

*EVALUATION OF ADAPT YOUTH
PROGRAMME*

NOVEMBER 2008

Sherry McLean
External Consultant

TABLE OF CONTENTS

1. <i>Background</i>	<i>Page</i>	3
2. <i>Introduction and purpose</i>		3
3. <i>Methodology</i>		4
4. <i>Youth Programme projects</i>		5
4.1.1 <i>Class discussion</i>		6
4.1.2 <i>Gender sensitivity/counselling training</i>		8
4.2.1 <i>Best fathers competition</i>		10
4.2.2 <i>Gender and African tradition dialogue</i>		12
4.2.3 <i>Arts and Healing</i>		13
4.2.2 <i>Choral music festival</i>		15
5. <i>SWOT Analysis of programme</i>		16
6. <i>Capacity development needs</i>		17
7. <i>Summary and Recommendations</i>		18
<i>Annexe</i>		
<i>List of people interviewed & log frame</i>		20

Acknowledgement:

The consultant would like to thank the staff and participants of the ADAPT Youth Programme for the humbling opportunity of gaining more knowledge and information about the valuable efforts that are being carried out to reduce and prevent gender based violence in Alexandra.

EVALUATION OF YOUTH PROGRAMME OF ADAPT NOVEMBER 2008

1. BACKGROUND

Alexandra was established in the early part of the last century (c.1912) and grown rapidly as a township attracting people seeking a place to live close to employment opportunities in the city of Johannesburg. 'Alex' as it is locally known, is rich in political, cultural and social history characterized by violence, poverty and unemployment. During the mid. '80s and the years leading up to the first democratic elections in 1994, the people of Alex experienced conflict and killings on a daily basis, exacerbated by political divisions amongst migrant men living in hostels (Inkatha Freedom Party) and the more settled community (African National Congress).

Because of its proximity to the city centre of Johannesburg, increasing numbers of rural migrants and refugees have come to live in Alex. As a result there is serious overcrowding of people living in shacks, with poor access to clean running water. In 2004 it was estimated that as many as 81,000 people were crammed in a square kilometer and with increasing immigrants this figure is likely to have risen in recent years.¹ Overcrowding, poverty and unemployment lead to tensions and Alex was one of the first communities in South Africa where xenophobic clashes and killings of foreigners and South Africans occurred in May 2008.

The average age of people living in Alex is 25 years, indicating a very young population. Children are mostly reared by their single mothers with absent father figures and in an environment where girls and women are highly vulnerable and at risk of rape, sexual abuse and domestic violence. Together with high levels of unemployment, poverty, crime and the devastating impact of HIV & AIDS on families, the youth of Alex, both girls and boys face a number of difficult challenges to overcome in their journey of becoming adults.

2. INTRODUCTION AND PURPOSE

It is with this background that Agisanang Domestic Abuse Prevention and Training (ADAPT) was established in 1994 to respond to high levels of gender based violence and where no support services existed at the time.

¹ Background for PPT pilot projects in South Africa, May 2004.

In the early days ADAPT offered counselling, legal advice and support to survivors of rape and domestic violence. Over the years ADAPT has developed a holistic response to gender based violence and now provides integrated coordinated services with the health, social development, justice, safety and security sectors. A key component of ADAPT's activities in recent years has been the development of the Youth Programme that focuses on prevention of gender based violence.

ADAPT's vision is 'to create a society free from gender based violence specifically violence against women and children through the active participation of all members of the society.'

Along with the Nelson Mandela Children's Foundation, SAIH/FOKUS has been a partner of ADAPT since 2006 providing specific support for the Youth Programme and encouraging networking with other NGOs.

It is noted that increasingly donors and development organisations are becoming more accountable by placing emphasis on achievement of objectives and seek evidence of more scientific ways of planning and management for development results.

This evaluation will therefore endeavour to explore the impact and results of the programme and ascertain to what extent the objectives have been achieved in the SAIH/FOKUS current funding cycle between 2006 and 2008.

