

WESTONARIA YOUTH INITIATIVE (WeYI)

A Community Work Programme (CWP) – Youth Initiative

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1. Describe what progress you've made towards achieving your project's goals as you understand them:

The set goals for the project are as follows:

- To provide a structured, organised programme of developmental activities that enhance the physical, psychological and social growth of children and youth
- To develop resilience in children and youth

As we have moved into the second year of WeYI, we derived the following objectives through which we continue to work towards achieving these goals:

1.1. Expand WeYI to reach other areas of Westonaria beyond just Bekkersdal and Simunye

In the first active 12 months of WeYI, our implementing activities were restricted to Bekkersdal and Simunye. We utilised these two geographical areas to test the effectiveness of and reassess the need for WeYI by the broader community of Westonaria. Thus the successes and learnings that we experienced in these areas defined the beginning of 2018 as an opportune moment to scale up geographically.

Therefore we began 2018 — after the December offseason — reinvigorated to implement WeYI in other communities of Westonaria beyond Bekkersdal and Simunye. In the following subsections we discuss each step we took as we embarked on this important expansion work.

1.1.1. Identifying and selecting more geographic areas within Westonaria

We began our expansion work with the identification of other geographical areas in Westonaria where WeYI could be implemented. The following nine areas were identified:

- (a) Westonaria CBD
- (b) Glenhavie
- (c) Waterworks
- (d) Venterpos
- (e) Boroa
- (f) Lebanon
- (g) Waterpan
- (h) Hillhaven
- (i) Zuurberkom

Key to our selection criteria is to select areas where CWP already exists. Also the areas to be selected must demonstrate the ability to organise youth — schools being the most reliable sources of organised youth.

We therefore undertook an in-depth assessment exercise to evaluate the feasibility of implementing WeYI in all these identified areas. We started by contacting CWP in order to shortlist areas where we could possibly conduct training without experiencing any difficulties of attendance and transportation. During our engagement with the CWP management we realised that areas like Glenhavie, Waterworks, Hillshaven, Waterpan and Lebanon would work best if training was conducted on site. Our aim was to train numerous practitioners at a go, yet the distance between

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all these areas made it difficult. We therefore opted to expand our training by inviting potential practitioners from Zuurbekom, Boroa, and Simunye to attend the training in Bekkersdal.

We then conducted a total of sixteen consultative meetings in all these areas. We presented WeYI to just over five hundred CWP participants who are working on the ground. It became clear from these engagements that WeYI could only be implemented in Boroa and Zuurbekom. In addition to having CWP already operating, both these areas demonstrated the ability to organise youth and children. As a result of these presentations it was clear that there was a glaring need for WeYI in these communities. .

1.1.2. Community Entry

In order to access the newly selected areas, we followed necessary community entry protocols of informing the community leaders and engaging other relevant stakeholders including inter alia CWP and the local stakeholders forum. Letters of communication were issued, and physical visits were conducted with all the necessary stakeholders, most of whom had already been thoroughly engaged in the previous year.

1.1.3. Recruiting new practitioners

The next step was to then select potential practitioners who would be working in these areas. We needed to recruit at least eighty practitioners. Most of these practitioners would be deployed in the newly selected areas. Some of them would be deployed in the existing areas of Bekkersdal and Simunye in order to augment the existing teams, and to reach outstanding groups.

Our recruiting process included the selection method that we had used in the previous year.

We held a briefing session each in Boroa, Zuurbekom, Bekkersdal and Simunye for potential candidates from the CWP and youth, seconded by the support group. In each session we interactively discussed the goals and functions of WeYI. From these sessions we were able to identify one hundred and eleven potential new practitioners to form part of our F4Y and mentorship family.

The one hundred and eleven that were identified underwent a thorough interview process so as to assess the practical and theoretical experience of candidates in aligned training, their character and attitude. A selected WeYI practitioner must at least demonstrate the ability to self motivate, passion for community development, innate warmth, humility, and keenness to learn new skills.

A total of ninety candidates was shortlisted and selected for WeYI training for practitioners. Eighty of these participants were active participants of CWP. We added ten from our initial target in order to include community members who were seconded by the WeYI support Group. This also accommodated room for possible dropouts. The ten that are not actively involved in the CWP will eventually form part of the CWP so that they can earn the monthly CWP stipends for performing WeYI duties.

