

EVALUATION REPORT

**EXTERNAL EVALUATION OF
UNICEF'S CONTRIBUTION
TOWARDS THE ISIBINDI
ADOLESCENT AND YOUTH
DEVELOPMENT PROGRAMME
IMPLEMENTED BETWEEN
JANUARY 2014 TO
SEPTEMBER 2018 IN THE
EASTERN CAPE, SOUTH
AFRICA**

REVISED REPORT

**SOUTH AFRICA
COUNTRY OFFICE**

JANUARY 2020

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**External Evaluation of UNICEF’s Contribution Towards the Isibindi Adolescent and Youth Development Programme Implemented between January 2014 to September 2018 in the Eastern Cape, South Africa.
Revised Report**

January 2020

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PREFACE

Investment in youth empowerment is paramount for the development of a strong, healthy and productive adult force, as well as a sustainable and growing economy. The investment in youth allows underprivileged individuals enhanced chances of attaining their full potential as individuals, leaders, promoters of social justice and sustainable human development and voices of social change.

The Department of Social Development is mandated by the Constitution of the Republic of South Africa and the Children's Act (Act 38 of 2005) to provide services for the care and protection of vulnerable children and youth. In September 2014, UNICEF partnered with the National Association of Child and Youth Care Workers (NACCW), the Department of Social Development (DSD), and other key stakeholders in the delivery of community-based preventative services to vulnerable South African children and youth, through the Isibindi Adolescent and Youth Development Programme (AYDP). Isibindi, which means bravery or courage in isiZulu, is a national South African programme, which was designed and initially implemented solely by the NACCW. Isibindi's specialised approach has been internationally distinguished in empowering children and young adults to become resilient participants of society. DSD recognised Isibindi's national contribution to unemployment, particularly for women, alongside the programme's profound capacity to improve child wellbeing across South Africa. In 2012, DSD approached the NACCW to look into the national rollout and expansion of Isibindi in all South African provinces. A five-year plan was adopted by DSD in partnership with NACCW; the provision of services differed across each of the country's nine provinces, with the decision made in the Eastern Cape to strengthen existing Isibindi sites.¹ Through UNICEF's support, an expansion of the Isibindi Adolescent and Youth Development (AYD) Programme was subsequently implemented in 14 sites in the Eastern Cape during the period 2014 to 2018. Subsequently, one of the sites closed during 2018 bringing the number to a total of 13 sites.

UNICEF identified the need for an external evaluation of the programme rollout within the Eastern Cape to ascertain the relevance, effectiveness, efficiency, impact and sustainability of the AYD Programme in the communities in which it was implemented. The purpose of this project is to evaluate UNICEF's support towards the Isibindi youth project in the Eastern Cape, to complement existing and future youth empowerment initiatives. The evaluation was undertaken within the geographic scope of 13 Isibindi sites in the Eastern Cape, over a 55-day period.² The results will be used to inform future programming; through highlighting programmatic achievements and constraints and to develop understanding of how these successes or limitations have transpired.

¹ <https://www.gov.za/speeches/social-development-scale-14-mar-2019-0000>

² While there were originally 14 sites in operation, Siyalinga (Mt Frere) pulled out of the project and was thus not part of the evaluation.

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- Youth participants;
- Mentors from the NACCW;
- Board and/or Management representatives from local Implementing Partners (NPOs);
- Project and Site Managers;
- Child and Youth Care Workers (CYCWs);
- Youth Development Facilitators (YDFs).
- Staff from UNICEF South African office;
- Staff from the National and Provincial Departments of Social Development (DSD);
- NACCW staff in the Cape Town and Johannesburg Offices;
- Staff from implementing partner organisations: Clowns Without Borders South Africa (CWBSA), Sonke Gender Justice and the Children's Institute.

ACRONYMS

ADP	Adolescent Development Programme
ATC	Ashley Theron Consulting and Development
AYDP	Adolescent and Youth Development Programme
AY	Adolescents and Youth
CDC	Catholic Development Centre
CSG	Child Support Grant
CYCW(s)	Child and Youth Care Worker(s)
CWBSA	Clowns Without Borders South Africa
DSD	Department of Social Development
ECD	Early Childhood Education
ECDSD	Eastern Cape Department of Social Development
EPWP	Expanded Public Works Programme
FCG	Foster Care Grant
FGD(s)	Focus Group Discussion(s)
FGM/C	Female Genital Mutilation/Cutting
GDP	Gross Domestic Product
GBV	Gender-Based Violence
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IP(s)	Implementing Partner(s) (Registered NPO)
IYDS	Integrated Youth Development Strategy
KII(s)	Key Informant Interview(s)
KWT	King Williams Town
MEC	Member of the Executive Council
NACCW	National Association of Child and Youth Care Workers
NGO	Non-Government Organisation
OVC	Orphans and Vulnerable Children
OVCY	Orphans and Vulnerable Children and Youth
SACSSP	South African Council for Social Services Professions

SANCA	South African National Council on Alcoholism
SDG	Sustainable Development Goal
SLA	Service Level Agreement
SOP	Standard Operating Procedure
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health and Rights
STI	Sexually Transmitted Infection
SW	Social Worker
TB	Tuberculosis
ToC	Theory of Change
ToR	Terms of Reference
YDF	Youth Development Facilitator

EXECUTIVE SUMMARY

Introduction and Background

Investment in youth empowerment is paramount for the development of a strong, healthy and productive adult force, as well as a sustainable and growing economy. The investment in youth allows underprivileged individuals enhanced chances of attaining their full potential as individuals, leaders, promoters of social justice and sustainable human development and voices of social change.

The International Conference on Population and Development underlined that defending the rights of young people and promoting effective livelihood skills, investments in decent work, quality education and employment opportunities, as well as access to health and services are crucial for youth participation in society, in order to achieve a global sustainable future.

South Africa's political, economic and social history has had a direct impact on the development of youth towards social and economic independence. According to the Integrated Youth Development Strategy 2020, some of the major challenges faced by youth in South Africa include: poverty; access to education and training opportunities; unemployment; substance abuse; HIV/AIDS; gender-based violence and crime. Youth from low-income quintiles are often further excluded from adequate quality education opportunities and experience poor service provision relative to those in the higher quintiles, which limits access to socio-economic participation, income generation and thus, wellbeing.

The Eastern Cape is considered to be the poorest province in South Africa and has had the highest annual unemployment rate since 2017, at 37.4 percent in the first quarter of 2019. It is estimated that up to 32,2 percent of the province's youth are unemployed. UNICEF identified three interrelated risk factors for youth rights in the Eastern Cape, namely: absence of parenting; poor access to education, training and employment; and violence and substance abuse.

In September 2014, UNICEF partnered with the National Association of Child and Youth Care Workers (NACCW), the Department of Social Development (DSD), and other key stakeholders in the delivery of community-based preventative services to vulnerable South African children and youth, through the Isibindi Adolescent and Youth Development Programme (AYDP). Isibindi, which means bravery or courage in isiZulu, is a national South African programme, which was designed and initially implemented solely by the NACCW. Isibindi's specialised approach has been internationally distinguished in empowering children and young adults to become resilient participants of society. Through UNICEF's support, an expansion of the Isibindi AYD Programme was subsequently implemented in 14 sites in the Eastern Cape during the period 2014 to 2018.

The goal of the Isibindi Adolescent and Youth Development Programme (AYDP) is to ensure that the most vulnerable children, particularly adolescents and youth within the Eastern Cape province, are protected from abuse and neglect, empowered to participate in decision-making processes that affect their lives, and experience a successful transition into adulthood.

By September 2018, the adolescent and youth programme had benefitted 31,167 young people over the age of 14, which exceeded the initial target of 25,000. The number of young women who benefitted was 15,421 while that of young men was 15,746. This programme was implemented through Child and Youth Care Workers (CYCWs) providing home visits, psychosocial support and child protection or social services. The Ryan Trust invested the amount of 3.5 million USD into delivering the project.

When the contracted period ended for the implementation of the youth programme, UNICEF identified the need for an external evaluation to be undertaken on its contribution in the AYDP linked to Isibindi in Eastern Cape. As a result, Ashley Theron Consulting and Development (ATC) has been contracted to undertake the evaluation.

Evaluation Purpose, Objectives and Scope

The primary purpose of this external evaluation was to identify UNICEF's contribution towards the Isibindi AYD Programme in the Eastern Cape.

The evaluation objectives included:

1. Assessment of the progress of the project against stated goal, objectives and targets for the period January 2014 to September 2018;
2. Exploration of the perspectives of roles of key role-players, e.g. UNICEF, DSD, and other Implementing Partners (IPs), and the strengths and weaknesses and impact;
3. Examination of what works and what does not work for optimal management and technical implementation of the project including institutional arrangements and/or linkages;
4. Exploration of UNICEF's use of financial and human resources in light of the project objectives;
5. Identify the key success factors that contributed to the attainment of project outputs and outcomes, as well as the impact of the intervention;
6. Define concise and coherent recommendations in terms of improving efficiency and effectiveness.

The evaluation focused specifically on Isibindi rollout within the 13 sites (initially there were 14 sites, one of which closed down) within the Eastern Cape Province. The sites represented a sample of urban, rural and peri-urban areas. In this evaluation study, the research population consisted of individuals and groups involved at all levels of implementation of the Isibindi youth programme, as well as the beneficiaries of the programme.

Methodology

Design and Approach

The evaluation took place post-termination of the Isibindi programme, with the primary purpose of determining whether the objectives of the AYD Programme had been achieved, and to determine the role played by UNICEF and other partners in this achievement. Thus, the team adopted the combination of an outcome and impact evaluation design.

The team adopted a triangulation method approach for the collection, analysis, and evaluation of programme data. Such an approach allowed for both qualitative and quantitative data collection through key informant interviews, focus group discussions and secondary data as a means of validating and deepening analysis.

The evaluation matrix included: evaluation criteria, questions and indicators related to the expected outcomes of the AYD Programme's Theory of Change. Criteria reviewed included effectiveness, relevance, efficiency, impact and sustainability.

Methods

Evaluation methods within the triangulation approach included qualitative and quantitative methods:

- Key informant interviews (KIIs) with stakeholders and IPs
- Focus Group Discussions (FGDs) with beneficiaries and IPs, Child and Youth Care Workers and other programme staff.
- Strengths, Weaknesses, Opportunities and Threats (SWOT) analyses with IPs
- Site observations of Site Safe Parks during KII and FGD trips
- Secondary data collection and analysis (quantitative)

Sampling

Due to the rural nature of the Eastern Cape, purposive sampling was challenging and thus the team adopted a non-probability snowball sampling method to identify and complete the qualitative interviews. The first population group identified through consultation with site IPs acted as informants to identify further beneficiaries and stakeholders from the community.

A total of 33 in-depth interviews and 22 focus group discussions were conducted across the 13 sites, reaching a sample size of 276 participants.

Data Collection and Analysis

Qualitative data collection tools included:

- Key Informant Semi Structured Interviews
- Focus Group Discussions (Semi-Structured Questionnaire)
- SWOT analyses
- Safe park site observations

The team sorted, cleaned and analysed the collected quantitative and qualitative data using data analysis software (STATA, NVivo, Excel) in order to cross-compare, refine and analyse the findings. The use of thematic coding was deployed for KII and FGD qualitative data findings. Data was further desegregated in terms of the established evaluative criteria, questions and indicators, which allowed the team to draw conclusions and provide meaningful, evidence-based recommendations.

Findings

Effectiveness

The Isibindi Adolescent and Youth Development Programme reached and exceeded most of the set targets on effectiveness. Data collection illustrated that the effectiveness of the programme was directly correlated to the quality of training provided by the NACCW, complemented by the dedication of the CYCWs to deliver high quality basket of services to OVCY. The support provided by the NACCW Mentors and Senior Mentors was also integral to quality programme implementation, alongside the linkages between home visits and Safe Parks, in enabling CYCWs to identify issues to be addressed among adolescents, youth and households in need of support.

Factors that limited the programme's success included continued weak institutional capacity of local IPs, exacerbated by confusion regarding their roles and responsibilities. The implementing partner in Mthatha indicated that sometimes he is consulted on some issues; at other times he is not. A significant challenge in effective programme implementation, was the delay in the paying of stipends to the CYCWs and YDFs, which profoundly impacted project staff's morale and capacity to deliver the required services to adolescents and youth. A further limitation to effectiveness in respect of the delivery of services, was the complaint lodged by CYCWs, that Social Workers (SWs) often failed to follow-up on cases referred by the CYCWs. The conflict between the two may probably be due to the fact that social workers, like the CYCWs, lack resources such as transportation to follow-up on cases, which impacts their effectiveness. The involvement of social workers in the planning of the programme would also have been beneficial for them to understand their role in the programme.

Relevance

Ninety Five percent (95%) of the project staff and main stakeholders (Project Managers and Site Coordinators, CYCWs and YDFs, Mentors, Beneficiaries and Caregivers) indicated that the whole programme was highly relevant and important for the needs of youth and adolescents, as well as for the wider community. The whole programme was rated as highly valuable in strengthening familial relationships across many households. The most relevant sub-components of the programme were the Home Visits, Safe Parks, Radio Programme, MenCare Programme and the Sinovuyo Family Programme. These sub-components were particularly relevant in addressing the needs and interests of youth, caregivers and families, generating maximum interest and having a significant impact.

Efficiency

During data collection, it became evident that some of IPs experienced an array of challenges, ranging from efficiently managing resources, to effectively delivering services. This included procurement delays and verification issues from NACCW, as well as the late payment of stipends by the DSD to the CYCWs and YDFs. The challenge faced by IPs was not for lack of trying, but deficiency in terms of financial management and other invaluable skills needed to make them more proficient. Preparation, capacity building and the empowerment of IPs, especially at local level, is crucial to ensure that they are capacitated, empowered and strengthened. The adoption of a developmental and strength-based approach is crucial in the development of partnerships at the community level.

Impact

Based on the findings, the programme broadly made a positive impact in the lives of adolescents, youth, caregivers and families. Dedicated and passionate Child and Youth Care Workers and Youth Development Facilitators, who are supported by the NACCW mentors, primarily deliver the programme. Firstly, the home visits provided through Isibindi AYDP engendered behavioural change in terms of instilling independence among adolescents and young people, enabling improved self-care, nutritional intake and enhanced household problem solving and effective budgeting, which was particularly important in strengthening the resilience of child-headed households.

From the analysis of the data, it is evident that relationships between CYCWs, YDFs and beneficiaries facilitated psycho-social support and mental wellbeing for at-risk or vulnerable children, youth and adolescents. Confirmation was also received that the Safe Parks created a safe space for the adolescents and especially the youth to engage in recreational activities and develop bonds with fellow

peers. However, some Safe Parks, where there was no security fencing and consequently prone to burglaries and vandalism, were not regarded secure to allow youth to visit them.

Tuition support provided at Safe Parks bolstered educational outcomes for children, youth and adolescents, enabling improved matric pass rates, tertiary education access and employability prospects. Isibindi AYDP strengthened the lives of many young people, who consistently return to Safe Parks having completed tertiary education to motivate other youth to continue with their studies. Youth empowerment and life skills initiatives instilled improved understandings of sexual and reproductive health and rights (SRHR), as well as how to access HIV testing and family planning. According to project staff and families (CYCWs, Mentors, YDFs, project managers and site coordinators, beneficiaries and caregivers), the knowledge imparted in the Adolescent and Youth Development Programme (AYDP) inter alia reduced teenage pregnancies across all sites.

Youth empowerment programmes, coupled with the MenCare programme for fathers and the Sinovuyo element for parents, reduced incidents/instances of abuse and gender-based violence in the communities within which Safe Parks were located. Sinovuyo was evidently important in improving communication channels between parents and children, while also emboldening caregivers to spend more quality time with their children and speak more openly about sensitive issues. MenCare was, in certain instances, principally impactful in shifting harmful patriarchal values and empowering some men to engage in caring for their wives and children as well as contributing to household chores. The Eastern Cape is a highly patriarchal society, where men are not easily persuaded to abandon old habits and attitudes, especially in respect of parent-child relationships. The Youth Empowerment, MenCare and Sinovuyo programmes, targeted gender equality at community level and this produced encouraging results. Whereas young women were empowered, men were sensitised about gender-based violence and equality issues.

The Siyakhula Substance Abuse initiative provided early intervention and response to prevent and lessen the harmful impact of substance abuse among children and youth, enabling rehabilitation, access and integration back into schools for youth who had dropped out. The challenge with the programme is the referral system whereby the CYCWs and SWs do not seem to operate as a team. Regardless, a few success cases of rehabilitation were reported. The Radio Programme pilot initiative was exceptionally impactful in facilitating youth empowerment and development, by providing a platform for youth to express their ideas or concerns and concurrently interact with their local communities through the media outlet. This programme sub-component was thus acutely important in strengthening the self-esteem, self-confidence and employability prospects of the youth involved. The Radio Programme, which seemed quite popular with youth, was only piloted in three locations with the result that other sites were excluded.

Sustainability

The Isibindi AYDP has broadly generated a sustainable impact in terms of the behaviour and attitude shift of beneficiaries, in cases where there was no cooperation and buy-in from the parents and youth. In addition, a few specialised programmes have continued since the project was completed in September 2018. However, the sustainability of the specialised programmes is doubtful primarily due to the lack of funding. Several factors that are hindering the success and thus continuation of these programmes, including Young Women's Empowerment Programme (YWEP) and Young Men's Empowerment Programme (YMEP), the Radio Programme, Sinovuyo Parenting Programme, Adolescent Development Programme (ADP), Educational Support and livelihoods programme, MenCare and Siyakhula substance abuse programme, have been identified. Funding or the lack of it, looms large when the sustainability of these programmes is discussed. The absence of sustainability plans for most sub-components, as well as

DSDs capability to take ownership of the programme and the delay in the payment of stipends, are some of the major problems.

Despite these challenges, the Safe Park programme hub will, depending on the availability of resources, continue to fulfil the needs of beneficiaries and the community, remaining a safe place for children, youth and adolescents to study, play and gather after school. A key factor to the sustainability of Safe Parks is their acceptance and strong support of communities. Thus, the sustainability of Safe Parks is underpinned by the ability of the community and IPs to undertake maintenance and upkeep of the facilities. For this they require assurance of continued financial support.

Additional risks to the AYDP, besides those already alluded to, include the lack of capacity of the IPs to fundraise and the unreliable payments to the CYCWs and YDFs, from DSD. Project staff and IPs also lament the fact that they have not received sufficient communication from the NACCW or the DSD on the way forward after the UNICEF's funding of the programmes ended. This is compounded by the lack of a strategic implementation plan, in how to achieve programme sustainability. Furthermore, there is a general lack of accountability and governance in regard to each of the Safe Parks and the specialised programmes, which compounds issues surrounding continued sustainability.

Role of UNICEF

UNICEF facilitated effective coordination, funding allocation and the convening of partners, to deliver optimal project management of the AYDP. During data collection, all partners with whom UNICEF worked directly to deliver the AYDP programme namely, NACCW, DSD, Clowns Without Borders and Sonke Gender Justice, indicated that UNICEF functioned as a strong partnership in providing regular and timely guidance and coordination of meetings, as well as fulfilling an effective oversight role.

