



Project Motivation and Funding Proposal for Capacitating Youth to Build Careers that Serve their Communities. Submitted by The Sophiatown Community Development Centre.

Organisational Details

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Status	:	Registered with CIPC as a Non-Profit Company (Reg No: 2014/088448/08 NPC)	
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Project Duration	:	1 year.	
Project Cost	:	Annual budget	R2,709,800.00

Project Origins

A current **Skills Development** project empowers school learners by providing them with counselling, life and community development skills to enable them to extend these services to their peers. This project trains high school attending youth aged 14-24 years of age (grades 8 to 11) to become Youth Community Builders (YCBs) equipped to initiate short and long-term community interventions. This project successfully impacts large numbers of youth who are empowered to make constructive life choices and to make positive and real differences within their communities. This project will be very popular amongst learners. 2 Groups will be trained, totalling 8 new Youth Community Builders and if we procure Funding, we want it to lapse this project into the academical year.

These YCBs wants to deliver a number of community projects during the 2021 academical year including: -

- Social Crime Prevention;
- Providing Rehabilitation Programmes for young offenders especially scholars; and
- Making Provision for Diversion Programmes.



A Social Crime Crime Prevention Life Skills Project sees us providing education to learners within the school environment around gender violence and physical and sexual abuse as a preventative response. The talks cover issues such as:

- What is Social Crime?
- How to protect oneself?
- How to access resources?
- What to do when criminal activity is suspected?

Content is delivered by our Youth Facilitators in a fun, age appropriated and participatory manner. After talks our speakers are frequently approached by learners who wish to disclose the challenges they are faced with, and these learners are referred to appropriate services including our own psychosocial groups which provides support and facilitates healing. In the 2021 year, this programme is intending to reach 15 schools in the areas of Newclare, Coronationville, Bosmont, Noordgesig, Eldorado Park and Ennerdale.



Project Objectives

The overarching goal of the Capacitating Youth to Build Careers to serve their Communities' projects is to capacitate unemployed youth to provide meaningful and interactive interventions to the vulnerable learners still at school and to groom and foster the next generation of leaders.

Objectives are to capacitate unemployed youth by: -

- . Developing their life, work and income-earning skills and offering them meaningful community engagement in exchange for monthly stipends. Educating vulnerable school learners with knowledge and life-skills that equip them to keep themselves safer whilst understanding where and how to access assistance and services they require.
- . Creating positive, productive role-models/leaders and mentors for young people within our communities.

Project Duration and Location

The project takes place over a 12-month period from January 2021-December 2021. Areas impacted will be Newclare, Coronationville, Bosmont, Noordgesig and Florida. Training of the YCBs will be held in our office in Westbury, and schools impacted come from these areas and their immediate surrounds.

Problem Projects Addresses

POVERTY remains one of the main developmental challenges within South Africa. In general, poor people are denied access to sound educational opportunities and skills that lead to successful employment. This trend has been exacerbated by apartheid which locked “people of colour” out of the educational system and economy for a significant period. Of the 600 000 matriculants who sat for school-leaving examinations in 2020 only 15% obtaining marks higher than 40% meaning that the majority have not been equipped to cope in a competitive economy where jobs are scarce. Currently South Africa has an unemployment rate of 25%, and lack of work opportunities (especially in the context of chronic and life-long deprivation) is associated with low self-esteem. The inability to provide for and assist one’s family further undermines self-esteem and leads to a diminished sense of identity and status. In poor families, out-of-school adolescent youth are often forced by economic circumstances to stay in family homes and their need for material support at a time when developmentally they crave independence leads to intense family conflict. Moreover, the problem self-perpetuates because people living under conditions of long-term poverty have never learnt the assertive confidence of the successful job-seeker or the persistent stamina of the self-made business person. Most have probably never internalised a positive work ethic, as there are few role models of competent breadwinners in their immediate family and social context. Youth are particularly vulnerable in the job market because their lack of experience prejudices potential vulnerability having grown up exposed to poverty and violence.

The HIV/AIDS pandemic has further deteriorated their situation by destroying family and community structures, both of which traditionally provided with concrete support and alternatives and without intervention many youth are likely to remain unskilled and unemployed.

South Africa is one of the most violent societies in the world with the highest reported rate of rape in the world. This violence has severe repercussions for all South Africans, and in particular for impoverished children/youth who are typically neglected whilst their parents/caretakers are consumed with survival needs. This places them at extra risk and thus these children require interventions that teach about life skills and knowledge around safety and available, appropriate community resources.

Reports show that learners who have been taught by their peers are uniformly positive in their response. They enjoy the fact that their peer educators are close to them in age and feel that they understand and can relate to the issues that they face. Moreover, young people talk, think, and learn best about sensitive topics with other young people, and are more likely to assimilate facts taught to them by young role models than by teachers.