The Terms of Reference (ToR) for the evaluation include a component of identifying staff capacity development needs and the introduction of an Impact Assessment tool to monitor progress and assess impact of the Youth Programme projects.

3. METHODOLOGY

3.1 An initial desktop review was conducted of the relevant Youth Programme documents². At the start of the evaluation a schedule of interviews with stakeholders was agreed in consultation with the Programme team and Director.

3.2 The consultant worked with the ADAPT team to identify the overall strengths, weaknesses, opportunities and threats (SWOT analysis) of the Youth Programme and capacity development needs of the team were identified. Monitoring systems are weak at present, so an example of a logical framework was presented to the ADAPT team which has been agreed will be developed by them as a tool for planning, management and monitoring the impact of the Youth Programme in future.

²SAIH/FOKUS ADAPT Annual Reports 2006/7/8, May 2008, ADAPT Youth Programme Planned Activities 2007/8, Arts and Healing Evaluation Report, J. Engelbrecht, 2007.

3.3 A flexible framework of open-ended questions was agreed with the team for individual interviews and focus group discussions, as follows:

- What has been the most significant change for you/learners as a result of the programme (e.g. classroom discussions, counselling training)?
- How did you find the process of the programme – facilitation, content, organisation?
- In what ways could the programme improve?
- Should the programme continue?
- Any other comments?

3.4 A total number of 39 stakeholders were interviewed including ADAPT staff, learners, educators, consultants and elderly participants of the programme. Focus group discussions, face to face and telephone individual interviews were conducted at 2 high schools, Abangani Enkosini children's feeding centre, Gerard Joseph Home for the Elderly and ADAPT offices.

Generally, there was an even gender balance in group discussions and individual interviews. However amongst learners 7 males and 1 female were interviewed and among the elderly participants 4 females and 1 male participated. (See annexe for list of names)

4. YOUTH PROGRAMME

As mentioned ADAPT was established in 1994 to provide counselling, advice and support to survivors of gender based violence (GBV) and is firmly rooted in the community and respected by its members. In order to meet increasing concerns regarding the needs of youth in Alex, ADAPT developed the Youth Programme in 2006 as a component of the overall programme and as a strategy to prevent and reduce gender based violence. The Youth Programme differs somewhat from other GBV organisations in South Africa adopting innovative and creative approaches and because ADAPT views men, boys and the elderly as being integral to working towards the eradication of GBV and its prevention, along with other key sectors.

The age of the target group is between 12 and 24 years and includes unemployed youngsters as well as learners attending schools.

The development goals of the programme are:

- To develop young people in Alexandra township in various life skills
- To make sure that young women and girl children live in a safe environment.

Objectives:

- To train and empower educators and other key community change agents to recognize gender based violence when it affects young people and intervene appropriately
- To educate and empower young people to recognise and combat gender based violence in their lives, family and community
- To challenge social stereotypes of gender and sex and ensure that young people are given the necessary life skills to cope with issues of gender and sex³

In order to meet these objectives the Youth Programme has developed 6 projects in all that have been running between 2006 and 2008: Classroom discussion groups, Educators Gender Sensitivity and Trauma Counselling Skills training, Gender Sensitivity and African Tradition Dialogues, Arts and Healing, Best Fathers Competition and a Choral Festival.

The ADAPT Youth Programme team consists of a Coordinator, Youth Support Worker who are supported by the Director of ADAPT, Administrator and Financial Manager. The Youth Programme team has worked in Alex for over eight years and brings a good understanding of the context and needs of the youth with whom they work.

4.1 Schools programmes

4.1.1 Classroom discussion programme

As outlined the overall aim of the programme is to educate and empower young people by creating greater awareness of gender based violence and life skills through classroom discussion groups in 5 high schools in Alex between 2006 – 2008.

The outcomes of the programme are:

- Children educated about gender based violence and acquiring life skills to handle pressures of life
- Children sensitized about gender based violence
- Encourage non-violent solutions amongst children and those around them
- Children will be able to defend their rights and those of others

The content of classroom discussions include: definitions of gender and sex, sexual violence, causes and effects of gender based violence and guidance for prevention strategies through life skills training. Information about how and where to get help is also provided.