Minor logistical and human resource challenges compounded UNICEF's project management, such as the loss of a local-level technical adviser to monitor and evaluate the programme in the Eastern Cape, as well as to oversee mentoring, procurement and liaison with local IPs and provincial DSD.

Lessons Learned

- Programmes are more successful if a multidisciplinary approach is adopted;
- The isolated nature of some of the rural areas presents an obstacle in implementing programmes that would benefit community members;
- IPs that are not appropriately selected, trained and well-resourced tend to be ineffective and inefficient;
- Overloading of CYCWs/YDFs/Mentors with additional responsibilities has negative consequences on the programme;
- Problems encountered during the implementation of the programmes could have been avoided through proper assessment and undertaking feasibility studies. theory of change, strategic plans with costed implementation plans and putting crucial systems before the inception of the AYDP;
- The ownership of the programmes by the entire community is of paramount importance;
- One of the problems faced by stakeholders e.g. IPs is the erratic or complete lack of communication from other stakeholders such as DSD, NACCW. Communication is essential for organisational effectiveness or the efficiency with which an association is able to meet its objectives.

Concluding Remarks and Recommendations

Despite noted challenges and areas for improvement, all sub-programmes were able to reach their targets, and all were reported to be primarily relevant, impactful and effective. The programmes were well supported by parents and youth who participated. The success of the programmes is attributed to the NACCW's project management abilities, well-trained CYCWs, mentors, site managers, implementing agents, partners, as well as the focus on the rights of children and youth, their caregivers and the community.

The following recommendations are presented:

Recommendation 1: Empower local communities to take ownership of the programme

Ownership of the programmes by the local community and leaders is essential in the development of programmes that address their needs. The recommendation is that the government and NGOs have to identify community members and youth to become ambassadors of the specified programmes, with the intention of transferring ownership to the community.

Recommendation 2: Ensure effective communication between different stakeholders

The success of many programmes is dependent largely on effective communication, especially on the roles and responsibilities of various partners and service users. In future, UNICEF, IPs and involved government departments such as the DSD, should ensure that all stakeholders involved are informed about the progress and future of the programme.

Recommendation 3: Strengthen relationships with DSD, Social Workers and CYCWs

The relationship between Social Workers and the CYCWs needs to be strengthened. The existing services provided require specialised expertise and support from Social Workers. The services rendered by Child and Youth Care Workers are complementary to the role of Social Workers. DSD, the South African Council for Social Service Profession and its relevant Boards, should continue to facilitate a process that will lead to role clarification and improved relationships between Social Workers and CYCWs. In the planning and introduction of new programmes, feasibility studies for provision of new services should always be done to determine and confirm the linkages of service delivery provided by various stakeholders in the specific community.

Recommendation 4: Capacity building of Implementing Partners (IPs)

In cases where IPs lacked the necessary skills, UNICEF, DSD and relevant partners must ensure that their capacity is increased. It is thus recommended as follows:

- A developmental approach to working with community-based organisations should be adopted at all times, as this is DSD's policy of ensuring the strengthening and empowerment of communities to be involved in service delivery aimed at addressing their needs;
- Criteria for the selection of IPs pertaining to their potential and suitability should be developed and adhered to;
- The evaluation of the capacity of existing IPs and Boards should be identified and areas where capacity building is required should be prioritised before the re-establishment of the identified programmes;
- UNICEF, DSD and partners have to ensure that IPs have clarity of their roles and responsibilities;
- Increase the capacity of IPs to manage finances and to raise funds.

Recommendation 5: Institutional strengthening

The recommendation is that in future AYDPs, UNICEF, NACCW, DSD, municipalities and communities with the support of service providers, where required, should develop three-year costed, strategic and annual implementation plans at the community level. With the termination of the funding from UNICEF, consultations should be held with the DSD to rollout the AYDP as part of the Isibindi programme to all provinces, to ensure that the existing Safe Parks become an efficient and effective resource to address multiple challenges facing youth within communities.

Recommendation 6: Establishment of One-Stop centres for Children and youth

Isibindi Safe Parks provide the community with a unique opportunity to be linked to or become one-stop centres, providing various activities for adolescents and youth. In the rollout of Youth programmes in Safe Parks, special care should be taken that youth have their own space and sufficient resources. The integration of all programmes in one site will be beneficial in terms of their availability and accessibility to young people.

Recommendation 7: Look into the feasibility of moving Safe Parks to local schools

In light of the spate of vandalism and break-ins at the Safe Parks, it is recommended that the viability be considered, of a closer cooperation with the local schools, including the move of the Safe Parks to the school infrastructure.

Recommendation 8: Incorporate start-up capital and more entrepreneurial activities for youth

Some of the youth that were interviewed felt that programmes in Safe Parks should be enriched to offer more opportunities for youth empowerment, such as entrepreneurial skills training and information related to job opportunities. This calls for the establishment of specialised community youth centres, which should offer practical, innovative, technology-focused and market-driven entrepreneurial training. This will bolster entrepreneurial skills, knowledge and access to market-based opportunities, thereby promoting and strengthening livelihood and financial independence. It is further recommended that youth empowerment initiatives also focus on providing gender responsive value chain capacity building, to facilitate market entry and access to women.

Recommendation 9: Infrastructure and maintenance of equipment

The infrastructure of Safe Parks has been one of the concerns raised during the evaluation process, especially with regard to the provision, safety and maintenance of the infrastructure. This implies that there should be efficient management and availability of a budget for infrastructure maintenance and replacement of worn out equipment. The Safe Parks are legally considered as partial care or drop-in centres in accordance with chapter 5 (partial care) and chapter 14 (drop in centres of the Children's Act, No. 38 of 2005). Therefore, there will be a need to adhere to the regulations, norms and standards of the Children's Act for their continuation, by responsible implementing organisations.

Recommendation 10: Provision of Transport

In order to reach Safe Parks, undertaking home visits, or attending counselling or rehabilitation centres, the youth and CYCWs require transport. Therefore, it is critical that provision should be made in the budget for transport to enable children and youth to attend Safe Parks.

1. INTRODUCTION

Investment in youth empowerment is paramount for the development of a strong, healthy and productive adult force, as well as a sustainable and growing economy. The investment in youth allows underprivileged individuals enhanced chances of attaining their full potential as individuals, leaders, promoters of social justice and sustainable human development and voices of social change.³ The International Conference on Population and Development underlined that defending the rights of young people and promoting effective livelihood skills, investments in decent work, quality education and employment opportunities and access to health and services are crucial for youth participation in society in order to achieve a global sustainable future.⁴ The Sustainable Development Goals called for a global strategy to further promote this concept through Goal 8, *Decent Work and Economic Growth*, setting a target of reducing youth unemployment through productive and decent work creation alongside increasing education and training opportunities.

The Department of Social Development is mandated by the Constitution of the Republic of South Africa and the Children's Act (Act 38 of 2005) to provide services for the care and protection of vulnerable children and youth. In September 2014, UNICEF partnered with the National Association of Child and Youth Care Workers (NACCW), the Department of Social Development (DSD), and other key stakeholders in the delivery of community-based preventative services to vulnerable South African children and youth, through the Isibindi Adolescent and Youth Development Programme (AYDP). Isibindi, which means bravery or courage in isiZulu, is a national South African programme, which was designed and initially implemented solely by the NACCW. Isibindi's specialised approach has been internationally distinguished in empowering children and young adults to become resilient participants of society. DSD recognised Isibindi's national contribution to unemployment, particularly for women, alongside the programme's profound capacity to improve child wellbeing across South Africa. In 2012, DSD approached the NACCW to look into the national rollout and expansion of Isibindi in all South African provinces. A five-year plan was adopted by DSD in partnership with NACCW; the provision of services differed across each of the country's nine provinces, with the decision made in the Eastern Cape to strengthen existing Isibindi sites.⁵ Through UNICEF's support, an expansion of the Isibindi AYD Programme was subsequently implemented in 14 sites in the Eastern Cape during the period 2014 to 2018. **It should be noted that one of these 14 sites closed, and thus the evaluation focuses on 13 sites only.**⁶

UNICEF identified the need for an external evaluation of the programme rollout within the Eastern Cape to ascertain the relevance, effectiveness, efficiency, impact and sustainability of the AYD Programme in the communities in which it was implemented. The purpose of this project is to evaluate UNICEF's support towards the Isibindi youth project in the Eastern Cape, to complement existing and future youth empowerment initiatives. The evaluation was undertaken within the geographic scope of 13 Isibindi sites in the Eastern Cape, over a 55-day period. The results will be used to inform future programming; through

³ UNDP, 2014

⁴ UNDP, 2014

⁵ <https://www.gov.za/speeches/social-development-scale-14-mar-2019-0000>

⁶ While there were originally 14 sites in operation, Siyalinga (Mt Frere) pulled out of the project and was thus not part of the evaluation.

highlighting programmatic achievements and constraints and to develop understanding of how these successes or limitations have transpired.

This document thus serves as a comprehensive report of the external evaluation undertaken, with highlighted findings, lessons learned and recommendations for future programme implementation. The report is broken down into seven sections and is presented as follows:

Section 1 serves as the introduction to the evaluation;

Section 2 provides background in to the Isibindi AYDP programme and the South African socio-economic situational analysis, particularly for South African youth within the Eastern Cape province;

Section 3 examines the evaluation purpose, objectives and scope, in terms of the matrix framework and extent of the evaluation;

Section 4 provides insight into the methodology used, outlining the evaluation design, approach, methods and scope, in terms of population and sampling. The data collection methods, process and means of analysis are outlined. Ethical considerations and limitations are reviewed;

Section 5 serves as the main body of the report and details evaluation findings, in terms of general findings around programme effectiveness, relevancy, efficiency, impact and sustainability, as well as the contribution of UNICEF. This is followed by looking specifically at each programme sub-component in relation to effectiveness, relevance, impact and sustainability;

Section 6 provides evaluation conclusions and lessons learned;

Section 7 offers recommendations and concluding remarks regarding programme sustainability.

2. BACKGROUND

2.1 South African Children and Youth: Situational Analysis

The youth in South Africa hold great potential as agents of social change, particularly in terms of levelling the playing field of the country's widely unequal society, supported by South Africa's ongoing commitment to universal social and economic human rights. There are, however, many obstacles at the community and societal level that hinder young people's transitions toward social and economic independence.

2.1.1 Defining Youth

Youth is a human development phase that is globally recognised as the period stretching from the ages 15-24 years. The youth phase can thus be regarded as a critical period of transition from *childhood*, to *adolescence*, to *adulthood*, signifying the move from dependence to independence, particularly from parents and caregivers.

UNICEF defines *adolescence* as,

*“a phase separate from both early childhood and adulthood. It is a transitional period that requires special attention and protection. Physically, children go through a number of transitions while they mature. We now know that the brain undergoes quite substantial developments in early adolescence, which affect emotional skills as well as physical and mental abilities.”*⁷

To ensure a smooth transition within this phase of development, there are important social and economic milestones, over and above physiological changes, that have to be achieved during this phase. This includes becoming socially responsible and economically independent or undergoing educational and vocational training to achieve such independence⁸.

As a result of the political, economic and social history of South Africa, which has an impact on the development of youth towards social and economic independence, young people aged 15-35 years are regarded as falling within the youth category.⁹ Thus, for the purpose of this report, the definition of youth is expanded to include young people up until the age of 35 years, unless otherwise specified (i.e. some South African statistics do follow the international trend of 15-24 years of age). It is worth noting that the use of such a large age cohort without further distinction between age groups may hinder understandings of the potentially very different needs, experiences and expectations of younger and older groups¹⁰.

2.1.2 South African Socio-Economic Context

In 2019 mid-term estimates, the population of South Africa averaged 58.78 million, of which 51,2 percent (approximately 30 million) of the population is female. South Africa is characterised by a youth bulge,

⁷ <https://www.unicef.org/eap/what-we-do/adolescent-development>

⁸ Annett, 2012

⁹ National Youth Development Agency (2017) Integrated Youth Development Strategy 2020, pg. 9

¹⁰ Lannoy, A.D., Swartz, S., Lake, L. and Smith, C. (2015) South African Child Gauge, Children's Institute, University of Cape Town.

whereby the youth population are dominating the total population of the country¹¹. Table 1 highlights 2019 mid-year estimates for youth by age group and sex.

Table 1. Distribution of South African Youth by Age and Sex, 2019¹²

Age Cohort	Male	Female	Total
15-19	2 343 975	2 316 027	4 660 002
20-24	2 475 396	2 438 790	4 914 186
25-29	2 805 676	2 722 896	5 528 571
30-34	2 826 623	2 711 340	5 537 963

According to the Integrated Youth Development Strategy 2020, some of the major challenges faced by youth in South Africa include: poverty; access to education and training opportunities; unemployment; substance abuse; HIV/AIDS; gender-based violence and crime.

“These young people are within the defined working age. This means that South Africa has a huge part of the population, which is dependent on the state for education, social services, health services and economic opportunities. Without these investments, children are less likely to grow into healthy and productive adults.”¹³

Johnson and others¹⁴ further identify high dropout rates and inadequate skills development; poor health; high rates of violence; lack of access to sporting and cultural opportunities; lack of social cohesion and volunteerism; and an inadequate framework for youth work and disability.

According to research undertaken by the World Bank, labour market incomes, education, gender and race are important drivers of inequality in South Africa. The majority of South African youth are trapped in an intergenerational cycle of poverty, which emanates from the racial discrimination and inequalities of the apartheid era. Many young people in South Africa are thus faced with a range of socio-economic deprivations, further exasperated by the high youth unemployment rate of 38.6 percent (see Table 2).^{15,16}

For both males and females, those aged 18–24 years had the highest poverty headcount, which generally decreased as the age increased.¹⁷ The poverty headcount tends to be higher for females than males and this is observable across all age cohorts. Members of female-headed households are up to 10 percent more likely to slip into poverty and 2 percent less likely to escape poverty than members of male-headed households. Race remains a strong predictor of poverty in South Africa, with black Africans being at the

¹¹ National Youth Development Agency (2017) Integrated Youth Development Strategy 2020

¹² Stats SA, Mid-Year Population Estimates, 2019

¹³ National Youth Development Agency, 2017, Integrated Youth Development Strategy 2020, pg.

¹⁴ Johnson, du Toit and Jobson (2015)

¹⁵ Department of Higher Education & Training, 2018

¹⁶ Persons in unemployment are defined as all those of working age who were not in employment, carried out activities to seek employment during a specified recent period and were currently available to take up employment given a job opportunity.

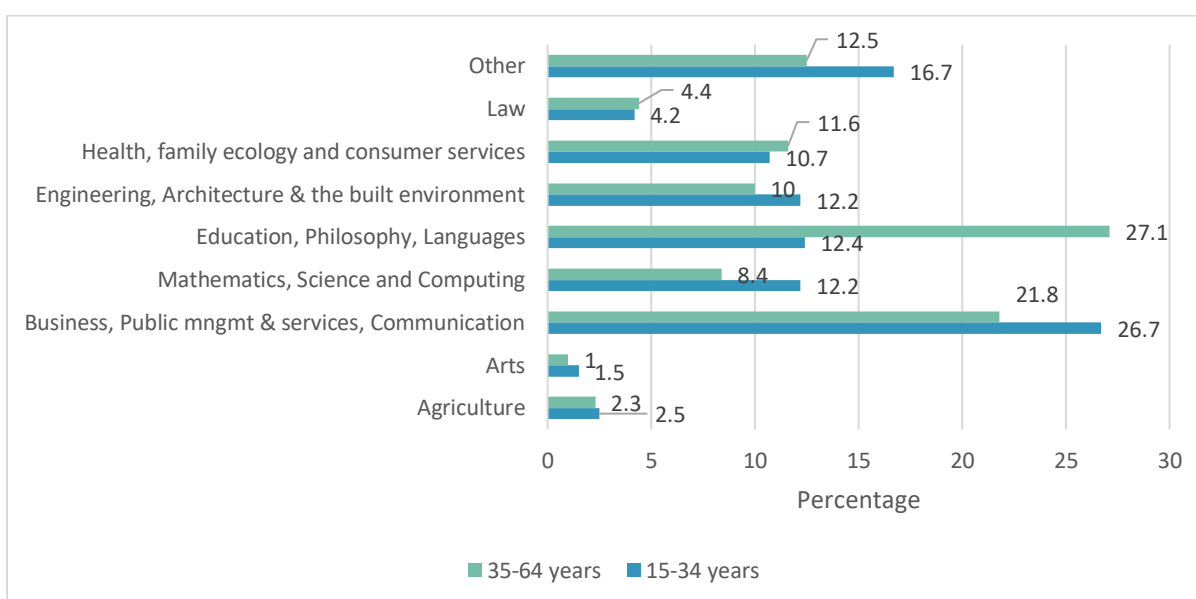
¹⁷ Men, Women and Children: Findings of the Living Conditions Survey 2014/15

highest risk of being poor. Large families, children, and people in rural areas are especially vulnerable to being in poverty for a long time.¹⁸

Youth from low-income quintiles are often further excluded from adequate quality education opportunities and experience poor service provision relative to those in the higher quintiles, which limits access to socio-economic participation, income generation and thus, wellbeing.

The total number of youth (expressed in percentages) aged 15–34 years and 35-64-year olds who acquired university qualifications by type of field of study are highlighted in Figure 1. In most recent estimates from 2016, the percentage of youth with university degrees in mathematics, science and computing was approximately 45 percent more than those with a similar qualification within the 35–64 years age category. During the same period, approximately 22 percent more young people (15–34 years) had an engineering, architecture and built environment qualification.

Figure 1. Percentage of university graduates by field of study and age¹⁹



As demonstrated in the figure above, more females than males were enrolled at tertiary institutions over the period 2009 to 2015. When disaggregation is done by population group, still more females than males are enrolled at tertiary institutions among all population groups.

However, the number of youth unable to access further education or employment opportunities in South Africa remains high. Approximately 31,0 percent of the youth (aged 15–24 years) were not in employment, not in education or training (NEET) over the period 2014 to 2016.