Expected Outputs and Outcomes from Project

Outputs

- 6 Youth Community Builders (YCBs) trained and active and earning monthly stipends.
- YCBs receive specialized skills, on-going training and support, a form of meaningful employment and valuable workplace experience.
- 18 000 school learners participate in life orientation talks.
- 5000 school learners impacted through 5 public awareness campaigns delivered by the YCBs.
- 30 completed questionnaires by the YCBs.
 - 10 at the start of the project, 10 at the end of initial training, 10 at month 10 of project.
- 10 narrative stories from YCBs.
- 1200 questionnaires completed from random sample of school learners impacted.

- Feedback from school educators/staff/principles – both formally collected and from informal feedback.
- Report outlining key findings.

Significant outcomes are expected to be: -

- YCBs gain a sense of pride in their work and feel that they are making a positive difference within their communities.
- YCBs demonstrate an increase in self-confidence.
- YCBs demonstrate a sound understanding of good work ethics.
- YCBs become economically active members of their community.
- YCBs become positive and successful role models to school learners and other members of their community.
- YCBs seek to further their studies in the social work arena/or to apply for employment opportunities within our or other Organisations.
- School learners demonstrate an increased understanding of bullying, child abuse, gender violence, managing of stress and when, how and where to access appropriate resources which in turn results in safer schools and communities.

Project Beneficiaries

- 6 out-of-school YCBs (Youth Community Builders) already trained and active through the Sophiatown Community Development Centre, HIV Awareness Project. These youth will be unemployed and drawn from the areas of Newclare, Eldorado Park, Montclare, Kathrada Park, Slovo Park and Newlands. Aged between 18 and 22 years, mentors hold a matric education and have no criminal record. They are vulnerable and impoverished and show a passion for and commitment to community engagement. Predicted female to male ratio is 60:40.
- It is estimated that 15 government schools within the immediate surrounds of the target areas will be impacted through the first 12 months of this project.
- 18 000 school learners between the ages of 7 – 20 years will be impacted (grade R to grade 12). Racial demographic of school learners impacted is estimated to be 57% black, 6% white, 32% coloured and 5% Indian.



<p><u>Project Personnel:</u></p> <p>1 x Project Manager 1 x Project Coordinators 1 x Administrator</p>	<p>Selection of 6 YCBs – month 1. Liaison with schools – months 1 to 12. Supervision of YCBs – months 1 to 12, weekly. Support of YCBs – months 1 to 12. Financial management and paying of stipends – months 1 to 12. Project Management – months 1 to 12.</p>
<p>Training and Assessment of YCBs</p>	<p>Month 2 for a day “Train the Trainer” workshop which covers: - Presentation and facilitation skills. Programme content including education for living, sexuality and. relationships, violence awareness, anti-bullying and child abuse. Report Writing. Collection of data. Organisational and project policies and procedures. Expectations. Finance responsibility and handling of money. Facilitation of YCBs selected project indicators of success.</p> <p><u>Further Training:</u> - Financial knowledge and being practical with earnings, Exposure to other job opportunities and Organisations, Compiling CVs and attending interviews 2 x conferences for YCBs to discuss common issues, receive intensive training where required, teambuilding End of 12-month project celebration and acknowledgement of YCBs</p> <p>Note: Training skills transfer is affected with ongoing consolidation and Feedback sessions that occur throughout the project in the supervision sessions held with YCBs.</p>
<p><u>School Engagement</u></p>	<p>15 schools impacted over 12 months. YCBs work approximately 24 hours per month (or 6 hours per week) Delivering talks to school learners. 5 public awareness campaigns delivered by YCBs at schools</p>

Monitoring and Evaluation

Project impact will be reviewed six monthly and a narrative as well as financial report made available annually or as requested by donors. These reviews will monitor progress regarding the planned project objectives and budget. All YCBs plus a portion (random) of school learners are required to give feedback (pre- and post-questionnaires and narrative feedback) on processes to ensure that the project is relevant, to assess project impact and for future engagement and roll-out.

The following methods will be used to collect information to assess project success within the 12 month project period: -

- Trainer reports
- Supervisor reports
- Training attendance registers
- Log books filled in by the Supervisors
- YCBs able to demonstrate facilitation skills by doing a presentation
- YCBs gain 80% or more on a knowledge test
- YCBs submission of claim forms for stipends
- YCBs personal and professional progress as measured by pre- and post-training questionnaires including narratives at month 10 of project
- Random pre and post engagement questionnaires providing written feedback from school learners and educators (learners: 5 per grade x 12 grades x 15 schools = 900 questionnaires pre and post, educators – 5 per school x 15 schools =75 questionnaires pre and post)
- Attendance registers at schools
- Report outlining key findings from analysis of questionnaires and other data.

It is clear from the methods outlined above that great importance has been given to feedback from project beneficiaries i.e., YCBs and school learners. It should be noted that included in the questionnaires for the random sample of school learners will be questions around what issues they face that they would most like information on. This information will be collated to directly inform future interventions with school learners.