³ Source - project documents

The planned results of the programme 2006 - 2008 were, that '1000 learners per school per annum at the five high schools being knowledgeable about issues pertaining to human rights and gender based violence.'

The indicator for 2008 was identified as, 'class workshops will be conducted weekly at two high schools targeted for the year. 2000 learners at the said high schools will be educated about human rights and gender issues'.⁴

The Youth Programme team works systematically in 4 classes in each high school consisting of 12 weekly sessions to order to target a large number of learners aged between 12 and 24 years. In 2006 2,061 female and 2,325 male learners participated with a total of 4,386. In 2007 a total of 3,752 learners were reached with 1,947 female and 1,805 male learners participants.

In 2008, the target was 58 sessions whereas 36 sessions actually took place. This was attributed to stay aways due to security threats when the xenophobic attacks occurred in May. However a total of 1,989 learners attended the classroom discussion groups, with 948 male and 1,041 females.

In quantitative terms the numbers have increased considerably and achieved well over the indicative results identified between 2006 and 2008 as mentioned above.

Qualitative indicators

The learners and educators interviewed reported that the classroom discussions promote greater communication and openness amongst participants. Especially important to them were issues of respect, peer pressure and individual responsibility that were emphasised during the sessions. Male learners felt that they understood much more about inequality, role differences, greater vulnerability and risks that girls face particularly of sexual abuse.

Learners reported that they are more aware of power and differences of choice between genders. . ADAPT's 2008 progress report states that '....the girl children are showing more confidence in articulating their rights and dealing with their (male) peers'. The sessions provoke deeper understanding about definitions of rape as well as legal frameworks and information about available support services.

I think boys understand and learnt about how girls are exposed to the risks of sexual abuse every day. I can take this knowledge forward in my life and relationships. – Sibusiso, male, 16 years.

⁴ Application form FOKUS/SAIH May 2008

There are reported additional 'spin offs' from the classroom discussions, as the learners take home workbooks from these sessions that shared with their families provoking further discussion about gender issues and sexual violence.

It can be said then that the desired outcomes have been achieved. Both learners and facilitators feel that the time allocated for these sessions is too short as they are just getting into the heart of things and time runs out. Both educators and learners stated emphatically that the project should continue as there is a positive marked attitude and behaviour change amongst learners as a result of the classroom discussions.

Challenges

There has been reported resistance and lack of 'buy in' from some educators. One explanation is that they are over stretched and stressed from teaching large numbers of learners, but another is that they are not currently involved enough in planning the content and evaluating the impact of the sessions.

The Youth Programme team identified facilitation skills as one of the weaknesses and sessions need to be more systematically planned with the use of the training manual as a guide. The training manual needs to be developed that is in alignment with current thinking and to include legislation and human rights components. Each session should be documented for evaluation purposes as this is not happening at present.

4.1.2 Gender sensitivity and counselling training for educators.

It was reported that most educators are not aware of their statutory obligation and how to respond to disclosure of sexual abuse amongst learners. This training programme was developed to deepen their understanding of the psycho social effects and trauma surrounding sexual abuse.

Expected outcome:

- Life orientation educators and members of the schools governing bodies trained on gender sensitivity and on how to identify and assist traumatised learners

Although slow to take off initially, the educator's gender sensitivity (3 days) and basic/trauma counselling training programme (4 days), has gained momentum and interest in the past year. In 2007, a disappointing 4 out of 24 invited educators attended but in 2008, due to word of mouth this number increased substantially and 19 educators and 2 School Governing Body (SGB) members participated in both training sessions. Although the target of 5 educators and 2 members of SGBs.per school for 2008, was not reached, this was still an

encouraging turnout and it hoped that there will be fuller attendance with better planning for 2009.

This was a higher number than the indicator for 2008 which was a desired. The training sessions are outsourced and conducted by an external facilitator with specialized experience. Participant's evaluation from the 2008 training indicated that they felt more informed and empowered. Female educators felt they had undergone both personal growth and greater awareness of gender issues and can now challenge gender stereotypes and provide information about the legal framework related to rape and domestic violence in South Africa.