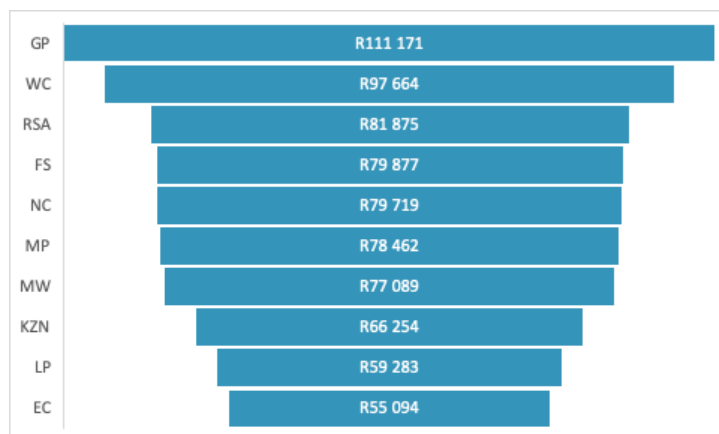
¹⁸ Overcoming Poverty and Inequality in South Africa: An Assessment of Drivers, Constraints and Opportunities. March 2018. International Bank for Reconstruction and Development / The World Bank

¹⁹ Sustainable Development Goals: Indicator Baseline Report 2017

2.1.3 Youth within the Eastern Cape

The Eastern Cape is the fourth most populated province in South Africa, at 6 712 276 million as of mid-2019 estimates; this averages at 11,4 percent of the total country population. The Eastern Cape is also considered to be the poorest province in South Africa (Figure 2). A significant contributing factor is the predominantly rural environment and consequent inability to absorb the expanding young workforce. The Eastern Cape has had the highest annual unemployment rate since 2017, at 37.4 percent in the first quarter of 2019²⁰. It is estimated that up to 32,2 percent of the province's youth are unemployed.²¹

Figure 2. Provincial and National GDP, per person, 2017²²



UNICEF identified three interrelated risk factors for youth rights in the Eastern Cape, namely: absence of parenting; poor access to education, training and employment; and violence and substance abuse. In addition, the Eastern Cape has one of the highest HIV/AIDS prevalence rates at 12,1 percent, contributing approximately 16 percent of South Africa's new HIV infections.²³ The AIDS pandemic has given rise to high parental mortality rates and thus, pervasive orphaning, deepening child vulnerability, poverty and exposure to risk related behaviour such as substance and alcohol abuse.²⁴ Approximately 6 percent of households in the Eastern Cape are headed by young persons, aged 15 – 24 years, who survive on less than \$7 per month.

Some areas in the Eastern Cape have particularly high unemployment ratios, such as the Chris Hani Municipality, which had an unemployment ratio of 45,2 percent in 2015.²⁵ Table 2 below indicates the official and expanded unemployment rates per province for 2017-2018. It is notable that both official and expanded figures for the Eastern Cape have been increasing steadily. While the official unemployment

²⁰ <https://ewn.co.za/2019/05/14/the-provinces-with-the-highest-unemployment-rates-from-2009-2019>

²¹ Statistics South Africa, 2018

²² Stats SA, Provincial projection by sex and age (2002-2018)

²³ SANAC, 2016

²⁴ Hall & Sambu, 2016

²⁵ Department of Higher Education & Training, 2018

and expanded figures for the Free State, Gauteng and Mpumalanga are also high; the Eastern Cape, comparatively, ranks the worst and highest in terms of the official and expanded figures.

Table 2. Unemployment Rate by Province²⁶

	Official Unemployment Rate			Expanded Unemployment Rate		
	Oct-Dec 2017	Jul-Sep 2018	Oct-Dec 2018	Oct-Dec 2017	Jul-Sep 2018	Oct-Dec 2018
	Percent	Percent	Percent	Percent	Percent	Percent
South Africa	26,7	27,5	27,1	36,3	37,3	37,0
Western Cape	19,5	20,4	19,3	23,0	23,7	23,1
Eastern Cape	35,1	35,6	36,1	44,8	46,0	46,8
Northern Cape	27,1	27,0	25,0	40,5	40,1	38,6
Free State	32,6	36,3	32,9	39,0	41,5	39,3
KwaZulu Natal	24,1	23,0	25,6	41,0	41,2	41,3
North West	23,9	28,0	26,6	40,6	43,9	42,9
Gauteng	29,1	29,6	29,0	33,7	34,3	33,6
Mpumalanga	28,9	32,5	32,0	39,7	41,3	41,1
Limpopo	19,6	16,5	16,5	36,8	38,1	38,8

Poverty entrenches poor educational performance, retention and progression. The Eastern Cape's learner enrolment rate decreased by 5,1 percent (5.1%) between 2010 and 2014, with only 28 percent (28%) of the population over the age of 20 years holding a matric qualification.²⁷ The rate of teenage pregnancies is also high, with 16,9 percent (16.9%) of live births being to mothers aged 15 to 19 years of age, exacerbating low rates of female school completion.

Violence against children is additionally strikingly high in the Eastern Cape. Sexual violence puts children at increased risk of HIV infection and has contributed to the province's prevalence of the highest teenage pregnancy rate, which is also driven by poor SRH education, high levels of gender-based violence (GBV), forced child marriages (*Ukuthwala*) and poverty. Frequencies of harmful traditional practices such as male circumcision and female genital mutilation/cutting are the highest in the Eastern Cape, violating children's rights and continuing to put their lives at risk. Physical violence in schools is high despite a ban on corporal punishment. Children in the Eastern Cape are exposed to a broad range of violence from a young age, due to a variety of deep-rooted social issues such as substance abuse, familial displacement and breakdown, partly due to, gender inequality, unemployment, societal acceptance of violence and the

²⁶ Quarterly Labour Survey: Quarter 4: 2018

²⁷ Department of Economic Development, Environmental Affairs and Tourism, 2017

impact of HIV/AIDS. This has a direct and holistic impact on the youth, as they transition from childhood into adult life.

2.2 Legal and Policy Framework for Child-centred Preventative Services in South Africa

In order to further contextualize the Isibindi programme and its preventative outputs, the legal and policy framework within which such services are rendered is briefly presented.

There is a broad, international consensus that social intervention is a valuable tool to combat poverty and vulnerability, while promoting inclusive growth. A supportive policy environment is essential to ensure the sustainability and financial support required to address poverty, risk and vulnerability of children and youth. Post 1994, South Africa developed a variety of policies, strategies and programmes to address the previous inequalities and promote a safe environment for children and youth in which to live and grow. South Africa is a signatory to a variety of international and regional treaties, which form the basis to support children's and youth rights within the country and stimulate an environment that fosters resilience. Additionally, a variety of national laws are adopted, which protect the wellbeing of vulnerable and at-risk children and youth.

2.2.1 International and regional treaties

- Universal Declaration on Human Rights
- Elimination of All Forms of Discrimination Against Women
- International Covenant on Civil and Political Rights
- United Nations Convention on the Rights of the Child
- United Nations Millennium Declaration
- African Charter on the Rights and Welfare of the Child
- African Youth Charter
- NEPAD agreement

2.2.2 National Legislation

Constitution of the Republic of South Africa Act, No. 108 of 1996

The Department of Social Development is mandated by the Constitution of the Republic of South Africa and the Children's Act (Act 38 of 2005) to provide services for the care and protection of its children. The Constitution is the overarching institutional framework that guides the implementation of South Africa's policies and legislation, as well as service delivery. For example, Section 26 is concerned with the right to adequate housing and Section 27 enshrines the right to healthcare, food, water and social security. With Section 26 and Section 27, the Constitution clearly notes that the state must take reasonable legislative and other measures within its available resources to achieve the progressive realization of each of these rights. Section 28, which deals with the right of the child and Section 29, regarding the right to education, do not have conditions for their realization. They have to be provided for by the state.

The Children's Act No. 38 of 2005

The Children's Act is the key legal framework, which provides for child protection in South Africa. Some of its objectives are: "(a) to promote the preservation and strengthening of families; (b) to give effect to the

following constitutional rights of children, namely- family care or parental care or appropriate alternative care when removed from the family environment; social services; and that the best interests of a child are of paramount importance in every matter concerning the child; (c) to give effect to the Republic's obligations concerning the well-being of children in terms of international instruments binding on the Republic; (d) to make provision for structures, services and means for promoting and monitoring the sound physical, psychological, intellectual, emotional and social development of children; (e) to strengthen and develop community structures which can assist in providing care and protection for children.”

Other relevant legislation

There are a number of other relevant pieces of legislation including the Child Justice Act No 75 of 2008, Domestic Violence Act No.116 of 1998 and the Sexual Offences Act, No 32 of 2007.

2.3 Isibindi Adolescent and Youth Development Project

The Isibindi model was initially designed by the National Association of Child and Youth Care Workers (NACCW) in 2005, funded by USAID and PEPFAR. The Isibindi model was developed to address the multiple deprivations faced by many children, youth and adolescents across South Africa. The project has been implemented in over 350 sites in all 9 provinces across South Africa, including 14 sites (now 13 sites) in the Eastern Cape. The Department of Social Development (DSD) later expanded Isibindi in 2013, aiming to reach 1.4 million children by 2017, thereby contributing to governmental priorities of poverty reduction and employment creation.

The model incorporates and builds on the model of family preservation and strengthening families as a first line of response in the care and protection of vulnerable children. Through Isibindi, intensive child and youth care services are provided at the household level, by Child and Youth Care Workers (CYCWs). CYCWs are comprehensively trained and work in their respective communities, offering a package of appropriate psychosocial services, practical support services and referrals of children and young adults. Funded by the provincial DSD department, CYCWs who are placed in Non-Governmental Organisations (IPs) attend weeklong training sessions in fourteen modules over a two-year period, which leads to an accreditation certificate, as well as on-going training and support from team leaders and mentors. Experienced NACCW trainers and mentors also provide supervisory monitoring and on-going structured support to CYCWs, with each project site receiving five-day visits per month from a NACCW mentor assigned to the project.

The Isibindi project is delivered largely through home visits and the establishment of Safe Parks, which has given rise to many notable successes. Isibindi's provision of Safe Parks provides a safe place for orphans and vulnerable children and youth (OVCY) to play under adult supervision, facilitating a structured recreational area for children to participate in peace and safety. The Safe Parks enabled the constant monitoring of youth no longer receiving home visits from CYCWs and provided the potential for fun activities in the context of very deprived areas. The nurturing presence of CYCWs was a crucial component for the success of Safe Parks.

During the course of the development and implementation of Isibindi programme, the NACCW developed and rolled out a number of sub-programmes, that can be implemented as the need arises in a particular

Isibindi project; this led to the inclusion of the youth development programme.²⁸ It was as a result of this initiative that, in September 2014, UNICEF decided to support the Isibindi Adolescent and Youth Development Programme (AYDP) in the Eastern Cape. Through the Adolescent and Youth Development Programme, UNICEF invested in Isibindi sub programmes, with the focus of empowering youth to make better choices that will positively affect their lives.

2.3.1 Goal, Objectives and Expected Outputs of the Isibindi Programme

The goal of the Isibindi Adolescent and Youth Development Programme (AYDP) is to ensure that the most vulnerable children, particularly adolescents and youth within the Eastern Cape province, are protected from abuse and neglect, empowered to participate in decision-making processes that affect their lives, and experience a successful transition into adulthood. The objectives, expected outputs and outcomes of the programme were as follows:

Objectives

- To provide the opportunity for adolescent girls and boys to acquire and develop critical assets to harness their abilities, skills, values and experiences, to become economically independent giving them better opportunities in life;
- To provide for the needs of young people in the Eastern Cape, to improve educational performance, life skills, career guidance, computer training, violence prevention and sexual and reproductive health (SRH);
- To target unemployed youth, youth in school and out-of-school, youth at risk of violence, exploitation and substance abuse and youth in semi-urban areas, aiming to facilitate holistic development for young people;
- To ensure that the AYD Programme provided knowledge sharing surrounding practical skills such as entrepreneurship, budgeting, how to make positive choices, alongside access to youth-friendly Safe Parks and preventative and rehabilitation services for substance abuse.

Expected Outputs

- Adolescents and youth have access to substance abuse counselling and a referral support programme;
- Youth who participated in the programmes succeed in their studies and proceed to colleges/tertiary institutions; drop-outs return to school;
- Young people are supported to start their own businesses or find employment;
- Youth are involved in societal & community issues.

Expected Outcomes

- Adolescents and youth have increased knowledge and skills to access life-skills training, empowerment, developmental support, educational support and livelihood opportunities;
- Increased knowledge and skills of parents/caregivers and adolescents on how to reduce the risks of violence and improve parent child relationships;

²⁸ www.naccw.org.za/isibindi

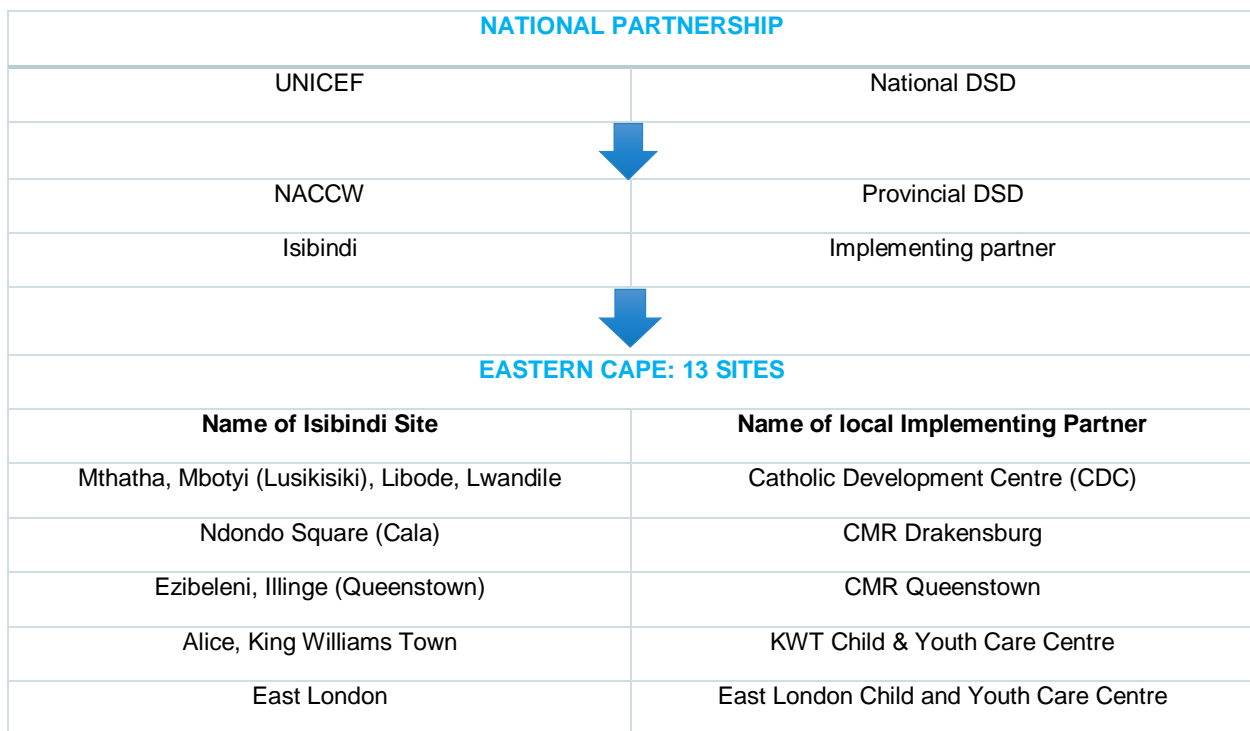
- Reduction in gender-based violence and substance abuse;
- Unemployment is reduced in communities where safe park programmes are offered;
- Improved gender relations;
- Young women are empowered, and their full potential is unleashed.

2.3.2 Programme Scope, Resources and Stakeholders

Scope

This programme targets unemployed youth, youth in school and out-of-school, youth at risk of violence, exploitation and substance abuse, and youth in semi-urban areas, aiming to facilitate holistic development for young people. As of an early 2019 report, the Isibindi programme was implemented through 335 NGO partners in 367 sites across the country, reaching an estimated over 1 million children whose lives have been impacted positively.²⁹ Further research estimated Isibindi had reached a total of 1.4 million children with a comprehensive suite of prevention and early intervention services.³⁰ In the Eastern Cape specifically, the programme was implemented in a total of 13 sites³¹ in the as shown in Figure 3 below.

Figure 3. Isibindi National Partnership and Eastern cape scope



²⁹ <https://www.gov.za/speeches/social-development-scale-14-mar-2019-0000>

³⁰ Kvalsvig, J. D. and Taylor, M. 2015. Isibindi Programme Effects on Service Delivery and Community Capacity to Care for Orphans and Vulnerable Children in South Africa. A Formative Evaluation. Child Development Research Unit.

³¹ It is noted here that while there were originally 14 Isibindi sites within the Eastern Cape, one site, Siyalinga (Mt Frere), pulled out of the project with UNICEF and thus did not participate in the external evaluation.

Isibindi delivery sites were chosen according to factors of poverty, deprivation and unemployment, alongside maternal and child mortality rates. Areas which had high levels of abused, neglected and exploited children were chosen, as well as high HIV prevalence, food insecurity and child- or youth-headed households and households headed by grandmothers. Other implementing considerations included areas with high levels of substance abuse, incarcerated mothers, high school drop-out rates, rural underserved areas and places, which lacked community-based services for children.

Resources

The Isibindi AYD Programme was further strengthened by UNICEF's building on existing relationships with the community and with service providers to strengthen and extend delivery of services to young people. UNICEF was responsible for the overall project management, coordination, implementation and allocation of funding for the Isibindi AYD Programme in the Eastern Cape, facilitating programme funding, provided for by the Ryan Trust through Irish Natcom, channelling all funds in tranches to NACCW to deliver project implementation, and monitoring the programmes through quarterly reports from the NACCW and site visits. It provided technical support in advisory services such as how to improve the project at the technical level, as well as guidance to NACCW in how to structure reports and budgets, including procurement and monitoring of required Safe Park equipment. UNICEF was also responsible for the coordination of the following external partners: NACCW; Sonke Gender Justice; Clowns Without Borders South Africa (CWBSA); national and provincial DSD; and the Children's Institute at the University of Cape Town.

The key human resource in the rollout of the AYD Programme were the CYCWs with specialised training to deal with youth related issues. One of their strategies is to build strategic alliances with local organisations and training institutes, to enable the provision of relevant resources, internships and guidance to youth. The model is underpinned by mentorship, in which qualified and experienced NACCW Child and Youth Care Workers provide consistent mentorship and supervision to CYCWs and YDFs operating on the ground in various sites. Henceforth a relationship was established between mentors, CYCWs and YDFs, enhancing communication and solution-based ways of working.

Stakeholders and Partners

The project consisted of multiple stakeholders, each of which provided essential resources to implement and complete the project by 2018:

- **UNICEF** was responsible for the coordination, allocation of funding and implementation of the overall Adolescent and Youth Development Programme, delivered in partnership with NACCW. UNICEF applied for and received funding for the programme from the Ryan Trust through the Irish Natcom;
- **DSD** partnered with NACCW to roll out the implementation of the Isibindi model nationally through a five-year project, which started in 2012. UNICEF established a partnership with the national DSD to deliver the Isibindi AYDP programme;
- **EC Provincial DSD (ECDSD)** allocated stipends to be paid to IPs such as the Catholic Development Centre (CDC). ECDSD provided funding to NACCW for nutrition at the Safe Parks and for capacity building;

- **NACCW** provided programme management services for the programme and expertise in training Child and Youth Care Workers (CYCWs) and the provision of Mentors, including monitoring and evaluation support. NACCW presented the monitoring and evaluation data to the national DSD and UNICEF;
- The Sinovuyo Caring Families Programme was implemented in partnership with **Clowns Without Borders South Africa (CWBSA)**, which trained local community members to deliver the programme;
- **The Children’s Institute** undertook an outcome-based assessment of Isibindi’s residential care programme for sexually abused children in South Africa. Thus, the role of the Children’s Institute has primarily been to undertake research;
- **Sonke Gender Justice** implemented the **MenCare programme** for fathers and adult men;
- **NACCW** partnered with **SANCA** to implement the Siyakhula Substance Abuse Prevention, Early Intervention and Aftercare programme. SANCA primarily trained mentors and YDFs to deliver the Siyakhula programme, particularly in terms of how to assess substance abuse. SANCA also launched community campaigns in partnership with the DSD to reach marginalised adolescents and youth that may be affected by substance abuse.