1.2. Capacitate and train CWP participants and ten more selected community members as WeYI practitioners (i.e. youth mentors and F4Y coaches)

For the delivery of an effective and quality programme, all the WeYI practitioners had to be capacitated in order to guarantee their competence in the delivering of youth coaching and mentorship.

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Before we embarked on the actual training of WeYI practitioners, our team revisited our training manuals and appointed appropriate facilitators to conduct the training of practitioners. We revisited our training manuals so as to align our training to suit the much more integrated practice of F4Y and YMP.

We proceeded to appoint nine freelance facilitators, most of whom have been trained by Phaphama Initiatives over the past decade. We also engaged two SAFA football instructors. The nine facilitators underwent a five day workshop on the Alternatives to Violence Project (AVP), Gender Reconciliation (GR) and YMP methods. Through this workshop our facilitators were equipped with enough tools to train the ninety newly recruited practitioners.

The table and notes below indicate the progress made so far towards achieving the objective of capacitating the WeYI practitioners.

No. of candidates invited for training	No. of candidates completed the training	No. of training days	Training content
90	75	2	<u>AVP</u> <ul style="list-style-type: none">• Conflict resolution.• Building healthier relationships.• Transforming communities.• Dealing with trust issues.• Open communication.• Dealing with violence.• Building trust and being trustworthy.• Cooperation and Power sharing.• Building better work relations amongst selves and others.• Affirmation skills in order to recognise the good in self and others, thereby uplifting their spirit to do well.
90	75	2	<u>GR</u> <ul style="list-style-type: none">• Ability to deal with Gender equally.• Self-awareness and others..• Gender imbalance and collective spiritual crisis.• Transforming cultural foundations of gender imbalance.• Integrity and human understanding.• Providing a safe space to engage with gender issues like balance between responsibilities, gender healing and understanding of the feminine and masculinity amongst both genders

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No. of candidates invited for training	No. of candidates completed the training	No. of training days	Training content
45	42	4	<p><u>YMP</u></p> <ul style="list-style-type: none"> • Identifying a child at risk. • Creating a safe space for youth and children. • Assist children and youth to identify their outmost talents. • Building trust among the youth and children. • Providing opportunities for youth and children to explore beyond their livelihood. • Offering guidance and support. • Providing extramural support like homework. • Ability to multitask and deal with many issues that the children and youth are facing.
45	33	4	<p>F4Y (SAFA D-licence for Football Coaching)</p> <ul style="list-style-type: none"> • Safety and enjoyment of players. • Co-operate with officials. • Organising a festival or tournament. • Planning and evaluating training sessions. • Transfer of life skills through the use of Football. • Development of leadership skills. • Empowerment and development of soccer players despite the gender. • Creating employment opportunities. • Techniques of Football.
90	75	1	<p>WeYI Day of Presentation</p> <ul style="list-style-type: none"> • Presentation of WeYI sessions. • Skills exchange amongst Coaches and Mentors. • Integrated working system between Coaches and Mentors. • Grouping of teams for deployment. • Identification of nearby schools.
90	75	1	<p>WeYI Day of Festival</p> <ul style="list-style-type: none"> • 130 children and youth took part • 10 football skills platforms created with integrated mentorship sessions. • 33 Coaches and 42 Mentors working together. • Local schools were invited i.e. Ipeleng primary school, Seatile, primary school, Isiqalo primary school and Maputle primary school. • 1 hour session for skills sharing and football exchange.

- In this cycle, WeYI has successfully trained seventy-five (75) more members of the communities of Westonaria to add to fifty-six (56) we trained in the previous cycle. Thus a

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total of hundred and thirty one (131) community members of Boroa, Zuurberkom, Bekkersdal and Simunye are qualified as WeYI practitioners.

Of the seventy-five practitioners that have been trained in this cycle, thirty-three specialised in F4Y, which is the coaching element of WeYI, and forty-two specialised in YMP, the mentorship element of WeYI. Ideally as per our recruitment plan, each element had to have trained at least forty practitioners. Although thirty-three reflects a shortfall of at least seven in F4Y element, we remain convinced that programme can reach its heights with the current number of practitioners at its disposal.