Indicators against which impact will be assessed are presumed, at this stage, to be: -

- Number of signed contracts between the Sophiatown Community Development Centre and YCBs
- Number of trained and active YCBs
- Number of school learners impacted
- Number of YCBs committed and motivated through a 12-month period
- YCBs expressing a sense of satisfaction with their ability to make a difference through their work
- Number of YCBs securing fulltime or part-time formal employment within 12 months of project end
- Number of YCBs studying further within a 12-month period
- School learners able to name and access an increased base of relevant service providers
- School learners able to correctly define (in their own words) bullying, child abuse, stress and gender violence.
- Increased understanding from school learners of how better to protect themselves in their daily lives (as evidenced by scenario choices)
- School learners expressing an interest in making positive differences within their communities.

It should be noted that the training of the YCBs, where collection of data will be covered, time will be spent facilitating the YCBs to select appropriate indicators against which to measure project success in their own eyes. These indicators will be measured, assessed and reported on and the YCBs will be involved in the measuring and assessment process.

Assumptions and Risks

Assumptions: -

-Youth have a passion for Community engagement and want to be productive.

The 30 youth participants in this project will be very carefully screened and selected from our existing pool of active YCBs to mitigate the risk of drop-out.

-Schools see the offering of structured talks/workshops as valuable for learners and thus are willing to facilitate the holding of such workshops/talks and willing to make time available for learners to attend.

Our interaction with schools in the greater Johannesburg area is well established with the Sophiatown Community Development Centre's already regularly engaging with over 15 government schools. The partnership with each school is formalised at the beginning of each year and continues until the end of the year. In other schools an ad hoc service is offered. The school authorities as well as other service providers in the area contact our offices when in need of our service which means that they are aware of our services and initiate engagement.

-Risks:

The YCBs have no other option but to remain in this project, earning a stipend.

In the face of the growing crisis in the capacity of service providers to attend to the physical, material, social and psychological needs of people in distress, a culture of "volunteerism" has been developed and encouraged which, while rooted in good intentions, can become a major source of exploitation. While there is no doubt that there is a desperate need for communities to mobilize themselves, this needs to be done with care and experienced support as volunteers require training and ongoing supervision to ensure that volunteering is seen as a steppingstone in their careers, and not a dead end in itself. This risk needs to be carefully managed with clear boundaries established and discussed at the start of the project within the initial training phase. YCBs will be given references, advice and encouragement to venture forward with their dreams and careers. Opportunities for further formal education and bursary/scholarships will be highlighted with YCBs at training institutions, SETAs and FET colleges, financial education will be given around being sensible with money, the YCBs will be exposed to other Organisations working in relevant fields and possible career opportunities with them, they will be given information on career opportunities within The Sophiatown Community Development Centre itself.

-Transition from a school to working environment is a challenging one for youth.

The Project success is to a large degree reliant on YCBs being able to stay motivated, focussed and reliable. Experience has taught us that orientation will thus be very important at the start of training and adequate time has thus been allocated to this activity. Furthermore, the YCBs will have very clear boundaries defined including a written contract specifying their responsibility and role, which they must sign. Weekly compulsory supervision will occur with Social Workers who will not only monitor the services our YCBs deliver but will also support and contain the YCBs on their personal growth journeys.

Project Management

The project is constantly monitored through the following channels – supervision, debriefing and post observation mentoring meetings with YCBs on a weekly basis and held by 3 experienced Social Workers called Project Coordinators who report to the Community Services Manager monthly, Community Services Manager reporting to the Director monthly, Director reporting to the Board quarterly, The staff responsible for this project will receive approximately 4 hours training before start of the project to ensure standardization of workshop content, and to ensure staff absorb monitoring and evaluation requirements specific to this project.

Project Partners



social development

Department:
Social Development
REPUBLIC OF SOUTH AFRICA



ENVIROPARKS

Youth Development Centre



MASHUP

Westbury Youth Center

Total Budget

Capital items Required? (e.g. large costly once-off items such as vehicles or equipment, land or property, renovations?)

Line Items	Amount requested (R)	Why do we need this item?
Overall Budget	R815,000.00	Overall expenses of Project
Computer Lab Office Equipment)	R156,000.00	We require these items to obtain our accreditation status with the MICT SETA, and to use same equipment for our Practicles for our Learnerships
Renovation / Additions	R1,738,800.00	We require this to complete the refurbishment of the Youth Centre, so we can conduct programs aimed at empowering Youth in this Centre Attorney Costs must be paid for the Land to transfer on our Organisations name.
NLC branding of building / vehicle (Lotto funded)		
TOTAL CAPEX	R2,709,800.00	

Total

What is the total amount of the grant requested?

Items	Amount requested (R)
Project / Program activities	R815,000.00
Computer Lab	R156,000.00
Capital items	R1,738,800.00
TOTAL AMOUNT⁵	R2,709,800.00

Yours sincerely,
Miss. L. Tromp