Since doing the gender sensitivity training I no longer tolerate rudeness from my husband. He is now educated about gender equality but struggled in the beginning with the 'new me'!
- Georgina, female educator

Recommendations to include information and legal frameworks on Child Maintenance, Divorce and Human Rights and the Constitution were taken on board and were included in the 2008 training programme. These topics generated a lot of debate about children's rights and information about gender equality and marital rights.

Attendance at the 2008 training was 100% which was attributed to the high quality of expertise and facilitation skills of the external consultant. As a result, it was recommended that the training be extended to all high school teachers but especially those involved in life skills orientation programmes.

Challenges

The training has potential of reaching higher numbers of educators. One of the challenges is high turnover, stress and burn out amongst educators and perhaps stress management sessions would be an entry point to engage them in trauma counselling skills and gender sensitivity training.

Because of lack of 'buy in' by educators in the past, a lesson learnt for future planning is to include High School Principals and Life Orientation educators in planning and recruitment for the training sessions.

While ADAPT has an established informal relationship with the Department of Education at national level, it might be worth exploring building a more formal relationship at Provincial level to gain support for both the classroom discussions and trauma counselling/gender training so that they become part of educator's professional development.

Recommendations for schools programme:

- Expand educators training programme to increase the response, prevention and protection of youth against GBV in Alex
- Involve Life Orientation educators and Principals of High Schools in planning and design of classroom discussion groups and educator training programmes
- Provide some sort of certification of training for educators. This could be negotiated with Dept of Education as a teacher incentive or upgrade.

It is important to note that both learners and educators interviewed stressed the positive impact and need for the Youth Programme to continue and develop the classroom and educators training projects further.

4.2 Community projects

4.2.1 'Best Fathers competition'

The aim of this project is to encourage fathers as positive role models and to redress the balance of the view that *all* men are violent and sexually abusive towards their daughters.

Expected outcome:

- Young girls acknowledging that their fathers are caring and loving and the said fathers being recognised and commended for that

The first stage of the competition is that the Youth Programme team 'advertises' the competition at high schools and through local media. Female learners are invited to participate by proposing or entering their fathers in the competition by writing a motivational essay about why their father is a 'best father' in terms of parenting, caring, support and guidance

An external moderator goes through the applications and selects the best entries. The finalists are then presented with their awards at a public ceremony that includes cultural activities of poetry, song and music.

Planned results for the project over 2 years were 200 fathers exposed to a 'good role model'. The indicator for 2008 was that 9 schools in Alex and surrounding areas will be targeted for the best fathers' competition. 200 essays will be received and 10 fathers will be given awards.

In numerical terms the project reached 50% of this target in 2008. However, the project has taken off and gained huge momentum over the past couple of years. In 2006, there were 12 entries for the competition, but this grew to 49 entries in 2007 and 51 in 2008. As indicated there is increasing interest in the competition from the community through local radio coverage and word of mouth.

The desired outcomes of the project are:

- Communities free of child molestation particularly to girls
- 'Good' fathers being appreciated
- Improved relations between girl children and fathers
- Fathers taking responsibility as parents

While the first and last outcomes are quite ambitious, in qualitative terms the project has made quite a considerable impact in the other two. It has done so by creating greater awareness and debate about stereotyping and enriched relationships between daughters and fathers (some of them are step-fathers) as well as other siblings in the family.

This competition is already a major force in instituting reforms on how men specifically, in their roles as fathers, are being viewed by the community. Highlighting the positive characteristics of fathers through this competition has encouraged fathers to do better with their families, treat their daughters and wives better and just be a positive force in the community.

- ADAPT annual report 2008

It is reported that the competition has challenged the traditional gender stereotype of fathers and their caring role with its focus on the quality of relationships in terms of trust, support, interaction and parental responsibility between fathers and daughters. Interviewees reported that the competition and its process has resulted in a deeper relationship between fathers and daughters and an increase in self esteem and value of fathers themselves.