- Despite a concerted effort put in attracting males to the practice of mentorship, a proper gender balance remains a struggle. We still attracted far more females than males. In this cycle only three (3) males became mentoring practitioners in relation to thirty-nine (39) of their female counter parts. This difficulty is attributed to the notions of toxic masculinity and the lack of positive role-modelling, which is so prevalent in communities like this.

Whereas on the other hand — in the F4Y practice — the female to male ratio continues to improve. For every one and a half (1.5) male who has been trained to specialise as a coaching practitioner, a one female counterpart has been trained.

- The last day of the intense ten day training was used to showcase the WeYI mentorship and coaching skills that the new cohort has learnt. We refer to this day as the festival day for it is organised as such whereby practical sessions are conducted in front of a community-based audience. One hundred and thirty (130) local children and youth participated as beneficiaries, and teachers from five local schools, members of the support group and a number of community members formed part of the audience.
- Our WeYI team continue to improve the practitioners' skills during the weekly reflection meetings, and during ad hoc coaching classes conducted by the SAFA instructor. The skilling at this stage includes responding to specific practical challenges that practitioners come across, ongoing training on child protection policy, and up skilling coaching practice for youth and beginners. In the period under review twenty (20) reflection sessions inclusive of football and life skills coaching have been held.)

1.3. Deploy WeYI practitioners to local schools and youth development agencies to implement a regular, twice per week WeYI programme incorporating football and life-skills coaching and a range of youth mentorship activities.

Given the schools' inherent capacity to organise a large number of young people, the deployment strategy of this programme targeted primarily the schools. In this cycle of WeYI, 6 primary schools of Bekkersdal and Simunye were earmarked. These schools are Seatile, Ipeleng, Maputle, Kamogelo, Isiqalo and Izanokhanyo. Practitioners were also encouraged to identify other organised groups such as inter alia football clubs and youth groups.

The table below and ensuing notes explain the progress made so far.

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School/Organisation	No. of visits per week	Total No. of Beneficiaries	No. of Youth Mentors		No. of F4Y Coaches		Total Practitioners
			Males	Females	Males	Females	
Seatle Primary School	3	700	1	10	2	0	13
Ipeleng Primary School	3	200	0	5	0	1	6
Maputle Primary School	3	600	0	5	2	0	7
Kamogelo Primary School	3	1150	0	9	0	0	9
Isiqalo Primary School	3	800	11	1	2	1	15
Izanokhanyo Primary School	3	1180	0	4	1	2	7
Zuurberkom Combined Schools	3	45	0	1	2	0	3
Boroa	4	150	0	7	1	1	9
The New Hostel	4	35	0	5	1	1	7
Madala Hostel	4	40	1	6	3	0	10
TOTALS		4900	13	53	14	6	86

- Mentorship sessions are structured around themes, such as bullying, substance abuse, role-models or sexuality. Each session gives the learners a chance to check in with one another on an aspect of their life (such as, “A time this week I did something I was proud of...”), thus building a safe space for them to bond with and trust one another. This is followed by a brainstorm on the chosen theme, which provides a non-judgemental environment for learners to explore the positive and negative aspects of the theme. A role-play is usually used to deepen understanding of the challenges connected to that theme and gather collective wisdom showing how to deal with these concerns. Finally, time is given for academic support or other fun activity, such as:
 - Homework support group
 - Drama and cultural dance groups
 - Games
 - Poetry groups
 - Singing
 - Reading and writing

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- Life skills
- Exam preparation (revision)

These are some of the poems that some mentees from Ipelegeng Schools have shared with us:

ANGER! MY APOLOGY TO ME

This is to the guy that I went out of my way to get noticed by.

The one I trusted, the one who told me lies.

The one who made me feel like I was the only one.

The one who was through with me when the sex was done.

The one who made me feel like I was impossible to love,

The one who called me over when he just wanted to bust,

The one who made it clear I'm not the girl he wanted me to be

I tried and I failed, so this is my apology

This is to the girl I'm embarrassed to be.