The following partner list comprises IPs involved in the delivery of **Safe Parks** specifically:

- **CDC** was the implementing partner for the following sites: Libode, Lwandile, Mbotyi, Mthatha. CDC reported performance to the provincial DSD;
- **King Williams Town Child & Youth Care Centre** was the implementing partner for the following sites: Alice and King Williams Town;
- **East London Child and Youth Care Centre** was the implementing partner for the East London site;
- **CMR Queenstown** was the implementing partner for the Ezibeleni and Illinge sites;
- **CMR Drakensburg** was the implementing partner for the Nondo Square site;
- **Kwa-Bhaca, Maluti and Siyalinga** sites were formerly managed by individual NPO IPs, which are now obsolete. Thus, each site now has a separate Governing Board, which has taken the responsibility to run the Isibindi site.

2.3.3 Isibindi Sub-Programmes

The following sections provide a background to the package of core services provided under AYDP. These eight project components, or sub-programmes, were specifically examined during the data collection phase (for more information see Annexures 7 and 8). These sub-programmes include: Safe Parks; Home Visits; Young Women’s Empowerment Programme and the Young Men’s Empowerment Programme (YMEP/YWEP); Radio Programme; Adolescent Development Programme (ADP); Sinovuyo Parenting Programme; MenCare; and the Siyakhula Substance Abuse programme.

Safe Parks and Tuition Support

The Safe Parks are the hub for each site, with some locations having more than one safe park in their community or area. The Safe Parks operate as the centre point and venue for all of the programme sub-components, such as YMEP, YWEP, MenCare, Sinovuyo and others.

Safe Parks are places where adolescents and youth come after school and on weekends for a meal, to play, read, garden, sing and dance, do homework, or simply receive love, care and support. Safe Parks

offer educational and counselling support, nutrition and life skills and deliver empowerment programmes for victims of violence and/or substance abuse³².

At some of the Safe Parks, youth were provided with access to computers, tablets, the internet and tools such as graphic design and web design to boost skill uptake and enable youth to seek employment and become familiar with information technology usage, such as sending emails. Some of the Safe Parks were equipped with Wi-Fi and youth-focused recreational equipment, such as pool tables to attract young people to engage in these spaces. While some Safe Parks are well endowed with resources, others are not.

Community-based Safe Parks incorporate study spaces, consisting of supervised mentoring and tutoring by subject specialists to encourage learning performance, retention and progression. During project inception, two CYCWs per site were trained as Youth Development Facilitators (YDFs), to lead and coordinate activities in their respective sites. These activities included music, art and drama conducted at Safe Parks. By June 2018, more than 2,500 adolescents and youth had participated in these activities. CYCWs were trained in family strengthening, enabling them to refer over 2,850 children, adolescents and youth to child protection and basic services.

AYDP included the provision of tuition support and career guidance at Safe Parks and driven by CYCWs who were trained in youth development, Safe Parks were equipped with educational resources such as textbooks, past examination papers and stationary, to enable youth and adolescents to work on their studies with the assistance of CYCWs.

Furthermore, community food gardens at Safe Parks were established to boost nutritional intake for adolescents, youth, children and their families, as well as CYCWs. Adolescents and youth were trained in food gardening to boost their skill uptake and enable them to grow food at home. The food gardens provided valuable nutritional supplements for many households, families and individuals, with 100 participants trained in food gardening by June 2018. However, some youth who were trained in food gardening lost interest and abandoned the project.

Home visits

Home visits constitute the backbone of the AYDP. “One of the most important aspects of home visits is that they give our coordinators a glimpse into the lives of the children we support. They offer a perspective on each individual family’s challenges, what they are lacking and what they find to be the most difficult challenges in their lives”.³³ Trained CYCWs are at the forefront of conducting regular home visits to develop stable, caring relationships with children and youth in circumstances where there is no adult caregiver, or if the adult caregiving is sub-optimal. During home visits, CYCWs provide practical assistance in areas such as the preparation of meals, cleaning the house, accompanying family members to clinics, ensuring children, adolescents, youth and/or caregivers adhere to ARV treatment where applicable, helping households to budget and manage resources and assisting families with applications for birth certificates and social grants. During home visits, CYCWs would also engage in recreational activities with younger children to stimulate play-based learning.

³² https://www.unicef.org/southafrica/protection_20093.html

³³ <https://childrenincorporated.org/the-importance-of-home-visits/>

YWEP/YMEP

The Young Women's Empowerment Programme (YWEP) and the Young Men's Empowerment Programme (YMEP) aim to enhance leadership skills and personal agency. These gender-specific empowerment programmes discussed topics such as substance abuse, sexual and reproductive health (SRH) and circumcision, as well as encouraging young women and men to engage in sports instead of indulging in alcohol and substance abuse. For some sites, these programmes incorporated employability and capacity building in areas such as car washing, using sewing machines and hairdressing. YMEP and YWEP also provided wilderness camps for young women and young men separately, in which they learned about how to cope with peer pressure, how to avoid substance and alcohol abuse and to use SRH services. Since the inception of this programme component, young people would attend camps for five days, after which they returned to Safe Parks to share what they had learned with fellow youth who did not attend the camps. The YMEP wilderness camps also equipped young boys with how to cope with circumcision rituals. Some of the youth who attend circumcision schools end up quite frail because of the harsh conditions that exist at initiation schools, others have their genitals mutilated at the hands of so-called traditional surgeons, in extreme cases, some end up dead.

Radio Programme

Youth specific activities also included young people running radio programmes as well as participation in youth forums and local councils. The radio programmes provided a platform for youth to discuss topics of their choice, as well as debate contemporary social issues and how to solve pressing community problems. They gave youth an opportunity to express their concerns to a wider community audience, teaching young people how to communicate effectively.

Youth participants from Alice, a rural town in the Eastern Cape, ran a radio programme, which discussed personal financial management, social skills and information sharing about HIV and AIDS. Youth Forums in East London and Illinge, discussed themes such as 16 days of activism against violence towards women and children and World AIDS Day. Furthermore, Eastern Cape youth participated in the International Youth Advisory Committee facilitated by the Children's Institute. The radio programme was only piloted in three sites.

Adolescent Development Programme (ADP)

ADP provided life skills training in which CYCWs taught relationship building, problem solving and conflict resolution to adolescents and youth, as well as how to cope and deal with stress. CYCWs also made available information on HIV and AIDS testing, management and awareness and safety and nutrition. In many cases, CYCWs facilitated immediate assistance in situations of conflict, crisis, stress and grief amongst children, adolescents and youth.

Sinovuyo Caring Families Programme

Further, the Adolescent and Youth Development Programme included the Sinovuyo Caring Families Programme, which provided group-based parenting capacity building, for families with children aged 2 to 18 years. Sinovuyo, which means, "*we are making happiness*" in isiXhosa, aimed to reduce the risk of child maltreatment by establishing positive relationships between caregivers and the children, adolescents and or youth in their care. Sinovuyo was implemented in partnership with Clowns Without Borders South Africa (CWBSA), which trained local community members to deliver the programme. Sinovuyo is part of a larger initiative called Parenting for Lifelong Health (PLH), a collection of interventions designed to respond to parenting needs in low-income contexts in order to reduce the risk of

child maltreatment and thus promote the health and the well-being of children. The Sinovuyo Caring Families Programme adopts a collaborative approach to development and implementation, in that facilitators work with parents as partners to empower them to achieve their goals.

At some sites, one child per family participated in the Sinovuyo programme alongside their parents. The Sinovuyo programme was evaluated in October 2018 and demonstrated its impact in promoting parent-child relationships, management of parenting stress, reductions in aggressive behaviours and the use of non-violent discipline. The caregivers' greater problem-solving capacity and improved communication channels gave rise to children and caregivers spending more time together. The findings also indicated that Sinovuyo developed social support networks, which aided in maintaining positive changes achieved.

Parental support was also provided to teenage parents, including the training of young people to become trainers in a youth parenting programme, which was found to be particularly effective in reducing violent and aggressive behaviour towards children.

MenCare

The MenCare programme, delivered in partnership with Sonke Gender Justice, provided male caregivers with capacity in how to support and care for women in the home, while instilling understanding of male caregivers' role in the home and community. In the Eastern Cape, 600 male caregivers participated in the MenCare programme. Sonke Gender Justice is a nonpartisan, non-profit organisation, established in 2006. It works to create the change necessary for men, women, young people and children, to enjoy equitable, healthy and happy relationships that contribute to the development of just and democratic societies.³⁴

Siyakhula Substance Abuse Programme

AYDP incorporated the Siyakhula Substance Abuse Prevention, Early Intervention and Aftercare programme to provide localised and community-based rehabilitation services for children between 8-18 years of age at risk of alcohol and substance abuse. This programmatic element had four components – training of trainers and facilitators, interventions with children and young people, support and follow-up for families and networking with service and resource providers. By May 2018, over 140 youth had participated in the Siyakhula programme via Safe Parks in the Eastern Cape.

The Isibindi programme was completed in September 2018 after a four-year period. Most of the 14 Isibindi youth and adolescent sites in the Eastern Cape are still operational under the new Service Level Agreement (SLA) with DSD. Some CYCWs and NACCW mentors have remained at their respective sites under the new SLA, while others have left the programme.

³⁴ <https://www.saferpaces.org.za/organisation/entry/sonke-gender-justice>

3. EVALUATION PURPOSE, OBJECTIVES AND SCOPE

3.1 Evaluation Purpose

The primary purpose of this external evaluation was to identify UNICEF's contribution towards the Isibindi AYD Programme in the Eastern Cape. Additionally, the evaluation included a thorough understanding of, and insight into, the outcomes, impact, delineated strengths, and observed weaknesses of the programme. It aims to identify stakeholder and partner perspectives, programmatic progress, achievements of objectives and goals, underlying success stories and challenges, and provides lessons learned and recommendations towards improved efficiency, effectiveness and technical implementation of the Isibindi programme or similar programmes in the future. What follows are the goals, research questions and objectives of the evaluation, as well as indicators used to develop tools for data collection.

3.2 Evaluation Objectives

The evaluation shall subsequently indicate whether UNICEF's intended objectives, in support of the Isibindi sites in the Eastern Cape, have been achieved. These objectives include, but are not limited to the following:

1. Assessment of the progress of the project against stated goal, objectives and targets for the period January 2014 to September 2018;
2. Exploration of the perspectives of roles of key role-players, e.g. UNICEF, DSD, and other IPs, mentors and the strengths and weaknesses and the impact of Sinako;
3. Examination of what works and what does not work for optimal management and technical implementation of the project including institutional arrangements and/or linkages;
4. Exploration of UNICEF's use of financial and human resources in light of the project objectives;
5. Identify the key success factors that contributed to the attainment of project outputs and outcomes, as well as the impact of the intervention;
6. Define concise and coherent recommendations in terms of improving efficiency and effectiveness.

These objectives shall be evaluated from programme commencement in 2014 until September 2018. This project further attempts to evaluate gender outcomes amongst stakeholders and beneficiaries engaged in the programme or impacted by Isibindi, due to the disproportionate education and unemployment rates among young men and young women in the Eastern Cape.

3.3. Evaluation Scope

The evaluation focused specifically on Isibindi rollout in 13 sites within the Eastern Cape. The sites represented a sample of urban, rural and peri-urban areas.

It should be noted that initially a list of 14 sites were provided to the evaluation team. However, one site was closed down during the project, and thus only 13 sites were included in the evaluation. Furthermore, two of the local IPs (NPOs) withdrew from the project and those three sites (one in Matatiele and two in the Mt Frere area) were run directly by two sets of governing boards. The locations of the Safe Parks (Figure 4) were provided by NACCW and thus there was no selection process applied by the research team in this respect.

Figure 4. Evaluation Scope: 13 AYDP Safe Park Sites across the Eastern Cape



1	Alice	8	Libode
2	East London	9	Lwandile
3	Ezibeleni (Queenstown)	10	Maluti (Matetiele)
4	Illinge (Queenstown)	11	Mbotyi
5	King Williams Town	12	Mthatha
6	Kwa-Bhaca (Mount Frere)	13	Ndondo Square (Cala)
7	Siyalinga (Mount Frere)		

4. EVALUATION METHODOLOGY

4.1 Evaluation Design

The evaluation took place post-termination of the Isibindi programme, with the primary purpose of determining whether the objectives of the AYD programme had been achieved, and to determine the role played by UNICEF and other partners in this achievement. Thus, the team adopted the **combination of an outcome and impact evaluation design**.

A combined outcome and impact design approach allows for a focus on the observable conditions of a specific population, organizational attribute, or social condition that a programme is expected to have changed.

“Outcome evaluation tends to focus on conditions or behaviours that the program was expected to affect most directly and immediately (i.e. “proximal” outcomes), impact evaluation examines the program’s long-term goals. Summative, outcome and impact evaluation are appropriate to conduct when the program either has been completed or has been on-going for a substantial period of time.”³⁵

Other forms of evaluation, such as formative and process evaluation designs, are more appropriate for mid-programme reviews.³⁶

4.2 Evaluation Approach

The team adopted a **triangulation method approach** for the collection, analysis, and evaluation of programme data. Such an approach allowed for both qualitative and quantitative data collection through key informant interviews, focus group discussions and secondary data as a means of validating and deepening analysis. Triangulating the information collected from different sources enables the researchers to identify connections, as well as develop and present an in-depth understanding of the Isibindi programme’s strengths, weaknesses, opportunities and threats.

This approach was found to be more appropriate than experimental and/or quasi-experimental approaches, which would have required the identification and selection of experimental and control groups at the inception phase of the programme as well as the pre- and post-tests of beneficiaries. While such an approach would have certainly been beneficial for a thorough analysis of programme impact and outcomes, it was outside of the scope of this evaluation.

4.3 Evaluation Matrix

The evaluation matrix (Table 3) presented below unpacks the evaluation design and approach, demonstrating the evaluation criteria (based on the OECD framework), questions, sub-questions, and measurable indicators used to guide the evaluation process. The criteria, questions and indicators, when combined, support insight into the earlier mentioned evaluation objectives.

³⁵ Rossi et al, 2004 cited by CDC 2015

³⁶ CDC, 2015

Table 3. Evaluation Objectives, questions and indicators

Evaluation Criteria	Evaluation Question	Sub-questions	Indicators/descriptors	Data collection methods/sources	Related Evaluation Objective
Effectiveness	To what extent were the goals, objectives, and targets of the programme achieved?	<p>What were the major factors influencing the achievement of the project goals, objectives and targets?</p> <p>What factors hindered the project or bottlenecks to the achievement of the project goals, objectives and targets?</p>	<p>Number of beneficiaries reached</p> <p>Percentage of targets reached</p> <p>Adolescents and youth have increased knowledge and skills to access life-skills training, empowerment, developmental support, educational support and livelihood opportunities</p>	<p>Primary and Secondary data, KII, SWOT</p> <p>NACCW end of project statistics</p> <p>Results-based technical meetings</p>	<p>Assessment of the progress of the project against stated goal, objectives and targets for the period January 2014 to September 2018</p> <p>Examination of what works and what does not work for optimal management and technical implementation of the project including institutional arrangements and/or linkages</p>
Relevance	How important is the relevance or significance of the intervention regarding local and national requirements and priorities?	<p>Are the activities and outputs of the program consistent with the overall goal and the attainment of its objectives?</p> <p>Are the activities and outputs of the program relevant to the communities/groups targeted?</p>	<p>Projects targeted vulnerable adolescents and youth and their families</p> <p>The targeted participants actively participated in programme activities</p>	<p>Semi-structured questionnaires in a KII and FGD format</p> <p>MenCare Manuals</p> <p>Siyakhula Manual for substance abuse</p>	<p>Exploration of the perspectives of roles of key role-players, e.g. UNICEF, DSD, and other IPs, mentors and the strengths and weaknesses</p>
Efficiency	What works and what does not work for optimal management and technical implementation of the project including institutional arrangements and/ or linkages?	<p>What were the different roles of the partners and did they fulfil their respective role?</p> <p>To what extent was the organisation, management or staff, funds and expertise utilised to produce the set results?</p> <p>Which aspect of the project was implemented effectively and implemented in a timely manner with the required staff and which aspect was not?</p>	<p>The different partners are able to implement in accordance to their planned roles</p> <p>The different partners have the capacity to efficiently manage resources.</p> <p>The different aspects of the projects are easily identifiable</p>	<p>Primary and Secondary data, KII, SWOT</p>	<p>Examination of what works and what does not work for optimal management and technical implementation of the project including institutional arrangements and/or linkages</p> <p>Exploration of UNICEF's use of financial and human resources in light of the project objectives</p>

Evaluation Criteria	Evaluation Question	Sub-questions	Indicators/descriptors	Data collection methods/sources	Related Evaluation Objective
Impact	What is the impact or effect of the intervention in proportion to the overall situation of the target group or those effected?	<p>What were the strengths, weaknesses and impact of the programme in terms of the roles and linkages?</p> <p>Has the adolescent and youth programme elements led to meaningful impact to children's lives?</p> <p>What were, if any, the unintended results of the programme?</p> <p>What real difference has the activity made to the beneficiaries?</p> <p>How many people have been affected?</p>	<p>The roles and linkages of the partners are well coordinated, measured and managed</p> <p>The project has meaningful impact on the lives of adolescent and youth</p> <p>Unintended results are identified and described</p> <p>Beneficiaries report positive changes in their lives due to the programme activities</p> <p>The number of participants in the programme that report positive change in their lives</p>	Primary and Secondary data, KII, SWOT	<p>Exploration of the perspectives of roles of key role-players, e.g. UNICEF, DSD, and other IPs, mentors and the strengths and weaknesses</p> <p>Identify the key success factors that contributed to the attainment of project outputs and outcomes, as well as the impact of the intervention</p>
Sustainability	To what extent are would the programme likely to continue after donor funding has been withdrawn?	To what extent was the sustainability plan of the ADP implemented after donor funding ceased?	Number of programmes adopted and funded by DSD and other funders.	Primary and Secondary data, KII, SWOT	<p>Examination of what works and what does not work for optimal management and technical implementation of the project including institutional arrangements and/or linkages</p> <p>Define concise and coherent recommendations in terms of improving efficiency and effectiveness.</p>

4.4 Evaluation Methods

Evaluation methods within the triangulation approach included **qualitative and quantitative methods**:

- Key informant interviews (KIIs) with stakeholders and IPs
- Focus Group Discussions (FGDs) with beneficiaries and IPs, Child and Youth Care Workers and other programme staff.
- SWOT analyses with IPs
- Site observations of Site Safe Parks during KII and FGD trips
- Secondary data collection and analysis (quantitative)

Qualitative research allowed for the collection of descriptive and contextual forms of data, which was key in understanding how the informants and beneficiaries experienced the Isibindi AYD Programme and the impact that it had on them. The quantitative approach was used to collect secondary data retrieved from the targets reached by NACCW and IPs at the end of the project, as a form of baseline measurement, comparison and to further enrich/contextualize qualitative findings.