This creative model of public acknowledgement and recognition of positive fatherhood has clearly touched the hearts of both adults and youth alike by provoking debate and discussion about gender stereo-typing amongst families and learners. Interviewees spoke about the innovative nature of the programme that has appealed to the Alex community, expanded to other areas with increased interest and eager participation by learners. In the last year boys have indicated that they are eager to be involved in the project as well.

An encouraging step is that an anthology of the essays is currently being printed for circulation in the community.

Challenges

At present once the competition has taken place, there is a 'what next' factor as engagement of fathers in the youth programme comes to an end. Fathers have indicated that they would be keen to become more involved in the Youth Programme as a result of the competition and at present, they are a major

untapped resource. Consideration could be given to integrate the father's competition into ADAPT's men's programme and create links with Sonke Gender Justice programme, but it should be noted that this aspect of the project requires greater strategic planning.

At present the 'best fathers competition' project lacks a tool for systematic evaluation to measure the impact of the programme on participants and wider community

Recommendation

- Explore how 'best fathers' could be integrated better into the Youth or Men's programme to see how the project could be developed
- Evaluate long-term impact and document findings for lesson learning
- Network with other men's programmes for example, Sonke Gender Justice

4.2.2 Gender and African Tradition Dialogues

This initiative began in 2006 with a widely attended meeting of elderly residents and youth of Alexandra. The aim of the project is to provide opportunities for elderly and young people to come together to exchange ideas and to enrich the social history and traditional knowledge amongst young people in the community. This is especially important as the 'traditional' extended family structures have eroded and are few in Alexandra with the majority being single parent families.

In 2007 one dialogue was held with 20 young people and 10 elderly participants. The project indicator for 2008 was that 3 dialogues would be held with 50 learners from 5 high schools with 20 elderly people. Again this project achieved higher numbers than predicted as 10 sessions were held at 3 high schools with a total of 142 learners participating, 73 females and 69 males.

The desired outcome:

- Young people being educated about the relationship between African culture human rights and gender related issues

The elderly and external consultant interviewed spoke enthusiastically about the active engagement and interaction between the two generations. In particular that both the elderly and the youth gain from the opportunity to share stories and discuss traditional practices, nutrition, gender roles and 'lobola' (bride price transaction). One male learner's face lit up when he spoke about how much he has learnt from the dialogues and urged ADAPT to continue with the programme.

I gain so much emotionally from the opportunity of engaging with the young people – it makes me feel like a whole person – Dorah, 78 years

The elderly always look forward to the sessions - they get dressed up, are always ready early and eagerly waiting for the bus to take them to the sessions - Sr. Eugene

Challenges

Whether the project is making a significant impact on achieving the desired outcome is difficult to assess because of lack of a tool to measure same. Like other projects, there is a need to record the content and process of the sessions as very important evidence is being lost.

Recommendation:

- ADAPT may wish to consider developing the social research component of the project.
- There is an entry point of developing a 'friendship scheme' between the elderly residents of Gerard Joseph Home and youth as a volunteer project which would provide another opportunity for further dialogue
- This innovative project should also continue with ongoing evaluation and updates of new and fresh ways of bringing the elderly and youth together.

4.2.3 Arts and Healing project

The project started in 2006 with a focus on children affected by HIV & AIDS. Many of them are orphaned as a result of the death of their parents from AIDS and members of child headed households, are isolated, suffer extreme poverty and area at risk and vulnerable to sexual abuse. The Arts and Healing project was developed in response to the emotional needs of this target group of vulnerable children who hitherto did not have access to a safe place where they could articulate their fears, hurt, loss, sense of abandonment and anger.

ADAPT has formed a partnership with a faith based CBO, Abangani Enkosini ('Friends in Christ') Centre where over 250 children receive two meals a day. A group of children were recruited in 2006 and 14 girls initially attended the weekly arts and healing sessions, facilitated by a psychologist and art therapist. The numbers of participants increased in 2007 to 32 children, 50% who were boys. 2008 saw increased interest in the project with 50 children requesting membership of the group.