This is my apology to me.

DRUG ABUSE! PILLS AND VIOLENCE

Popping pills in the morning.

Popping pills at night.

Cutting deep into my skin, holding my blade tight.

Dressed up to look my best

When I actually looked my worst

I thought all the alcohol would refresh my troublesome thirst.

I wanted kids when I was older, I wanted good news to tell

But who tells their children,

That they wanted to go to hell

I had a lot of problems.

Sexually abused and bashed.

Both my arms, wrist, and legs

All the drug and the alcohol; the cutting and pain. Have all disappeared now

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- Although football sessions are always fun, they are both educational and developmental as they include warm-ups and ball control activities such as jumping, practicing volleys and different types of kicking, heading, juggling, and dribbling. In addition to the actual football coaching, our F4Y coaches include a component on social and life skills that aims to promote positive and resilient soccer players. Learning to work as a cooperative team is an important part of these sessions, and is fostered through various activities, such as 'blind-fold' football, where blind-folded learners practice how to dribble a ball at the instruction of a partner who guides them across the field.

At the end of each week, 4 or 5 a-side matches are organised in order to put into practice all the week's learnings.

1.4. Form a league that involves 60 teams across different age groups within the third year of WeYI

- Before a league can be formed, we must ensure that 60 teams that could participate in that league are established. So far twenty-two (22) teams have been formed by our practitioners as illustrated in the table below:

Team	Beneficiaries			Age/ Division	Practitioner
	Total	M	F		
Shining Stars FC	20	20	0	U/13	Daniel Ngobese.
Shining Stars FC	25	25	0	U/17	Daniel Ngobese.
Shining Stars FC	27	27	0	A team	Daniel Ngobese.
Young Royal Stars FC	15	15	0	U/13	Khanyiswa Mnguni
Young Royal Stars FC	9	9	0	U/15	Khanyiswa Mnguni
MTZ Stars FC	28	15	13	U/13	Nonkululeko Buthelezi
MTZ Stars FC	13	13	0	U/15	Nonkululeko Buthelezi
Bongiwe Boys FC	20	20	0	U/13	Bongiwe Mbontsi
Nonkus Boys FC	20	20	0	8-13yrs	Nonkululeko Khowa
BK Young Stars FC	25	25	0	U/10	Siphiwo Fetana and Simphiwe
BK Young Stars FC	21	21	0	U/13	Siphiwo Fetana and Simphiwe
Portia Stars FC	16	16	0	U/12	Johannes Leage
Uptown Future Stars FC	18	18	0	U/13	Tsholofelo Mosimane
Uptown Future Stars FC	15	15	0	U/15	Tsholofelo Mosimane
FC Nagbreda	18	18	0	U/15	Moses Diutlwileng
Lion FC	12	12	0	U/13	Elizabeth Galagala

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Team	Beneficiaries			Age/ Division	Practitioner
	Total	M	F		
Lion FC	17	17	0	U/17	Elizabeth Galagala
Lion FC	10	10	0	U/10	Elizabeth Galagala
Super United FC	15	15	0	U/13	Delta Makhubela
Strikers FC	14	13	1	U/12	Fanila Dubane
Imicibisholo Yesizwe	16	0	16	11 – 18yrs	Zavuma Nako and Nonqaba Luwe
New Generation Arts Street	20	12	8	9-16yrs	Tsholofelo Mosimane
Zuurbekom NC	13	0	13	U/15	Rose Mahuse
Zuurbekom NC	9	0	9	U/14	Rose Mahuse
Sky blues NC	19	0	19	U/15	Veliswa Mbali
Sky blues NC	10	0	10	U/19	Veliswa Mbali
Flying starts NC	17	0	17	Adults	Veliswa Mbali
Lovely girls NC	18	0	18	U/13&15	Noluthando Godla
Amabhongo NC	25	0	25	U/13&15	Dorah Biko
Nonkululeko NC	10	0	10	U/13	Nonkululeko Khowa
Cheaters NC	14	0	14	U/13	Elizabeth Galagalaga
Cheaters NC	10	0	10	U/15	Elizabeth Galagalaga
Cheaters NC	5	0	5	U/17	Elizabeth Galagalaga
Cheaters NC	7	0	7	Adults	Elizabeth Galagalaga
MTZ Stars FC	13	0	13	U/13	Nonkululeko Buthelezi
TOTAL	564	356	208		

- Only two football teams have so far shown mixed gender composition.

