. It is difficult to follow up and the police do not appear to be investigating the case vigorously. The alleged perpetrator is still loitering around the village.

Tebang Intermediate School:

Introduction:

This is a family of a single mother and her seven children – two sisters aged over 21, a boy of 17 twin girls of 15 and two younger children aged less than 10 years. The father has died. Neither the mother nor the two older sisters are working.

Problem:

When the youth facilitators identified through different programmes that there was a problem in this home they conducted a home visit to talk to the mother and other family members. The mother explained that they had no income and that there are days when the whole family sleeps without food. They do not have money to buy uniforms for the school children. So the boy had to drop out of school to find work as a sand labourer to provide some income for the family.

Intervention:

The youth facilitators reported the issue to the SBST coordinator for him to report the matter to the police as this is child abuse and exploitation as the boy is only paid R50 per fortnight. They tried to refer the case to the social worker but the social worker was always busy and unavailable.

The youth facilitators tried to persuade the family that the boy should return to school but they were always told different stories. One time the mother said the boy would return to school. Another time the sisters told them that he had lost his books and could not come back. The third time the boy told them that he did not have any uniform and therefore could not come back to school.

The youth facilitators are running a clothing bank at the school to which children and community members can contribute clothes. They were able to give the boy school shoes and one of his sisters a skirt from the clothing bank. They also helped the family with food parcels. Last year the boy did not return to school because it was too late in the year. This year he registered but dropped out again after a few weeks.