As mentioned, this group are particularly vulnerable to sexual abuse and domestic violence which was highlighted in a report of the 2007 sessions. In her report the psychologist states "The initial processes were filled with a perpetuation of the abuse that children obviously experience in the contexts of

their lives. In the drama sessions, this was a strong emerging theme and varied from rape to prostitution to witnessing sexual violence.”⁵ There was a marked improvement in how the children began to relate to each other and the world around them as a result of this project. The children felt that the use of art, drumming and martial arts enabled and ‘freed’ them up to articulate their feelings of loss, anger and confusion in creative ways that made them feel empowered and more in control of their lives. In the initial sessions they were highly competitive and aggressive towards each other and the facilitators. Through weekly sessions with the use of painting, drama, drumming and martial arts as mediums, they have grown in confidence, self discipline and self esteem and are better able to articulate their feelings.

Had the children not had the opportunity of attending the sessions, there is serious concern as to how much pain they would carry into their adult lives, thereby contributing to the cycle of sexual abuse and violence. This project therefore has a very important preventative as well as therapeutic function.

The first time I went to ADAPT I felt like I was starting a new life. I now like to keep myself busy and not feel alone like there is no one who cares about me. It did make a difference not to hang around with boys at night. I did learn about how Art is like. Art is a part of my life too.

– Nobhule, 16 years

The drumming and martial arts sessions are really helpful and exciting. The facilitators taught me how to deal with my feelings and emotions and to understand the way the other person feels and to respect that. They taught me how to accept other people as part of my life and how to deal with my anger.

– Mahlatse, 14 years

Challenges

The programme has suffered because of lack of sustainable funding, efficient planning and organisation of a suitable venue, food and transport for the sessions. The numbers of participants increased considerably from 14 to 32 per session between 2006 and 2007 and therapists felt that this figure was too high in order to achieve maximum therapeutic benefit because of overcrowding, insufficient time for individual attention, overcrowding and noise factors.

SAIH/FOKUS has provided support together with the Nelson Mandela Children’s Foundation, and the consultant would highly recommend that consideration be given to providing funding support in future as it has clearly yielded positive impact on these vulnerable children.

⁵ Arts and healing evaluation report, Johanri Engelbrecht, 2007

Recommendations:

- Continue with holistic approach of including art, drama, drumming and martial arts
- Keep the numbers of children to a manageable size of 10 - 15
- Implement a funding strategy to secure sustainability and continuation of project for forthcoming 2 – 3 years

4.2.4 Choral Music Festival Project

The aim of the project is to raise awareness of gender based violence and human rights, identify talents, boost self esteem, move children from the streets and bring back the culture of choral music in schools.

A range of activities were planned for the project including conductor's workshops, choral festival and road shows to highlight awareness by distributing pamphlets, song and public speeches. ADAPT has developed and copyrighted a choral song AMALUNGELLO which that speaks about human rights, respect and abuse of women that is considered to be a creative tool to promote greater awareness. There are also potential opportunities of widening the audience of the song through the national broadcasting station, South African Broadcasting Corporation.

During 2007, 3 out of 6 conductors attended training which was lower than hoped. The festival itself was disappointing as only 2 out of 6 invited choirs participated. However, 3 road shows took place in 2007 and it is estimated 35,000 people were reached and it is reported that the numbers of clients seeking ADAPT support services increased as a result of the road shows.

The desired outcomes of the project are:

- Communities being well educated about gender related matters
- Improved communication between children and adults about gender related issues especially sexuality matters

Whether the choral music project achieved these outcomes was impossible to ascertain in this evaluation as a tool to measure impact had not been developed during the planning phase. It is the view of the consultant that these outcomes need to be revisited.

Challenges

Despite a lot of planning and motivation this project has not reached expected targets in terms of numbers of participants. The project suffered from unexpected external obstacles such as the teachers strike and apparent lack of interest by high school choirs and learners. For example, although 6 choirs were invited,

only 2 attended the 2007 festival and in the conductor's workshops only 7 out of 25 invited learners attended.