1.5. Engage 2000 plus children and youth in the community in the WeYI programme.

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WeYI Practitioners conducting Mathematics and English lessons at Ipeleng Primary School



1.5.1. Our records indicate that a total number of eighty-six (86) practitioners have so far reached four thousand nine hundred (4 900) beneficiaries. Since our practitioners have been forming teams in the communities, we have recorded a further five hundred and sixty-four (564) beneficiaries reached by WeYI. We are however noting this number with caution considering that some beneficiaries who form part of these teams may also be the same as those reached in respective schools. We are working on finding a proper mechanism that shall enable us to properly identify duplicates. Therefore we can safely record our current reach as between four thousand nine hundred and five thousand four hundred and sixty-four.

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Tsholofelo's Uptown Stars and Daniel Ngobese's Shining Stars

1.6. Facilitate multi-stakeholder Collaboration and Cooperation

1.6.1. We continue to facilitate multi-stakeholder collaboration and cooperation on behalf of the following stakeholders that are part of our Support Group:



- Rand West Stakeholders Forum
- SAFA West Rand Region
- SAFA Local Football Association
- SAFA Development Programme
- SafeHub
- Department of Community Safety
- Local Community Police Forum (CPF)

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- Municipal Department of Sports, Recreation, Arts and Culture
- Department of Education District office
- Westonaria Community Works Programme (CWP)
- Phaphama Initiatives (purveyor of the programme)

1.6.2. In addition to this group, we have since established two collaborative partners, being the SAPS Social Crime and Prevention Unit and the local social worker, Mr Mashaole Bopape. Although the identified areas of collaborations with the Social Crime Prevention Unit have not borne fruits yet, there is a great potential for a long term relationship with this stakeholder.

1.6.3. The incident described in subsection 2.3 below, presented more collaborative opportunities between the schools, the community at large and the local social development. Mr Bopape has since agreed to be part of monthly Support Group meetings and be the point of referral for our mentors in all the schools of Bekkersdal. With the help of Mr Bopape we will ultimately establish similar collaborations with other social workers who are responsible for Boroa, Simunye and Zuurberkom.

2. Describe what impact your project has made and how you have measured this:

2.1. Our practitioners are creating a safer and healthier environment in the communities

Some of our practitioners have been using the skills they have acquired in WeYI to initiate various projects that have impacted in the promotion of safety and a healthy lifestyle, and the dissuasion of youth from substance abuse. Our new practitioners have also felt the impact on their personal lives by merely partaking on WeYI. The following experiences shared by some of our practitioners provide attestation to the kind of impact the project continues to make:

Elizabeth Galagala standing on mobilised 'nyaope boys' (youth in drug abuse) to clear this former dumping ground into a space for use for netball. food garden (Photo: Kate Philip)



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This space was a dumping ground. I mobilised 'the nyaope boys' (youth in drug abuse) and we cleaned it in order to create a safe space for netball. Almost every Saturday, we hold tournaments here. People prefer the girls to play in this space rather than out in the veld ... it's safer ... there are houses around and people nearby, and everyone can see what is happening. I intend to start a food garden in a portion of this space so that we can feed the very 'nyaope boys' who are idling and getting desperate.

ELIZABETH GALAGALA, 35 Years old , F4Y Coach

Since I have been given this opportunity, I have bettered my life in every positive way. I once considered myself a heavy smoker but now I have changed to a point that I hardly smoke. I am a self-motivated and I see my life changing for the better. I have managed to open up about issues surrounding me and the young children are looking up to me. I share a great dream with the young children into shaping a better tomorrow. I plan to adopt better things and leaving a mark in my community. I am honored and I do appreciate such an opportunity as I have seen great changes with the children I am working with – Coach Fanila Dubazane



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The first time I joined the team of coaching I was not taking life seriously, I was drinking, smoking not knowing the meaning of my purpose in life. Again having bad company was one of the reason. I knew I had a choice but I was blinded by my stupid deeds. In a way I have to go around seeking advice from some people I thought they cared and loved me. Clearly I was wrong to go seek advice from them. One way or the other I needed to sit back and think what is it that I want to achieve in life because time is money.