4.5 Sampling

4.5.1 Population

In this evaluation study, the research population consisted of individuals and groups involved at all levels of implementation of the Isibindi youth programme, as well as the beneficiaries of the programme. The following made up sub-populations of the study:

- Parents and caregivers who benefitted from the Isibindi services;
- Youth, 18 years and older, who benefitted from the programme³⁷;
- Mentors from the NACCW;
- Staff from UNICEF South African office;
- Staff from the National and Provincial Departments of Social Development (DSD);
- NACCW staff in the Cape Town and Johannesburg Offices;
- Staff from IP organisations: Clowns Without Borders South Africa (CWBSA), Sonke Gender Justice and the Children's Institute;
- Board and/or Management representatives from local IPs (NPOs);
- Project and Site Managers;
- Child and Youth Care Workers (CYCWs);
- Youth Development Facilitators (YDFs).

4.5.2 Sampling Method

Due to the rural nature of the Eastern Cape, purposive sampling was challenging and thus the team adopted a non-probability snowball sampling method to identify and complete the qualitative interviews. The first population group identified through consultation with site IPs acted as informants to identify further beneficiaries and stakeholders from the community. The proposed fieldwork was planned based

³⁷ Due to ethical restraints, the evaluation did not involve participants younger than 18 years of age (minors)

on the initial feedback of the first sample. Table 4 below identifies the initial set of planned fieldwork samples. As part of the non-probability sampling process, the team planned for certain population groups to be interviewed either in a KII or an FGD setup.

Availability of participants was limited, particularly as many of the programme sites had already closed following the termination of the project. Thus, the team did not set a required/maximum sample size but accepted all available (and eligible) participants until the team determined that saturation of data had been reached.

Table 4. Planned interviews before fieldwork

Site	KII -IP	KII- Mentor	KII-Site Coordinator	KII-CYCW	KII- YDW	Total KII	FDG- Caregiver	FDG- Youth	FDG- CYCW/ YDW	Total FDG
Alice	1	1				2			1	1
East London	1			1		2	1	1		2
Ezibeleni	1	1			1	3	1			1
Illinge			1			1	1		1	2
King Williamstown	1			1		2		1		1
Kwa-Bhaca	1					1		1		1
Libode	1		1			2	1			1
Lwandile	1	1				2			1	1
Maluti	1		1			2				0
Mbotyi	1			1		2				0
Mthatha	1					1		1		1
Ndondo Square	1			1		2			1	1
Siyalinga	1	1				2	1			1
Total	12	4	3	4	1	24	5	4	4	13

4.6 Data Collection

4.6.1 Quantitative Data Collection

The quantitative element of the evaluation included the review of secondary data, which would provide baseline and measurable data for comparison and contextualization of qualitative findings. The team reviewed all available monitoring and evaluation information, reports, tables, graphs, documentation and finances. The full list of sources/data accessed is provided in Annex 6.

4.6.2 Qualitative Data Collection

The development of data collection tools for qualitative fieldwork involved the following steps:

- Finalising data collection objectives;
- Introducing the evaluation team to programme managers and other stakeholders;
- Obtaining contact details of prospective participants;
- Contacting key people at different sites and making appointments;
- Conducting data collection, primarily at site level, from 28 January -1 February 2019.

The field research component consisted of four teams each allocated to 4-5 sites per team. NACCW provided assistance through contact details of the local IPs and project managers for the 13 sites, who in turn supported the team in identifying Youth Development Facilitators, CYCWs, beneficiaries, parents and other caregivers for the fieldwork process.

Qualitative Data Collection Tools

Qualitative data collection tools included:

- Key Informant Interviews (KIIs)
- Focus Group Discussions (FGDs)
- SWOT analyses
- Safe park site observations

Key informant interviews and focus group discussions were designed in a semi-structured interview format for the following informant groups:

- **Caregivers and beneficiaries:** this FGD tool questioned the relevance, importance, outcome and sustainability of the programme. The tool requested the caregivers and youth to identify factors contributing to the success or factors limiting success and outcome.
- **Project staff including YDFs, mentors, CYCWs, programme managers, site coordinators:** this KII and FGD evaluation tool focused on relevance, importance, effectiveness, organisational capacity and respective strengths and weaknesses of the different programmes.
- **Local IPs, NACCW, UNICEF, DSD, CWBSA, Sonke Gender Justice and other stakeholders:** these KIIs focused on the institutional arrangements, collaboration, role and support from different stakeholders. Furthermore, the tool focused on the efficiency of human and financial resources. Additionally, the tool required interviewees to respond to the opportunities and threats that they experience in the field with each of the programmes.

A **SWOT analysis tool** was designed to identify overall strengths, weaknesses, opportunities and threats to the Isibindi Adolescent and Youth Development Programme, which was implemented during the KII and FGD engagements. Furthermore, the evaluation design included **site observation** of existing Safe Parks at all thirteen Sites in the Eastern Cape.

4.6.3 Final Sample Size

Table 5 below provides an overview of the completed sample of the study. Interviews are allocated to the type of interviews conducted with each respective population group.

A total of 33 in-depth interviews and 22 focus group discussions were conducted across the 13 sites, reaching a sample size of 276 participants.

Table 5. Completed interviews

Completed Interviews	KII	FGD (no. PP)
Staff from the UNICEF South Africa office	3	
Staff from the National and Provincial DSD	1	
NACCW staff at head office	4	
Staff from other specialised support programmes implemented	2	
Staff or Board representatives from IPs	9	
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	12	11 (194)
Parents and Caregivers who benefitted from the Isibindi services	0	5 (28)
Adolescents and youth who benefitted from the Isibindi services.	2	6 (21)
Sub-Total	33	22 (243)
Total Sample Size	33 + 243 = 276	

4.7 Data Analysis

The team sorted, cleaned and analysed the collected quantitative and qualitative data using data analysis software (STATA, NVivo, Excel) in order to cross-compare, refine and analyse the findings. The use of thematic coding was deployed for KII and FGD qualitative data findings. Data was further desegregated in terms of the established evaluative criteria, questions and indicators, which allowed the team to draw conclusions and provide meaningful, evidence-based recommendations.

4.8 Ethical Approval and Considerations

4.8.1 Working with Minors

Per UNICEF requirements, ethical approval was required if conducting fieldwork with minors (persons under the age of 18 years). However, due to the broad scope of the project across several sites, with varied IPs, ethical approval proved a significant challenge. As a result, the team decided to only work with respondents who were 18 years or older (i.e. non-minors). As a result, ethical approval for fieldwork was not required.

4.8.2 Fieldwork Ethical Considerations

The human rights of participants and related ethics were considered. Therefore, during the data collection, the following ethical guidelines were observed: informed consent of and respect for participants, confidentiality, management of information and debriefing of participants.

Informed consent

The participants were provided with the following information about the interview: the goal of the investigation; the expected duration of participants' time; procedures which would be followed during the interview, such as the recording of the interview and the right to withdraw from the interview anytime if they so wished. Consent forms were given to participants who agreed to take part in the study, and they were requested to sign the agreement (Annexe 1). There was no need to obtain parental consent because young people below the age of 18 were not part of research participants.

Confidentiality

The ATC researchers made the participants aware that their identities will not be revealed unless they had consented to it. Therefore, personal information collected from participants was not made available in the report. Audio recordings and transcripts that could reveal the participants' identities have not been shared in the report.

Management of Information

ATC has also made sure that the names of the participants do not appear anywhere in the records. Instead, pseudonyms, numerals and letters of the alphabet have been used in the analysis of data to protect participants' identities.

Compensation

ATC researchers did not, at any time, compensate participants. However, where the focus group discussions were held at a specific venue far from participants' homes, especially in the rural areas, transport was arranged and paid for.

Debriefing of participants

ATC researchers ensured that after the interviews, participants were given sufficient time to discuss how they experienced the interviews.

Researcher Impartiality and Independence

The evaluation team ensured impartiality through strict adherence to the research process and use of tools for the evaluation to ensure that data collected is a true reflection of participants' views and experiences. The use of triangulation of qualitative and quantitative data ensured that objectivity was maintained. Observation at site visits, focus group discussions and interviews of KIIs were also used to complement the qualitative data from individual participants. Team work also safeguarded that team members were following the agreed upon and correct procedures and process to collect, summarise and analyse data.

4.9 Project Limitations

There were several limitations noted during the evaluation process:

- Although the team adapted to the availability of the different population groups, some of the groups were not available for interviews. This is due to the fact that the UNICEF funded project ended in 2018 and some NACCW and Local IPs' staff members were no longer employed and

therefore not available for interviews. These included programme managers, mentor supervisors, senior mentors, Child and Youth Care Workers and Youth Development Facilitators.

- Due to the nature of the rural areas and the communication-challenges, the evaluation team adjusted the number of interviews to the available population groups. Thus, during the fieldwork process, due to the good attendance of representatives from different sub-populations, the team had the opportunity to conduct more FGDs with CYCWs, YDFs, mentors and other project staff. Conducting FGDs, where possible, led to a holistic perspective of the effectiveness, efficiency and sustainability of Isibindi from grassroots implementer. Some of the KIIs that were not available at the site level were interviewed either telephonically or face to face in their offices.
- As the participation of beneficiaries under the age of 18 years was not possible for this evaluation, the team is unable to produce sample statistics which could be generalizable to the wider beneficiary population.
- An effective quantitative approach that could have been considered for an evaluation such as this is the survey. However, the distribution of questionnaires in a rural environment such as the Eastern Cape would have been challenging. Thus, while secondary data provided for some helpful quantitative insight for enrichment and comparison, the quantitative aspect of the evaluation was limited.
- Financial data was not provided to the evaluation team, and thus the evaluation of programme efficiency in terms of financial successes, challenges and areas for improvement was not able to be effectively assessed (i.e. the team hoped to implement a cost-analysis of the programme, but did not have access to the necessary financial data.)
- The evaluation was conducted five months after the funding from UNICEF ended. The advantage of conducting the evaluation after the programme ended allowed for observation of the level of sustainability and the success of the programme moving forward. However, it was challenging to locate project staff, youth and caregivers formerly engaged in the project, as many had migrated to other parts of the country after the project ended.

5. EVALUATION FINDINGS

The findings of this evaluation show the extent to which the AYDP achieved the set objectives in the Eastern Cape. This evaluation explores the process, outcome, relevance, impact, effectiveness, efficiency and sustainability. Findings are presented in terms of overarching evaluation criteria, and related evaluation questions and indicators as provided in the evaluation matrix (refer to pages 18-20).

5.1 Fieldwork Statistics

Due to the nature of the Eastern Cape a snowball sampling method was used to identify and complete the interviews. Table 6 below provides an overview of the completed interviews for all the locations.

Table 6. Completed interviews per site

	Staff or Board representatives from IPs		Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project & Site Managers		Parents and Caregivers who benefitted from the Isibindi services		Adolescents and youth who benefitted from the Isibindi services.	
	KII	FGD (Nr of P)	KII	FGD (Nr of P)	KII	FGD (Nr of P)	KII	FGD (Nr of P)
Alice	1		1	1 (12)				
East London	1		1			1 (3)		1 (3)
Ezibeleni	1		1	1 (17)		1 (7)		
Illinge			1	1 (9)		1 (6)	1	
King Williams Town	1		3					2 (6)
Kwa-Bhaca	1			1 (26)		1 (4)		
Siyalinga	1		1	1 (21)				1 (3)
Libode				1 (10)		1 (8)		
Lwandile			1	1 (18)			1	
Maluti	1		1	1 (25)				
Mbotyi			1	1 (17)				1 (2)
Mthatha	1		1	1 (20)				1 (7)
Ndondo Square	1			1 (19)				
Total	9	0	12	11 (194)	0	5 (28)	2	6 (21)

5.2 Effectiveness

To what extent were the goals, objectives, and targets of the programme achieved?

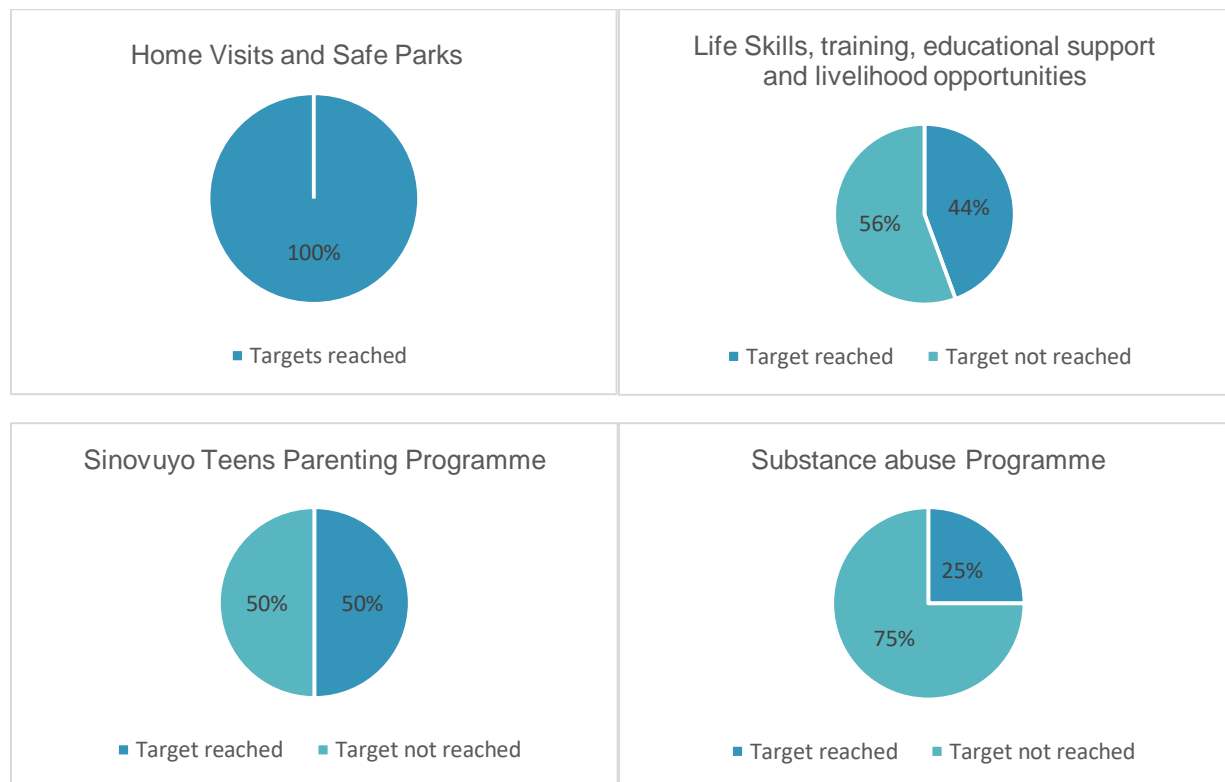
Number of beneficiaries reached

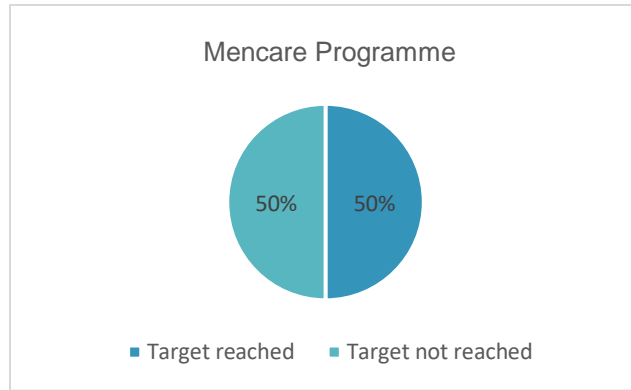
By 2016, the easily replicable model had reached 277,816 beneficiaries, alongside a further 30,398 between the years 2014 – 2018 in the Eastern Cape. The project's initial target was to reach 1.4 million beneficiaries by 2018. The model is strong in its ability to be absorbed by IPs and its well-structured design and streamlined service delivery model has been recognised at the international level. The main challenge experienced is limited provincial resources, as costs are relatively high; for example, the projected monthly cost of Isibindi for 2018/19 was R255 per child (NACCW, 2017).

Percentage of targets reached

The Isibindi Adolescent and Youth Development Programme reached and exceeded most of the set targets on effectiveness. Figure 5 provides an overview of the percentages of targets reached by the NACCW.

Figure 5. Percentage Targets Reached per Sub-Programme by NACCW

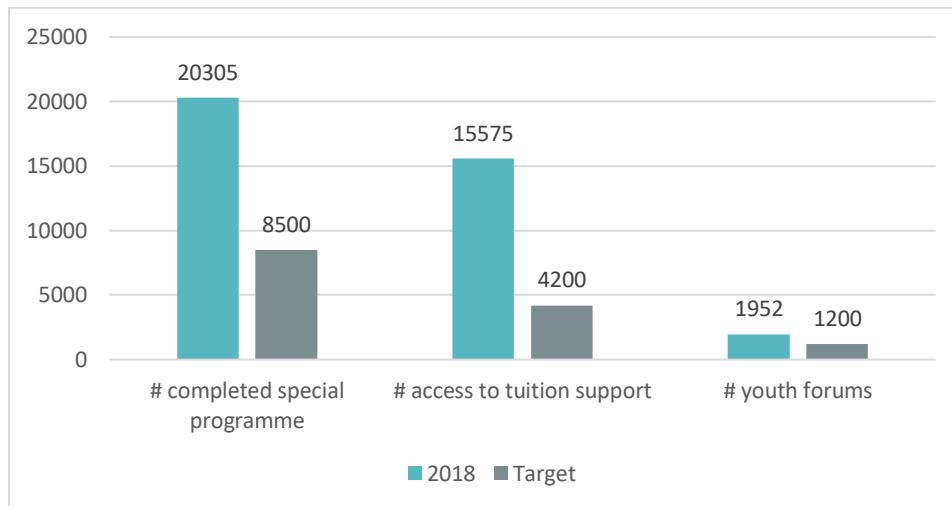




Adolescents and youth have increased knowledge and skills to access life-skills training, empowerment, developmental support, educational support and livelihood opportunities

Life skills, training, educational support and livelihood opportunities section of the project did not reach all the targets by the end of the project. The targets reached in the programme include two-hundred and thirty-nine percent (239%) of the students enrolled in special programmes, three-hundred and seventy-one percent (371%) of the students provided with access to tuition support and 163% youth forums held during the period. See Figure 6 for the total amounts.