This project took a lot of energy out of the Coordinator when doing the preparations e.g. planning, organising the conductor's workshop, visiting during rehearsals to a point when she planned the festival. It was such an anticlimax to ultimately have choirs withdrawing at the last moment.
– Annual Report 2006

ADAPT should consider measuring the impact of the choral festival project against the overall objectives of the Youth Programme, the feasibility of continuing against the time and human resources inputs that has been required so far. Other opportunities or entry points could be explored, for example outsourcing the promotion of AMALUNGELLO as a human rights choral song.

5. SWOT ANALYSIS OF OVERALL PROGRAMME

Below is a matrix that indicates the overall strengths, weaknesses, opportunities and threats. The findings represent focus group discussions with the Youth Programme team.

OVERALL YOUTH PROGRAMME	
Strengths	<ul style="list-style-type: none"> - The team are experienced and know their target group, community, social , economic and political context - ADAPT is an established, known, respected and trusted organisation in the community - Learning from past and taking action, for e.g. outsourcing experienced and skille facilitators and consultants (on arts and healing project) - Carrying out innovative and creative programmes - Involvement of elderly, men and boys in programmes
Weaknesses	<ul style="list-style-type: none"> - Need for greater strategic approach and planning that takes into account risks and assumptions. There are currently six projects implemented by two people, which is quite challenging. Perhaps the team are trying to address too many issues that range from prevention programmes to organising competitions and community choral festivals. - Insufficient time is currently spent for effective planning and evaluation of progress and impact of overall programme - Lack of evidence and documentation for evaluation and research purposes - Projects are running parallel to one another rather than

	adopting a programme approach - Partner's and stakeholders need to participate more in programme planning and reflection
Opportunities	- Utilise current human resources (VSO Volunteer) to develop reporting templates, carry out a 'job audit' and develop role profile/job descriptions - Staff development in facilitation skills - Networking with Dept. of Education and other programmes (Sonke Gender Justice)
Threats	- External influences such as teacher's strikes during 2007 - Instability related to xenophobic attacks and conflict in the community which was a major problem in 2008 - Need for long-term funding strategy to ensure job security of staff and sustainability of the projects in the Youth Programme

6. CAPACITY DEVELOPMENT NEEDS

Earlier this year project management and planning, time management and effective communication were identified as training needs for the team.⁶ The team reported that the project management training provided by Umhlaba consultants has made a positive impact in their work and this is evidenced by improved planning documents.

However, the Youth Programme team identified that the time they allocate to planning, documentation and evaluation is insufficient. As a result some of the programmes are somewhat rushed and require greater coordination and management. In addition, because monitoring systems are weak at present, impact and results need to be measured in *quantitative as well as qualitative* terms.

Therefore planning, management and monitoring capacity of the team could be strengthened through the process of developing the proposed log frame and identifying realistic quantitative and qualitative indicators to measure impact of the programme.

Another current challenge for the programme team is they need to develop *report and proposal writing skills*. Linked to this is the increasing need for ADAPT staff to take more responsibility of securing funding for their programme areas.

⁶ SAIH/FOKUS Application Form May 2008.

Facilitation skills were also identified as an area for development.

7. SUMMARY AND RECOMMENDATIONS

7.1 The objectives of the ADAPT Youth Programme are to prevent gender based violence in the community by training educators, creating awareness of life skills and gender inequality amongst young people and to challenge social stereotypes of gender and sex. In addition, the programme is engaged in implementing innovative and creative projects that are making an impact on the target group in terms of change in knowledge, attitudes and behaviour about gender based violence, stereotyping and rights.

Currently there are 6 projects contributing to the current programme objectives. This approach will need to be reviewed in future through a process of strategic planning and work towards a more programmatic approach.

Therefore, the Youth Programme has gone a long way in achieving its objectives and it is recommended to:

- Continue the Classroom Discussion programme, with closer monitoring and documentation of sessions. Update training manual to include legal and human rights.
- Continue and expand the Gender Sensitivity and Counselling training programme to reach wider numbers of educators.
- Arts and Healing programme has clearly made an impact on participants but requires a sustainable funding strategy and more effective planning.
- Continue Gender and African tradition dialogues and document sessions for learning and evidence based research purposes.
- Continue 'Best Fathers Competition' but improve strategies to involve men in Youth and Men's Programme.