I have wasted so much time, I could have done a lot back then, knowing I knew what I wanted to become one of the good days in future, I regret choosing a long path making same awful stupid mistakes again and again. I guess I have learnt a lot I know what's good or bad for me, as a human being. Coaching has thought me a lot, I can kindly talk to children and adults about the importance of taking their life seriously. I am a changed person so far I have reduced from alcohol and smoking. I rather do correct by myself because the children have to learn from me in all that I am doing. I need to love myself and respect my inner most as their coach, hopefully I will have the courage to stay away from doing wrong. Coach Othelia Tuelo Mogatwe



2.1. Moral regeneration

Our practitioners are boldly tackling hard topics in the communities in which they are deployed. The importance of abstaining from sex and maintaining one's virginity for the longest possible time is one of the topics that has an impact on the communities' moral regeneration objective. The following testimony indicates this impact:

Since we had mentors these few past days, I have been enjoying having them around with us because I have learnt so much about what I did not know. I love having them around with us, we share everything together. We play lot of fun games and they teach us a lot about what's happening around us as young virgin girls. Thank you – Bontle Mofokeng, 14 years.



BONTLO MOFOKENG - 14 YEARS

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2.2. Positive attitude and self-esteem is demonstrated through learning of new invaluable life skills by youth and children

The testimonies shared by children and youth below demonstrate the impact made by WeYI in the beneficiaries during this cycle:

Igama lami ndingu Emihle Ngidli, ngineminyaka engu:12. Bekumnandi kakhulu ukwenza izinto nomqeqeshi wethu ongu Nonkululeko, siye sayo jima ebaleni lase Hostel. Sathi Xasigqiba saxelelwa sizakuya kodlala e Congo saye sadlala namantombazana saze sawina ngo 4 -2, savuya gqithi sambonga usisi Nonkululeko.

Kwathi kugqitha intsuku wasibiza wasixelela ukuba sizoyodlala eSiqalo, sade sakhathala akhange siwine kuba sasidlala namakhwenkwe. Into enhle ukuthi usisi Nonkululeko khange abe nomsindo okanye axabane nathi kodwa ke wayesivuyele. Usisi Nonkululeko usinike uthando yingakho nathi simthanda kangaka. Sivuyile ukuthi abe nathi.

EMIHLE NGIDLI - 12 YEARS



Igama lami ndingu: Lilitha Maziwi, Bekumnadi ukusebenza no Coach Nonkululeko because of bekukusetshenziswa. Umqeqeshi wethu wasithola sizidlalela nje eStaladweni waze wasenza iqembu lakhe le girls soccer. Saze sahamba saya eCongo safika sadlalanelinye iqembu safike salitya elo qembu savuya kakhulu. Saze sathi ngenyimini siyodlala eSiqalo sidlalela I under 13 sade satyiwa nge 4-0

kwakungemmandanga saphuma sidanile ebaleni kodwa yena wasixelela ukuba singabi nexhala kuzolunga.

LILITHA MAZIWI no age

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Having a session with the mentors for a few days has been an adventure, because we got to learn new things like listening skills, differentiating between rules and boundary agreement. I got to learn more about life and boundary agreement. I also got to learn more about trust, respect and confidence; as a result I am now free and can express myself. I guess it was time to get to know and understand my family (Amatshitshi) better. Thank you for the knowledge – Nelisiwe Ximba, 16 years.