Figure 6. Life Skills, training, educational support and livelihood opportunities - Targets reached



Although not all the targets were reached for this programme the percentage was high for most of the subprojects except for the number of students provided with access to jobs, apprenticeships and internships. Specifically, eighty-six percent (86%) of the ADP targets were reached, seventy-one percent (71%) of food gardens established, seventy-eight percent (78%) young men and women involved in the empowerment programme, ninety-four percent (94%) target reached providing Wi-Fi and computer training (Table 7 below).

Although the percentage of youth receiving a job, apprenticeship or internship is low the programme implementers indicated that this aspect of the programme will continue after the funding period. This will be investigated during the fieldwork section of the evaluation.

Table 7. Life Skills, training, educational support and livelihood opportunities

Life skills, training, educational support and livelihood opportunities	Target	Final output	% target reached
ADP target	2000	1717	86%
Food gardening	140	100	71%
Young men and women empowerment programme	202	158	78%
Wi-Fi and computer training provided to children and youth	200	187	94%
Children accessed jobs/apprenticeships/internship	740	405	55%

What were the major factors influencing the achievement of the project goals, objectives and targets?

The evaluation yielded a variety of strengths and weaknesses with regards to the effectiveness of the programme. Interviews conducted at the thirteen Safe Parks produced similar challenges and success stories.

Strengths

- The commitment of CYCWs is the driving force in ensuring the sustainability of the Isibindi programme;
- Data collection illustrated that the effectiveness of the programme directly correlated with the quality of training provided by NACCW and the dedication of the CYCWs, to deliver a high-quality basket of services to OVCY. The support provided by the NACCW mentors and senior mentors was also integral to quality programme implementation, alongside the linkages between home visits and Safe Parks, in enabling CYCWs to identify issues amongst adolescents, youth and households in need of support;
- Project managers and site managers contribute to the strength and success of the Isibindi AYDP;
- Capable, efficient and effective IPs lead to the success of the Isibindi programme.

Weaknesses

- Overall, some of the IPs do not have the capacity to manage Safe Parks. Some of the IPs also do not have clarity about their responsibilities, and there was a lack of guidance from the IPs to monitor and maintain programme quality.

What factors hindered the project or bottlenecks to the achievement of the project goals, objectives and targets?

Factors that limited the programme's success included continued weak institutional capacity of local IPs, exacerbated by confusion surrounding their roles and responsibilities. The IP in Mthatha, for example, indicated that sometimes he was consulted on some issues, at other times he was not. Further, a significant challenge in effective programme implementation was the delay in the payment of stipends to CYCWs and YDFs, which profoundly impacted project staff's morale and capacity to deliver the required services to adolescents and youth.

A further limitation to effectiveness in respect of the delivery of services was the complaint lodged by CYCWs, that social workers often failed to follow up on cases referred by CYCWs. The conflict between

the above mentioned two professions, may probably be due to the fact that social workers, like the CYCWs, lack resources such as transportation to follow up on cases, which impact their effectiveness. The involvement of social workers in the planning of the programme would also have been beneficial for them to understand their role in the programme.

5.3 Relevancy

How important is the relevance or significance of the intervention regarding local and national requirements and priorities?

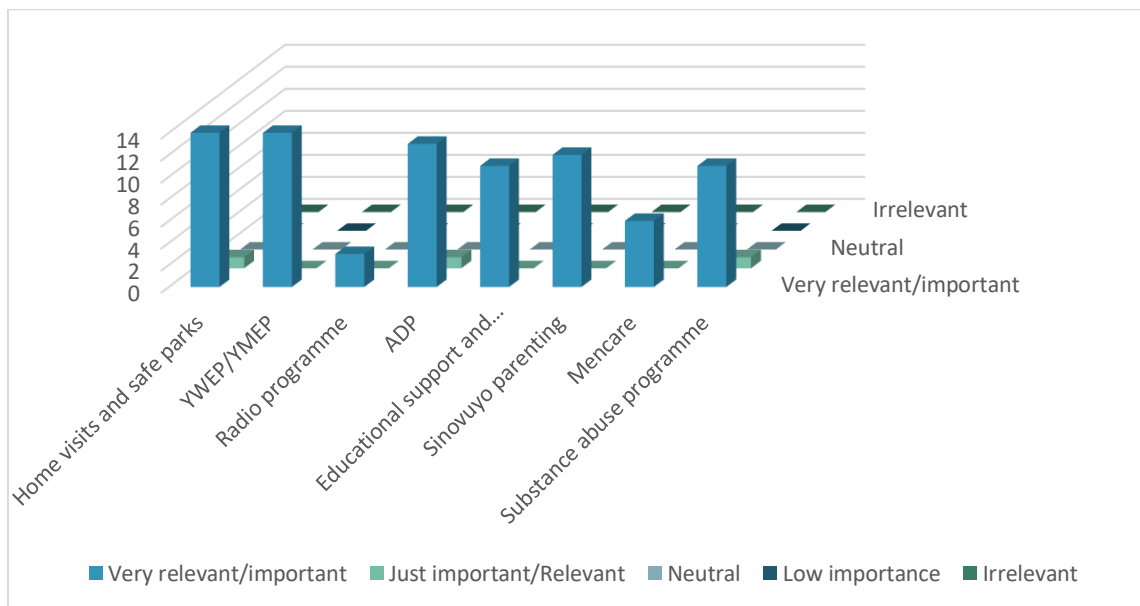
This section explores how and why the programme is relevant for the beneficiaries, as well as for the Child and Youth Care Workers and the mentors.

Projects targeted vulnerable adolescents, youth and their families

On average, eighty-six per cent (86%) of respondents (project staff, the DSD, the NACCW, beneficiaries, caregivers, UNICEF, IPs) strongly agreed that the entire programme was provided to the most vulnerable children, adolescents and youth in their communities. However, many project staff and caregivers underlined that some vulnerable children and youth were excluded from the programme due to being far away from the Safe Parks or their parents not permitting them to get involved partly due to the fear of inadvertently revealing sensitive family issues. AYDP is stigmatised in some communities as being linked to poverty and HIV/AIDS.

Despite this, ninety-five per cent (95%) of project staff, beneficiaries, caregivers and IPs stated that the whole programme was very relevant and important in catering to the needs of adolescents and youth. The detail on relevance of the different sub-programmes on youth and their families is in the special section below dealing with detailed findings covering all evaluation criteria per sub-programme.

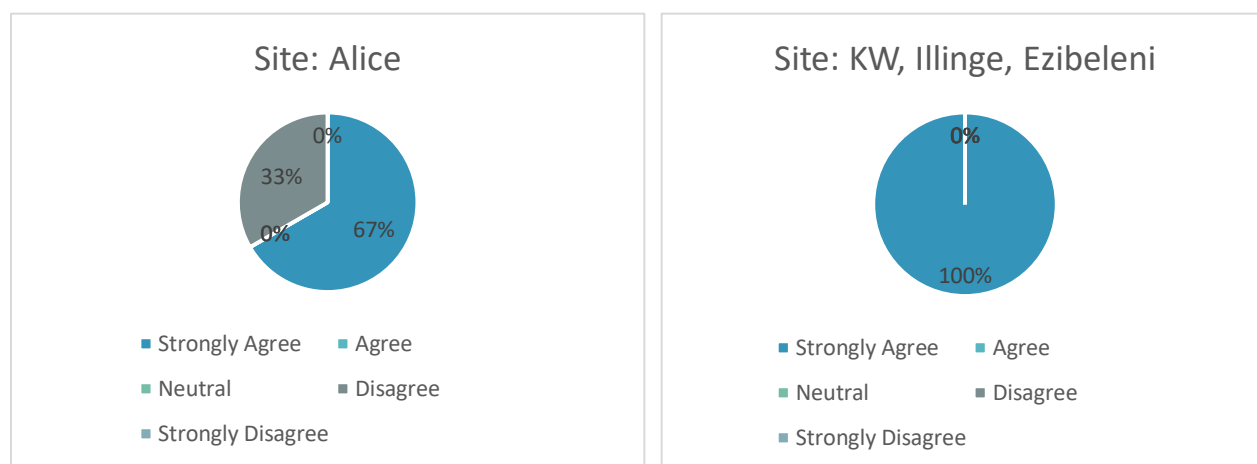
Figure 7. Views of participants on Programme Relevance (Alice, EL, Ezibeleni, Illinge, KW)



Increased knowledge and skills of parents/caregivers and adolescents on how to reduce the risks of violence and improve parent child relationships

The home visits provided through the Isibindi AYDP engendered behavioural change in terms of instilling independence among adolescents and young people, enabling improved self-care, nutritional intake and enhanced household budgeting, which was particularly important in strengthening the resilience of child-headed households.

Figure 8. Views of participants on relevance of home visits



From the analysis of the data, it is evident that relationships between CYCWs, YDFs and beneficiaries facilitated psychosocial support and mental wellbeing for at-risk or vulnerable children, youth and adolescents. Safe Parks create a safe space for youth to engage in recreational activities and develop bonds with fellow peers. However, some Safe Parks, where there was no security fencing and consequently prone to burglaries and vandalism, were not regarded secure to allow youth to visit them.

5.4 Efficiency

**Due to the limitation in financial data accessible by the evaluation team, this section holds less measurable evidence than would be desired.*

What works and what does not work for optimal management and technical implementation of the project including institutional arrangements and/ or linkages?

The lack of planning and capacity by all organisations involved is a major concern regarding the financial management skills they had to ensure the efficiency of the various sub programmes of the AYDP. A lesson that can be highlighted here is that the developmental and strength-based approach should have been followed to ensure that all stakeholders are on the same wavelength regarding their involvement and role for the duration of the programme. The skills audit and empowerment of local IPs should have been prioritised to ensure that they have adequate capacity and confidence to participate effectively.

NACCW capacity to efficiently manage resources

The NACCW and UNICEF had a Programme Cooperation Agreement since January 2016. Mutually financing obligations were laid down in project documents for a specific period of time, with UNICEF

providing the bulk of the resources and the NACCW's contribution amounting to 10 percent (10%). These project documents were signed off and, based on which, UNICEF would advance resources to the NACCW. Only in 2018 was the project document for the period of July to September delayed, which led to the NACCW advancing project funds by itself, followed by a lengthy period of waiting for reimbursement from UNICEF.

Timely design and signing of project documents would enhance more effective planning and implementation of the agreement and activities on the ground, avoiding any unnecessary risk on either side.

The NACCW's management of the financial resources provided by UNICEF was in some cases challenging, as NACCW at times spent financial resources without UNICEF's approval, which resulted in lengthy processes of verification. Some expenditure was not reflected in project implementation and compounded by delays in procurement, which limited resource management efficiency.

The evidence from the targets and outcomes suggests that the resources allocated to the different sub-projects were not always sufficient to reach all targets. Although the secondary data indicated a high percentage reached for each of the sub-programmes, the above shows the number of programmes, which reached the targets. However, a variety of social and political factors hindered the success of the project. The core Isibindi model of home visits and Safe Parks are well streamlined to deliver the required services within the funding parameters. The additional programmes funded through UNICEF indicated financial and capability challenges.

DSD's capacity to efficiently manage resources

Ineffective financial management of resources and disbursement from the DSD affect the financial capabilities of the IP to pay stipends to the CYCWs and YDFs. Until the end of the funding period in September 2018, the NACCW, with the assistance of UNICEF, consulted and communicated with the DSD to resolve the backlog of payment. The issues were not resolved, and no certainty was provided to CYCWs, project managers and YDFs, regarding payment going forwards.

The infrequent payment of the CYCW stipends created an unsatisfactory job environment for the CYCWs. During the evaluation, the CYCWs expressed how the lack of payment significantly impacts their morale and work ethic, alongside their ability to perform their duties. Another issue was raised namely that no job security was provided to the CYCWs and no contract was signed between them and the IP.

Implementing Partners' (IPs) capacity to effectively manage resources

Local IPs were selected by the DSD in collaboration with the NACCW to manage and oversee the Safe Parks and other related activities. The evaluation team conducted KIIs with senior staff and board members of the local IPs. Interviews conducted with IPs visited at the 13 locations showcased varying capacity levels. The evaluation identified that smaller NPOs and Community Boards lack the capacity to provide financial or other support, to ensure service delivery to the Isibindi sites. During the interviews, the IPs indicated a lack of funding to fulfil their responsibilities as the main challenge. However, larger, more established NPOs displayed the capacity to manage finances in an efficient manner, or to access auxiliary funding when required. This additional funding often supplements the maintenance cost of the site locations, assist CYCWs with transportation costs, provides monthly nutrition supplements to the most vulnerable households and collects sponsorships for school supplies and other educational needs of the children and youth.

During the interviews, the local IPs were asked about their roles and responsibilities in delivering the Isibindi AYDP. Several local IPs did not clearly understand their roles and responsibilities. In the case of Ezibeleni (Queenstown), the IP indicated that they are responsible for:

- Ensuring that DSD funding gets allocated to the Safe Parks and the CYCWs
- Overseeing the maintenance of the Safe Parks.

Most of the IPs are registered non-profit organisations (NPOs). In some cases, where NPOs withdrew, the roles and responsibilities were handed over to a Board consisting of local representatives.

Institutional strengthening, organisational development and M&E

The institutional strengthening, organisational development and M&E presented some challenges. However, in some cases, the IPs show a strong capacity to continue implementation and provide a source of funding, support, good governance and planning;

There were concerns from most of the site locations regarding the sustainability of the programme due to the lack of support from the social workers to assist with required documentation and intervention. CYCWs indicated that they wait up to three months for social workers to respond to cases of substance abuse, physical abuse and applications for ID and birth certificates. The training of specific programmes to a limited number of CYCWs presents challenges with regards to the sustainability and continuous implementation of the programmes. These specialised programmes include Sinovuyo, food gardens, ADP, MenCare and the substance abuse programme.

Out of the 13 locations, 2 locations did not attend the training of sites and the SOPs care conferencing model development was not rolled out. Due to UNICEF working on Integrated Case Management in partnership with DSD and SACSSP it was agreed to redirect the budget to other activities to avoid duplication and confusion to the sector. However, the ADP manual was revised, an M&E review of family strengthening research was completed and the child protection programme outcome was assessed in the project time period.

Key Challenges Affecting Programme Efficiency

- There was a concern that the failure by the DSD to pay the stipends of CYCWs on time will lead to the disintegration of the programme, without the support of the NACCW. The late payment created challenges for the CYCWs to continue working and some CYCWs resigned, leading to a resource loss of trained CYCWs;
- Some of the Isibindi project managers took on the responsibilities of managing finances and reallocating budget items such as administration to assist with the maintenance of the Safe Parks
- Not all the IPs have the financial capabilities to manage or respond and supplement the income from the stipends until the DSD payment comes through. There is a direct correlation between CYCW effectiveness where the IP has the capacity to supplement the income;
- IPs lack understanding of core roles and responsibilities;
- Not all the IPs have the capacity to fundraise for additional resources;
- The provision of resources and support from the DSD is concerning because of the lack of ownership of the programme and lack of involvement and support at the grassroots.

5.5 Impact

What is the impact or effect of the intervention in proportion to the overall situation of the target group or those effected?

Across all eight-programme sub-components, home visits and Safe Parks had the most positive impact in terms of improving the lives of adolescents and youth. Ninety-nine per cent (99%) of respondents indicated that the home visits and Safe Parks provided a high or very high impact in the lives of adolescents and youth, as well as caregivers and parents. This was closely followed during the Sinovuyo, tuition support/substance abuse, the Adolescent Development Programme (ADP) and others (Figure 9).

Figure 9. Programmes disaggregated by Impact

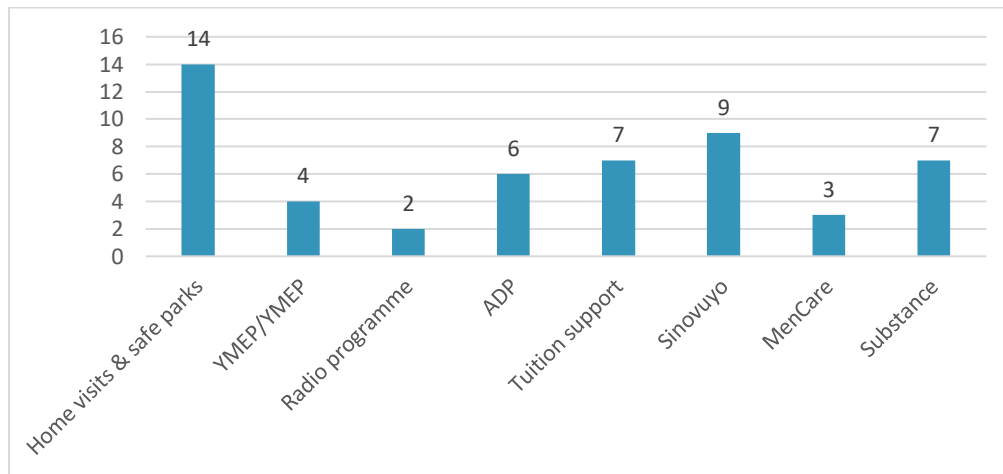
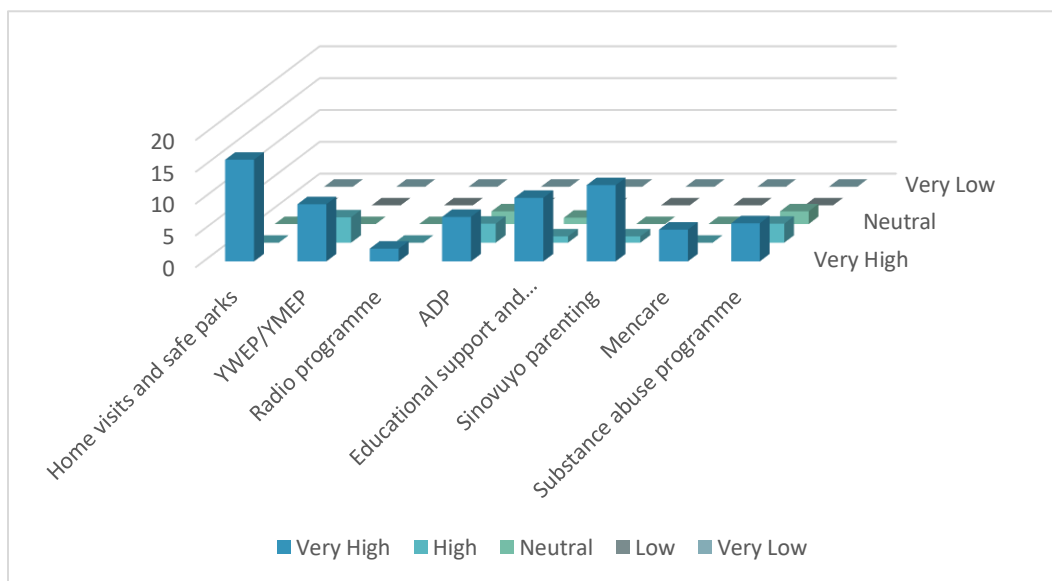


Figure 10. Impact: Positive behaviour and psychosocial wellbeing (Alice, EL, Ezibeleni, Illinge, KW)



Based on the findings, the programme broadly generated a multitude of positive impacts in the lives of adolescents, youth, caregivers and families (Figure 10). These were primarily delivered through dedicated

and compassionate Child and Youth Care Workers and Youth Development Facilitators who are supported by the NACCW mentorship structure.