7.2 One of the main challenges of the programme is weak monitoring, and improvement of this aspect of the Youth Programme will involve identifying realistic quantitative as well as qualitative indicators to help measure its impact. An important factor is that as yet a baseline study has not been carried to offer a starting point from which to work which makes this task difficult at present.

Recommendations:

- A baseline study is required to indicate extent and current challenges of GBV that the youth of Alex face
- Build capacity of the team in planning, management and monitoring achievements of programme objectives by utilizing a log frame as a tool

7.3 Another weakness of the programme is lack of documented evidence for lesson learning and research purposes. As a result, there are major missed opportunities of recording the important innovative and creative work that is being carried out to address gender issues and improve the quality of lives of youth in Alex.

There is enthusiastic community engagement in the classroom discussions, educator's training, best fathers competition and African dialogues projects, in particular. However, currently there is insufficient documentation to evaluate the projects and as a result important information is being lost. (It is noted that an anthology of the best fathers essays are being printed).

Recommendations:

- Build capacity of Youth Programme team in terms of report and proposal writing
- Consider engaging a social researcher to capture the work for lesson learning and research purposes

7.4 The Youth Programme team has a good understanding and knowledge of the political and social context and challenges for youth living and growing up in Alex. However, currently their responsibilities and role profiles are unclear.

Recommendations:

- Role profiles need to be developed and management support is required as a matter of priority in this regard.
- Strategic planning needs to focus on what is achievable. So, it is advised to rather do less better, than try and achieve more not so effectively.
- A job audit of the overall ADAPT programme should be carried out.

In summary, the ADAPT Youth Programme has achieved its objectives to a large extent. The findings of reports and interviews conducted for the evaluation indicate that projects are making an impact on changing knowledge, attitudes and beliefs about gender based violence. However, the evaluation has highlighted several gaps and challenges that once addressed will go a long way to enhance planning, management and monitoring of this important programme that is working hard to prevent and address gender based violence in Alexandra township.

November 2008.

ANNEXE

List of people interviewed

ADAPT TEAM MEMBERS

Irene Khumalo Director
Seipati Mogorosi Youth programme Coordinator
Thapelo Rahlogo Youth support worker
Nono Lephoto Administrator
Janice Ian Manlutac VSO Volunteer Programme Support

EDUCATORS

Georgina Phasha, Dina Mashala, Patrick Mathaba, Robert Mbenga, Khosi Lehotlela and Girly Sedibane - Alexandra High School

LEARNERS

Thenjiswa Madonsela, Sbusiso Mathebula, Bongani Nkosi, Thulani Motaung, Edward Rakubu, Sibusiso Nchetseng, Phogole Parolku, Thapelo Mphahlele.

GENDER & AFRICAN TRADITION DIALOGUE

Dorah Mitsela, Lucia Mazibuko, Mary Hlongnane, Martha Xulu and Mr. Mathebula.- elderly participants
Sr. Eugene - Coordinator Old people's home
Grace Marutlelle – Facilitator

ARTS AND HEALING PROJECT

Tshepo Khunou – Martial arts teacher
Jackie Williams – art therapist
Mahlatse Mabotsa, Nobuhle Mlohele, Magemo Maake, Peter Maake, Desmond Mobsamai, Thabo Segobela, Sibongile Maluleke, Phumzile Poonyane – youth participants of programme

BEST FATHER'S COMPETITION

Tennison Ntashweng, Neo Netschandama – daughters
Aubrey Netschandama

EXAMPLE OF LOGICAL FRAMEWORK

LOG FRAME FOR ADAPT YOUTH PROGRAMME 2008 –				
Project Purpose	Outcomes	Indicators of Achievement (WHAT will tell you this?)	Means of verification (HOW will you know?)	Risks/Assumptions