NELISIWE XIMBA - 16 years

2.3. Children and youth at-risk getting necessary professional intervention

As is the case with other sites where youth mentorship exists, our practitioners have since developed a skill to identify children and youth at risk. The identified children and youth then get to be referred to necessary child protection agencies for help. The following accounts provide examples of the kind of impact felt by the affected communities:

- *On Tuesday 10 July 2018 Coach Elizabeth Galagala went to Nomntu Mabaso's (mentor) house with two children namely Akhona Thwala, female, born on the 24 April 2000 and a boy named Simiso Hadebe born 06 June 2004. The kids were brought to Bekkersdal by their grandmother in order for them to attend school, but that did not happen. Instead the children were kicked out of the house to go live in the streets. Fortunately the girl was taken in by a local member and the boy had to live in the streets. Elizabeth was shocked when other team players told her that the boy had been living in the streets without food or anything to clean himself, she decided to intervene and asking assistance from other mentors. The children were taken to Areaganeng service centre for consultation and counselling. With the assistance of the local SAPS and social services, the girl was taken in by Areaganeng and the boy was moved to Philani.*
- *During a WeYI session at Isiqalo primary with the grade 6, practitioners noticed a young girl who was keen to play but was acting strange, she isolated herself from everyone. One of the practitioners spoke to her on the side, and noticed that she was not neat and not well looked after. The matter was reported by the practitioner and supervisor Duduzile to the educators and she was taken to her home by the practitioners. When they got to her home, the family was surprised and was not aware that the child had a problem getting along with others. The family with the assistance of the practitioners they decided to check her and they found out that there was a discharge on her vagina and that it was swollen. The girl was immediately taken to the local clinic, yet no help was given to them at that time because the nurses present did not take the matter seriously. Practitioners went back to the school the next day and reported the matter back to Ms. Mofokeng. Ms. Mofokeng contacted the social workers so the child could get counselling and check-up. On Monday 30th July 2018 practitioner were informed that the child was not raped or faced any physical harm from anyone. It was discovered that it was a hygiene issue. The girl was going through menstruation and she had not been washing herself properly. Practitioners were thanked and asked to speak more about hygiene with the mentees.*

These are just but two examples of the kind of impact that WeYI makes in the communities of Westonaria.

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2.4. Contribution to the local economic development

We continue to consciously put efforts towards contributing to the development of the local economy. For instance, we ensured that all the catering procured for all our stakeholder engagements and training sessions was community-based. We believe our insistence in procuring services locally has an impact towards this effect. As to the extent of the impact we make in this regard, we are aware to our limitations of not being able to measure it. We hope that by the end of the third cycle we will be able to provide a testimony of a service provider who has used this experience to grow economically.

Measuring the impact

The testimonies and stories shared in this section are the indicators through which we can measure the impact WeYI is making. Weekly reflection forms and meetings, and records of monthly support group meetings are the tools our practitioners and team use to gather the necessary impact data.

In addition to this we have started with a process to conduct a baseline survey. Through this survey we are processing data gathered both from those who have only just began participating and those who had been with WeYI since last year. Both these groups will respond to similar questions. In this way we will be able to further quantitatively gauge the impact WeYI is making. A post survey will be done at the end of this cycle.

3. Describe any significant changes in your organisation's strategy or staff complement:

There has not been any significant change in our strategy and staff complement.

4. What steps have you taken to either deepen the quality of your project's support, or increase your project's reach via preparing to replicate and scale up?

Although our discussions with the Dhladhla Foundation about the replication of the programme into the greater Rand West municipality had advanced, the recent appointment of a new Implementing Agent (AI) for CWP has stalled the process. The new IA is still in process of signing the MoA with COGTA before it can enter into any contract with a third party.

On the other hand, we have started discussions with the Department of Basic Education (DBE) 's unit for Social Inclusion and Partnership in Education about the role WeYI can play in the promotion of safety in schools framework. We believe WeYI can play a role in CSTL programme by promoting health, safety, psycho-social support and social welfare in schools nationally.

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5. Describe three recent learnings you would like to share:

- 5.1. WeYI Practitioners need to have connections to all relevant stakeholders in the community that will assist with referrals when practitioners have challenging issues in the community.
- 5.2. It is important to align our skills programme and link it to local organisations that provide similar skills.
- 5.3. High school have been a challenge to work with due to learners not having respect for practitioners. We would work best if the teachers were also trained and they are familiar with the skills we provide.

6. Is there anything else you would like to add?

During our work in Bekkersdal we have realised that it would be ideal to have an incident reporting committee. This committee will capture all incidents that include, rape or any form of abuse that happens in the community. These reports will be forwarded to local relevant stakeholders to assist in dealing with these issues.