Youth who participated in the programmes succeed in their studies and proceed to colleges/tertiary institutions; drop-outs return to school

Tuition support provided at Safe Parks bolstered educational outcomes for children, youth and adolescents, enabling improved matric pass rates, tertiary education access and thus, employability. The Isibindi AYDP strengthened the lives of many young people, who consistently return to Safe Parks having completed tertiary education to motivate other youth to continue their studies to their utmost ability. Youth empowerment and life skills initiatives instilled improved understandings of sexual and reproductive health and rights (SRHR), as well as how to access HIV testing and family planning. According to project staff (CYCWs, mentors YDFs, project managers and site coordinators, beneficiaries and caregivers), the knowledge imparted in the Adolescent Development Programme (ADP) reduced teenage pregnancies across all sites.

Young people are supported to start their own businesses or find employment

Prior to the commencement of Isibindi, child and youth care work was not fully recognised by the South African Council for Social Services Professionals (SACSSP). In 2017, child and youth care work was wholly recognised as a profession with its own professional board under SACSSP, in which 6,000 CYCWs are registered.³⁸ The provision of a supply-side network of required demand-driven services to OVCY has been effective in tangibly addressing children's most urgent needs. Findings indicate that community members view CYCWs as caring, honourable, trustworthy and reliable individuals, and as a community resource providing assistance on a variety of matters.

Former evaluations have displayed that Isibindi's family strengthening approach improves caregiver practices and behaviour of family members in the target communities, alongside engendering better household financial management and instilling trusting familial relationships.³⁹

Youth are involved in societal & community issues

The Radio Programme pilot initiative was exceptionally impactful in facilitating youth empowerment and development, by providing a platform for youth to express their ideas or concerns and concurrently interact with their local communities through a media outlet. This programme sub-component was thus vitally important in strengthening the self-esteem, self-confidence and employability of the youth involved. The Radio Programme, which seemed quite popular with youth where it is offered, was only piloted in three locations with the result that other sites were excluded.

Increased knowledge and skills of parents/caregivers and adolescents on how to reduce the risks of violence and improve parent child relationships

Youth empowerment programmes, coupled with the MenCare programme for fathers and the Sinovuyo element for parents, reduced incidences of abuse and gender-based violence in the communities within which Safe Parks sites were located. Sinovuyo was evidently important in improving communication

³⁸ NACCW, 2017

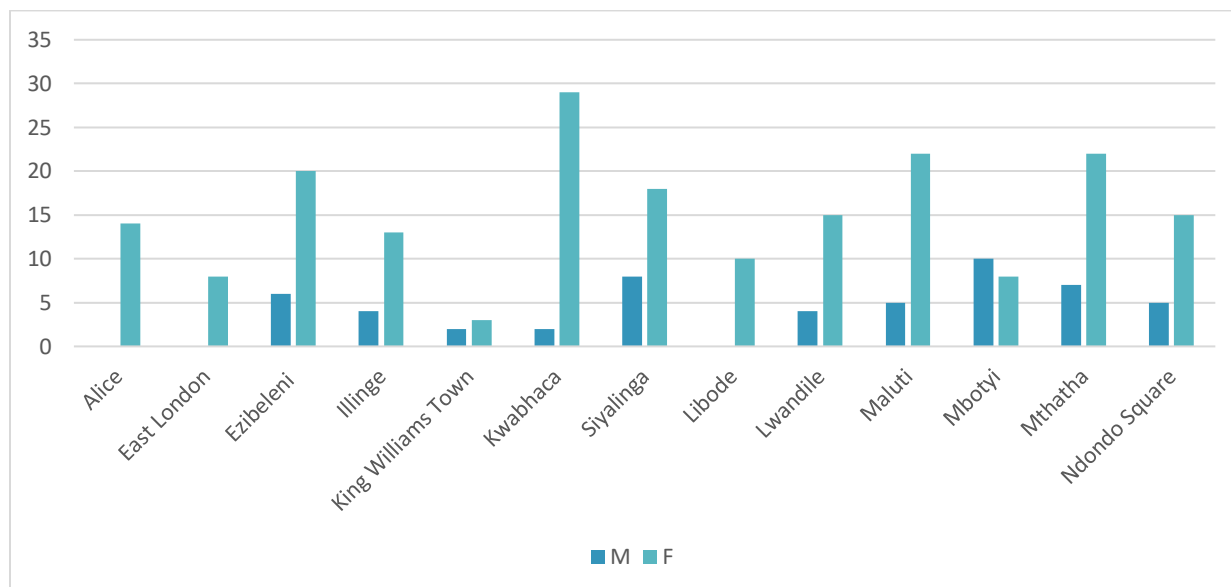
³⁹ NACCW, 2017

channels between parents and children, while also emboldening caregivers to spend more quality time with their children and speak more openly about sensitive issues.

Gender relations are improved

MenCare was, in certain instances, principally impactful in shifting harmful patriarchal values and empowering some men to engage in caring for their wives and children alongside contributing to household chores. The Eastern Cape is a highly patriarchal society where men are not easily persuaded to abandon old habits and attitudes, especially where parent-child relationships are concerned.

Figure 11. Gender of site staff for all locations



Reduction in gender-based violence and substance abuse

The Siyakhula substance abuse initiative provided early intervention and response to prevent and lessen the harmful impact of substance abuse among children and youth, enabling rehabilitation, access and integration back into schools for youth that had dropped out. The challenge with the programme is the referral system whereby CYCWs and social workers do not seem to operate as a team. This challenge, notwithstanding, a few success cases of rehabilitation were reported.

Young women are empowered

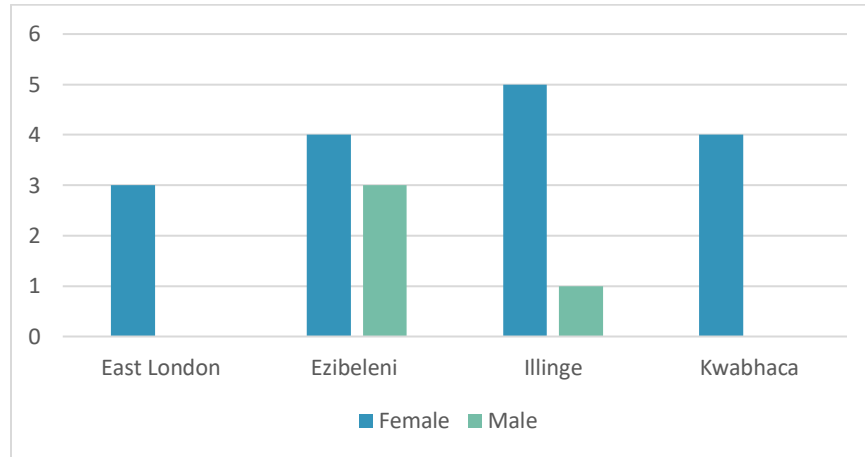
The training provided by NACCW fosters an important larger social empowerment element, in which CYCWs and YDFs are emboldened to make a difference within their communities. Project staff regularly mobilise the community to promote children's rights and social well-being and thereby imparting and displaying norms and values, which diminish the acceptance of violence or abuse.

In particular, young women were the primary beneficiaries of the CYCW training (see Figure 12). The expansion of the CYCW profession supported the empowerment of women within the communities through meaningful employment and engagement opportunities.

The Youth Empowerment, MenCare and Sinovuyo programme targeted gender equality at the community level and this produced good results. Young women reported as being empowered, men were sensitised about gender-based violence and equality, and parents-youth relationships also sensitised participants

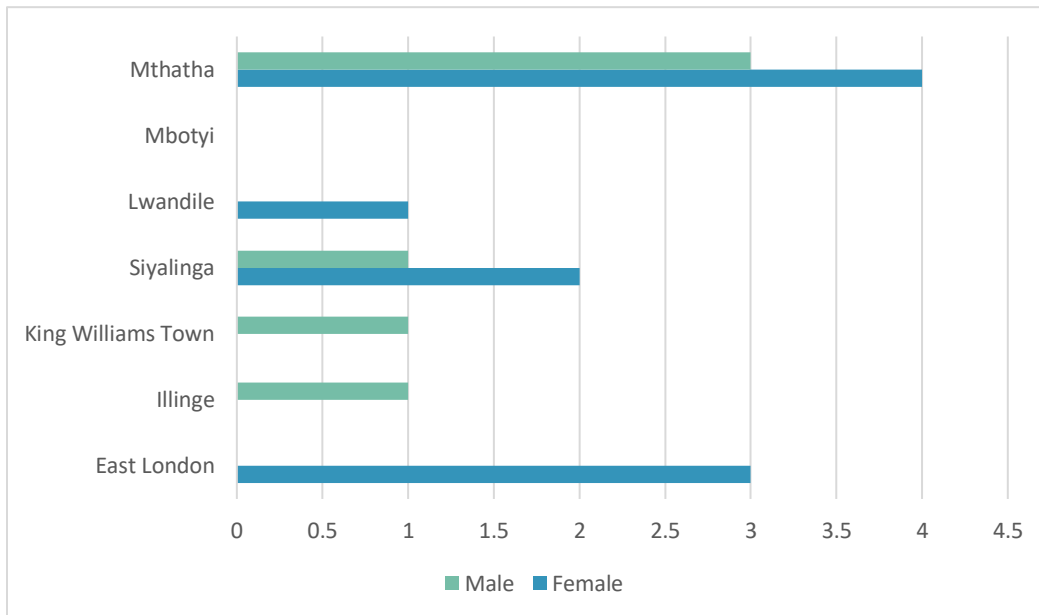
about gender issues. Youth empowerment and life skills initiatives instilled improved understandings of sexual and reproductive health and rights (SRHR), as well as how to access HIV testing and family planning.

Figure 12. Caregiver gender of interviews per site



According to project staff (CYCWs, mentors YDFs, project managers and site coordinators, beneficiaries and caregivers), the knowledge imparted in the Adolescent Development Programme (ADP) reduced teenage pregnancies across all sites. Figure 13 below indicates that the majority of youth participants were female. However, as the participation of beneficiaries under the age of 18 years was not possible for this evaluation, the team is unable to produce sample statistics which could be generalizable to the wider beneficiary population.

Figure 13. Gender of youth per site



Unintended Results

Safe Parks

- Where the safe parks are located is essential to the success of the programmes. Safe parks located near schools and or police stations saw a lower risk of vandalism. However, safe parks located far from schools or in unsafe areas experienced lower attendance rate;
- An additional unexpected outcome was that most of the locations were not successful. Most of the locations indicated that they had issues with theft, lack of access to seeds and finance for fertilizer. In general drought experienced in the Province affected the success of the food gardens.

Radio Programme

- Although only three sites piloted the radio programme there was overall positive feedback. More specifically, an unexpected outcome was the interest of the radio stations to continue airing the youth programme and consider further options of expansion.

Educational Impact

- There was one unexpected outcome noted during the fieldwork derived from the educational programme. Teachers at the schools where the participants attended started building relationships with the local Isibindi site. The site staff indicated how a stronger connection with the teachers saw an improvement in the youth's educational capacity and willingness to develop.

5.6 Sustainability

To what extent are the benefits of the programme likely to continue after donor funding has been withdrawn?

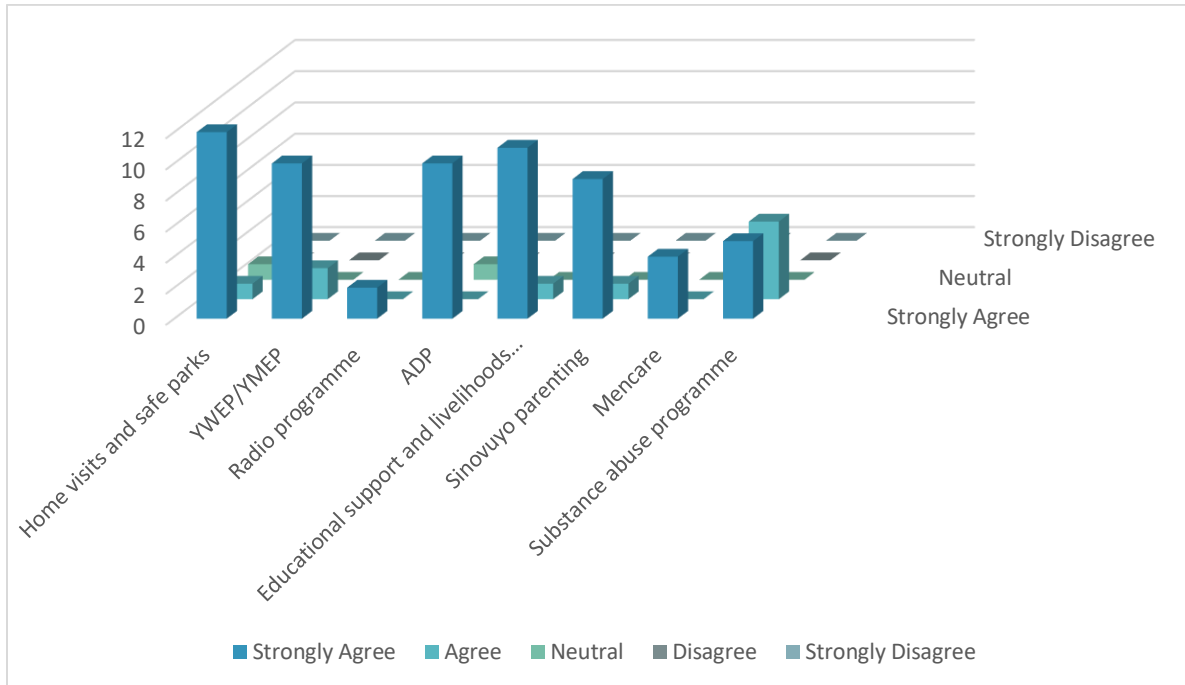
The Isibindi model offers a relevant and practical intervention tailored to the needs of the OVCY. In addition, specific programmes allowed for sustainable change to the youth and adolescents, reaching targets efficiently and allowing for inter-generational resilience. Evaluation findings indicate that most of the youth participants are of the view that the different project elements have given rise to lasting behavioural changes in the lives of individuals and communities. Ultimately, the combination of services provided to the youth in the Eastern Cape increased their resilience.

Overall findings presented during the evaluation include the following:

- *The stability of the programme based on economic efficiency.* Overall access to funding and unreliable payment from the DSD poses a risk to the sustainability of Isibindi, as well as the specialised programmes.
- *Results expected after donor intervention has ended:* The staff and IPs feel that they have not received sufficient communication from the NACCW or DSD on the way forward after UNICEF's funding ended;
- *Self-supporting of local counterpart:* no strategic implementation plan was provided on how to continue implementing the specialised programmes moving forward;
- Extent to which the Safe Parks and CYCWs are able to continue to maintain the developmental intervention:
- There is a general lack of accountability and governance to maintain the positive effects of the developmental intervention without NACCW support;

- Some IPs indicated that they require assistance to increase their capacity to access funding and manage the Isibindi sites.
- *The stability of the programme based on political efficiency:* the DSD needs to re-evaluate the capabilities of the IPs and provide strategic leadership. Additionally, the DSD needs to monitor and evaluate the level of efficiency and sustainability of the programme.

Figure 14. Lasting Change of the Programme Outcomes (Alice, EL, Ezibeleni, Illinge, KW)



Despite some of the above-mentioned challenges, the Safe Parks programme hub will, depending on the availability of resources, continue to fulfil the needs of beneficiaries and the community. Safe Parks will remain safe places for children, youth and adolescents, to study, play and gather after school. A key factor to the sustainability of Safe Parks is the acceptance and strong support of communities. Thus, the sustainability of Safe Parks is underpinned by the ability of the community and IPs to undertake maintenance and upkeep of the facilities. For this they require assurance of continued financial support.

However, the likelihood of the continuation of specialised programmes is low. The evaluation identified multiple factors hindering the success and thus continuation of these programmes. The specialised programmes include YWEP and YMEP, Radio Programme, Sinovuyo, ADP, educational and livelihoods programme, MenCare and substance abuse. Although some of the targets of the programmes were reached, the handover to implementers will present multiple challenges in terms of ensuring the continuation of the programmes as training was often insufficient and some programmes were suddenly terminated.

As the sub-programmes were diverse in terms of outcomes and challenges, specific findings have been presented for each sub-programme. Highlights are provided in tabular format in Annexe 7. Findings are presented in terms of:

- Effectiveness (Targets reached);
- Achievement of Expected Outputs and/or Outcomes;

- Strengths and Weaknesses;
- Sustainability.

5.7 Findings Pertaining to Sub-Programmes

5.7.1 Safe Parks and Home visits

Effectiveness (Targets reached)

Figure 10 shows that by the end of the funding period, all targets for safe parks and home visits had not only been reached, but were in fact exceeded. The first two columns in the figure display one-hundred-and-twenty four percent (124%) target reached for serving children, adolescents and young people through the Isibindi project. The second set of columns indicates the total visits to houses of children, adolescents and youth by the end of July 2018 reached the target of one-hundred-and-one percent (101%). The target of involving 8,000 children, adolescents and young people in the Safe parks was almost doubled and by the end of the period had overreached the target totalling at one-hundred and eighty-four percent (184%). The Isibindi project further exceeded its target and achieved one-hundred-and-forty five percent (145%) completion to enrol adolescents and youth in drama, music and art at the safe parks.

Further results of the Home visits and Safe Parks includes the completion of 13 Safe park locations with youth-friendly equipment and guidelines in place, training of 13 Safe Park coordinators receiving mentorship and technical support, 291 CYCWs and mentors trained in family strengthening and the training of Child & Youth Care Workers receiving mentorship and technical support. Table 8 provides an overview of the targets and % reached by the end of the project in July 2018.

Figure 15. Children, adolescents & young people served through Safe Parks and Home Visits

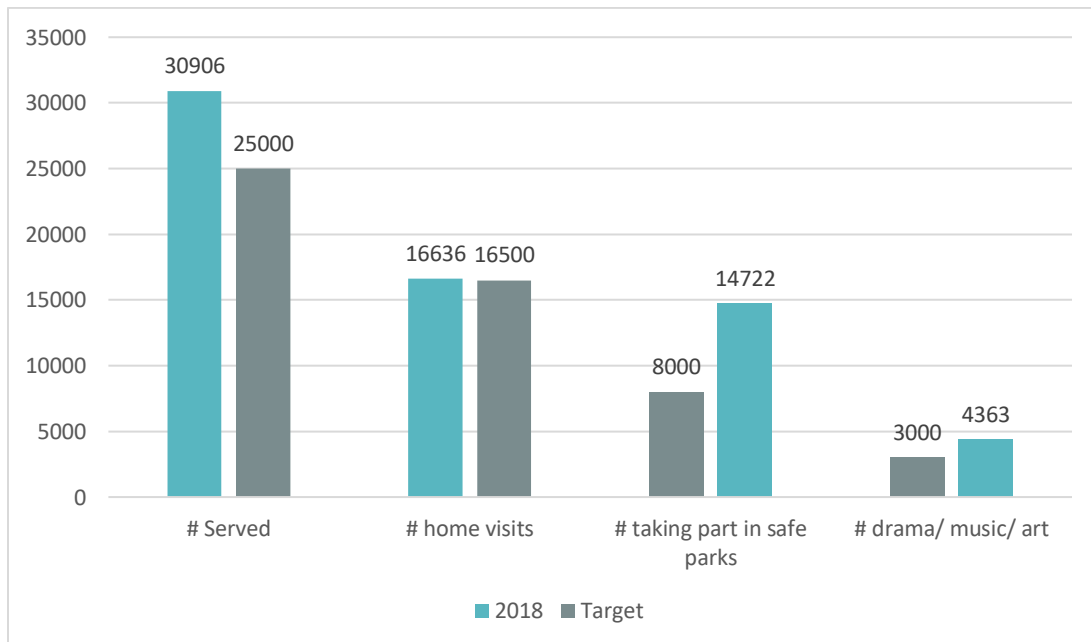


Table 8. Home visits and Safe Parks

Home visits and Safe Parks	Target	Final output	% target reached
Safe Parks equipped with youth-friendly equipment and guidelines in place	13	13	100%
Safe Park coordinators receiving mentorship and technical support	13	13	100%
CYCWs and mentors trained in family strengthening	285	291	102%
CYCWs receiving mentorship and technical support	295	295	100%

Achievement of Expected Outputs and/or Outcomes

✓ Adolescents and youth have increased knowledge and skills to access life-skills training, empowerment, developmental support, educational support and livelihood opportunities

Safe Parks act as a programme hub for youth and adolescents to play, interact, and study. They provide time and space for youth to socialise and build relationships with each other and to express themselves freely without fear of recrimination and punishment, because in the Xhosa culture, youth are subordinate and often not permitted to speak up or openly express different views from their parents. The enclosed nature of the Safe Parks provides an opportunity for CYCWs to observe and identify areas of concern and risk among the youth. Services will be tailored in accordance with the nature of the problem.

Safe Parks instil social responsibility in youth and provide a safe space for young people to consistently engage with one another. Project staff and caregivers in Siyalinga highlighted that Safe Parks provide children and young people with the right to engage in recreational activities. Young people that were formerly enrolled in the programme and sub-components such as YMEP/YWEP, continue to return to Safe Parks to interact with CYCWs or their peers. Additionally, former beneficiaries that have left the community to attend tertiary education or found employment, often come back to Safe Parks to motivate youth to continue with their studies. This was particularly evident in Siyalinga, where youth displayed interest in returning to school due to the motivation provided by those at tertiary institutions.

CYCWs conduct celebratory days at Safe Parks such as Christmas Day, Heritage Day and Youth Day, to engage youth in inclusive recreational activities. In addition, CYCWs and IPs⁴⁰ provided career days in which employers and representatives from colleges and universities attended sites to provide application materials and information for youth.

In some sites, Safe Parks had food gardens, where youth and adolescents learned how to grow and cultivate food. Fresh produce provided vital nutritional supplements for many youth, adolescents, families and even CYCWs. **However, this programme sub-component was short-lived, due to lack of funding and expansive drought across many sites.** When food gardens were active, they were relevant in occupying youth and providing a sense of purpose. However, food gardens are still operational in the Alice and East London sites, as well as, the Kwa-Bhaca and Libode sites.

⁴⁰East London IP: East London Child and Youth Care Centre; Libode IP: Catholic Development Centre; Kwa-Bhaca IP: independent board.

✓ Increased knowledge and skills of parents/caregivers and adolescents on how to reduce the risks of violence and improve parent child relationships

An overarching aspect of Safe Parks is the door-to-door visits conducted by CYCWs. CYCWs, site coordinators, project managers and YDFs, indicated that door-to-door visits were very relevant and important for youth and adolescents' needs, particularly because home visits allowed project staff to identify areas of concern and risk among beneficiaries, which enables CYCWs to structure care provision specific to each child. One CYCW, at the King Williams Town site, voiced how she encouraged a child to draw a picture of his home, which pinpointed his psychosocial issues and need for dedicated care. Primarily, home visits ensure that adolescents and youth are receiving holistic caregiver support, which fosters a strong relationship between CYCWs and beneficiaries.

✓ Youth who participated in the programmes succeed in their studies and proceed to colleges/tertiary institutions; drop-outs return to school

Safe Parks are very impactful in delivering a supportive learning and study environment for adolescents and youth.

An important aspect of youth attendance at Safe Parks, aside from socialising, is tuition support provided by CYCWs. Tuition support is particularly relevant in deprived rural contexts where there are often shortages of study materials, teachers for specialised subjects and other amenities. One hundred per cent (100%) of respondents (project staff, beneficiaries, caregivers and mentors) indicated that tuition support was very relevant and important for adolescents and youth. CYCWs viewed Safe Park tuition support as being principally important in strengthening educational outcomes, through the provision of study guides, question papers, homework assistance and the formation of study groups to enhance peer-to-peer learning and thereby build self-confidence. This was especially important as some of the schools, which beneficiaries attended, did not have the capacity or resources to bolster youth's educational outcomes.

As a result of the tuition support provided at Safe Parks, many children, youth and adolescents have been able to matriculate. According to project staff, caregivers and beneficiaries, matric pass rates at all sites have improved as a result of the tuition support provided.

For example, in Kwa-Bhaca, one young person formerly receiving tuition support at the Safe Park has now become an accountant, with other former beneficiaries enrolled at tertiary institutions studying towards chemistry, home agriculture and human resource management. Youth formerly enrolled in the Isibindi programme, have set up Isibindi clubs at universities and colleges, to offer support to new beneficiary entrants. The club links new students with existing students in a unique buddy system.

Eighty-seven per cent (87%) of informants indicated that tuition support provided at Safe Parks had a very high impact in the lives of adolescents and youth, with ninety-one per cent (91%) of respondents stating that tuition support reached the poorest and most vulnerable adolescents and youth in their communities. The view of project staff is that tuition support could have been strengthened, through the hiring of dedicated tutors to provide specialist expertise in subject areas, which may be too complex for CYCWs or YDFs to handle. In addition, manuals and syllabi were out of date at many sites, which limited the impact of tuition support. Notwithstanding, beneficiaries in Mbotyi indicated that the formation of study groups boosted their confidence and motivated them to persist with their studies.

Tuition support at Safe Parks was often delivered in partnership with neighbouring schools, in which teachers would promote Isibindi services, to encourage youth to attend Safe Parks and focus on

education. In Libode, partnerships with local schools enabled CYCWs and YDFs to undertake monitoring visits to check on the academic progress of beneficiaries.

Furthermore, tuition support enabled CYCWs to identify subjects where youth needed extra assistance to enable them to succeed in school. Another form of assistance provided, was with applications for bursaries, college/university admissions and registration. CYCWs consistent assistance and encouragement was very important in the academic advancement of youth.

✓ Young women are empowered, and their full potential is unleashed

Safe Parks were particularly relevant for young girls, as CYCWs and YDFs provided feminine hygiene products for them to utilise when they began menstruating.

✓ Reduction in gender-based violence and substance abuse

Safe Parks instil a sense of collective social accountability, providing a positive community-wide impact. For example, at the Kwa-Bhaca site, YDFs indicated that sexual abuse had decreased within the community due to youth attendance at Safe Parks, complemented by home visits. CYCWs and YDFs hold unique leveraging power in promoting community-wide social accountability, mainly because they are community members themselves and thoroughly understand the context within which they operate, including understanding the issues that prevail and impact adolescents and youth.

Strengths and Weaknesses

The following factors were crucial to reaching the different projects targets:

- The overall success of the programme directly correlates with the high quality of training and dedication of the CYCWs. In terms of the training provided to CYCWs, including modules and procedures, it allows them to effectively apply the necessary skills and knowledge acquired. The training of CYCWs allows for quality assurance of services provided.
- The support given by the mentors, senior mentors and NACCW to manage and oversee quality control led to the success of the programmes and specialised programmes.
- The relationship between the CYCWs and the Safe Parks allow for the identification of youth in need of support and services.
- The referral system and intervention process used by CYCWs, contributes immensely to the effective implementation of the programme.

Despite exceeding targets, there were several factors that limited Safe Park effectiveness, which should be taken into account for future programming:

- **Disparities amongst Safe Parks** affected the impact of the intervention. Not all the Isibindi sites visited had the necessary resources, space or appropriate and adequate facilities for recreational activities and studies. For example, the Ezibeleni site had significantly less recreational equipment than the Alice site. Some of the formal Safe Parks are not accessible to youth, which entails the need to arrange transport to reach them.
- **The continued lack of capacity** among some of the IPs adversely impacted their performance. IPs emphasised that they did not receive sufficient training or funding from the DSD. Additionally, IPs did not clearly understand their roles and responsibilities due to a lack of communication and erratic funding from the DSD. The additional programmes are seen as add-on responsibilities to the already over-burdened CYCWs.

- **The lack of resources** to manage and oversee the Safe Parks exacerbated the situation. The resources provided to the Safe Parks are threatened by lack of funding and untrained staff. Overall financial constraints continue to present challenges to the Safe Parks in respect of upgrading infrastructure and implementing supporting programmes. All focus groups expressed disappointment at the lack of recreational facilities for adolescents and youth. The Wi-Fi provided at many of the sites is either not in use or they do not have the funding to ensure payment for connectivity. Additionally, the computers provided are limited and the staff needs to be trained in using the resources to ensure they are able to assist the youth when needed. CYCWs raised the issue of transportation and indicated that they usually use their stipends to travel to households that are in remote areas. The unavailability or lack of transportation decreases the number of houses that the CYCWs can service in the time that they have available. Another limiting factor constantly cited by CYCWs, mentors, respondents and project managers are the continued delay in the payment of stipends to the CYCWs, which affects their morale and ability to deliver effective services.
- **Theft and destruction of property** at the Safe Parks leads to the loss of valuable resources. In the case of Illinge, the Safe Park is located next to the police station and the project manager indicated that they have had fewer cases of break-ins, theft and vandalism unlike in other Safe Parks. In addition, the following factors also hinder access to computer training and Wi-Fi.
- In most cases, CYCWs and YDFs voiced **the lack of support from the DSD**. The perceived lack of cooperation from social workers, in terms of following up on referral cases, results in youth relapsing and CYCWs being blamed for failing to keep their promise to assist youth in need of care. In some cases, the CYCWs indicated that some families and community members are reluctant to allow the CYCWs to enter their houses or access the community. The CYCWs noted that in these cases the caregiver or community fear that the children will be taken away from them or that they will be reported to the police, for whatever reason. Another hindrance is that Social Workers at the DSD are unable to timeously follow up referrals by CYCWs. The issue of disengaging from a family after a certain period of service was a matter of great concern. This practice happens once it is determined that a particular house/family is functional. This is usually after a six-month support period. However, CYCWs usually indicate that they would continue to interact with and support youth long after the period of disengagement. This is one of the reasons why the caseload of CYCWs continues to grow. Furthermore, CYCWs are sometimes exposed to traumatic and stressful situations during their door-to-door visits. This situation requires regular debriefing and psychosocial support which is not provided. The mentor for Lwandile, Mbotyi and Libode was attacked and sexually assaulted but has never received any counselling or psychosocial support.

Sustainability

The Isibindi model offers a relevant and practical intervention, tailored to the needs of the adolescents and youth. In addition, specific programmes allowed for sustainable change in adolescents and youth, reaching targets somewhat efficiently and allowing for intergenerational resilience. This section provides an overview of the sustainability or permanence of the Isibindi project. The evaluation includes the prospect of the continuation of benefits after the financial support and assistance has ended.

Overall findings presented during the evaluation include the following:

- Overall the the lack of access to funding and unreliable payment from the DSD pose a risk to the sustainability of Isibindi as well as the specialised programmes;
- Self-supporting of local counterpart: no strategic implementation plan was provided on how to continue implementing the specialised programmes moving forward;
- There is a general lack of accountability and governance to maintain the positive effects of the developmental intervention without NACCW support;
- Some IPs indicated that they require assistance to increase their capacity to access funding and manage the Isibindi sites;
- DSD needs to re-evaluate the capabilities of the IPs and provide strategic leadership. Additionally, the DSD needs to monitor and evaluate the level of efficiency and sustainability of the programme;
- The staff and IPs feel that they have not received sufficient communication from NACCW or the DSD on the way forward after UNICEF's funding ended.

The link between Home Visits and Safe Parks and their sustainability

The link between the Safe Parks and home visits is essential to continuing the identification of vulnerable and at-risk youth. The CYCWs and other staff showcased a strong commitment to continue the work of the home visits. An essential factor to ensure the continuation of home visits is to guarantee the payment of stipends to CYCWs every month. The extent and positive change and effect of the intervention are overall sustainability. The learnings applied during home visits show a lasting change in the lives of youth. Additionally, the bond fostered during home visits creates a lasting and supportive structure of trust between the caregiver and the beneficiary. However, CYCWs indicated that adolescents and youth will continue to require social support after CYCWs have disengaged. This indicated a continued dependence on the CYCWs and limits the ability of adolescents and youth to adapt sufficiently to external changes and shocks.

The biggest challenge hindering the sustainability of the home visits and Safe Parks are unreliable payments and limited access to funding. In some cases, as in East London, the NPO supplemented the late payment of the stipends. However, overall the capabilities and capacity of the IPs responsible for the different Safe Parks are limited. The NPOs and boards established show limited operational capacity as well as limited ability to raise and manage funding efficiently to mitigate the payment challenges presented by the DSD. The following factors hinder the sustainability of home visits and Safe Parks:

- Continued late payment of CYCW stipends;
- The limited capacity of IPs to achieving sustainability;
- Not enough activities for youth and adolescents at Safe Parks;
- Transportation challenges for CYCWs to reach the houses;
- High turnover of CYCWs and other staff;
- Theft, vandalism and lack of maintenance of Safe Parks;
- No proper monitoring and evaluation;
- Lack of funding and the capacity to fundraise;
- Limited facilities for CYCWs to organize or youth to gather.

Safe Parks form an essential part of the Isibindi programme, and the sustainability of the park is thus crucial. The existing infrastructure and resources provide a basis to ensuring continuous development and providing access for adolescents and youth of all ages, ensuring sufficiently maintained resources, as well as providing alternative services and skills development. Safe Parks should include access to resources for tertiary education, support for educational learning, provide jobs and alternative opportunities and develop skills and market opportunities.

Sustainability Plan: Resilient and Holistic Safe Parks

The following recommendations are made to ensure sustainable, resilient and holistic Safe Parks. The recommendations are dependent on the DSD taking ownership of the programme and ensuring its sustainability:

- Firstly, it is recommended that the DSD evaluate the existing IPs and boards based on the objectives of the Isibindi site;
- Secondly, a senior mentor programme should be implemented where a DSD official manages, oversees, evaluates and ensures that roles and responsibilities of all the Safe Parks and IPs are fulfilled. This recommendation is dependent on:
 - Rigorous community participation through community awareness programmes to increase support of the programmes and projects;
 - The development and communication of yearly activity plans indicating the skills development and learning which will take place, as well as their timeframes;
 - Ensuring sufficient maintenance and upgrade of the Safe Parks;
 - Researching the available resources and the needs of the community;
 - Marketing and promotion of Safe Parks;
 - Developing sound business and sustainability plans.

Sustainability Plan: Young people accessing jobs, apprenticeships and internships

Skills such as job creation, access to internships and apprenticeships should have been outsourced to an experienced service provider as part of the project. The evaluation team recommends that the service provider should, in order to ensure excellence in programme delivery and implementation, develop strategic relationships with key stakeholders through capacity building; develop strong private-public partnerships; harness talent and the development of world-class professionals and entrepreneurs; improve the capital base; improve monitoring and evaluation systems through innovative and comprehensive management information systems (MIS). In addition to increasing skill and business opportunities, the following factors are critical in increasing the prospects of adolescents and youth:

- Designing of an economic citizenship module as part of the World Economic Forum which includes components of financial inclusion, financial education, social and livelihoods education;
- Skills needs to be transferred to CYCWs, YDFs and youth on how to present oneself during interviews, increasing confidence in applying for jobs and developing understanding of what the basics of a good employee are;
- Provide resources and free access to websites with links for job applications or educational opportunities;
- Provide samples on writing a CV and motivational letter;
- Create linkages with local schools to tap into their available resources;
- Draft a sustainability plan, which can then be presented to the project manager;
- Design a system where the resources and skills will be transferred, irrespective of the CYCWs staff turnover.
- Link to current government initiatives such as Youth Employment Support.

Sustainability Plan: Wi-Fi and Computer training provided to children and youth

Some schools in the areas do have computers and other required resources, while others do not have the requisite facilities. The evaluation team recommends that in future Safe Parks make use of the resources available at the neighbouring schools to obviate the lack of facilities. Additionally, one capable and skilled CYCW or YDF needs to provide training to youth, based on specific and identified needs. The preliminary

needs identified during the evaluation process include how to design a CV; how to write a motivational letter; basic Microsoft Office skills (PowerPoint, Word, Excel); how to write emails; and access to job sites.

5.9.2 Young Men and Young Women Empowerment Programme (YMYWEP and YWEP)

The Young Women's Empowerment Programme (YWEP) and the Young Men's Empowerment Programme (YMEP) aimed to enhance leadership skills and personal agency of adolescents and youth. The specific empowerment programmes discussed topics such as substance abuse, sexual and reproductive health (SRH), circumcision, as well as encouraging young women and men to engage in sports instead of indulging in alcohol and substance abuse. This programme focused on women empowerment and development.

Effectiveness (Targets reached)

The success of the YMEP/YWEP relied on the programmes offered during workshops and access to Safe Parks to host meetings. Although the programme did not reach its whole target, seventy-eight per cent (78%) was achieved. Despite the programme not fully reaching its target, Safe Parks continue to provide an environment where adolescents and youth can gather and continue to support each other.

Achievement of Expected Outputs and/or Outcomes

Reduction in gender-based violence and substance abuse

Project staff viewed the Young Men Empowerment Programme and Young Women Empowerment Programme as very relevant to youth and adolescents' needs as the programme provided vital sexual and reproductive health information to at-risk adolescents, as well as learnings pertaining to substance abuse and the negative impact of xenophobia. YMEP enabled young men to understand the harmful effects of substance abuse as well as how to cope with bereavement.

Due to the impact of YWEP/YMEP, the scourge of female abduction (*ukuthwala*), teenage pregnancies, substance abuse and circumcision, could henceforth be discussed openly without any recrimination. This led to an awareness of the problem of teenage pregnancies and alcohol and substance abuse among youth. The programme thus facilitated sexual education and trusting relationships between YDFs and youth, which in turn enabled and encouraged young people to access HIV testing. The most common behavioural shift as a result of YMEP/YWEP observed across all sites, according to project staff, caregivers and beneficiaries, was young men becoming more respectful and young women becoming more assertive.

Adolescents and youth have increased knowledge and skills to access life-skills training, empowerment, developmental support, educational support and livelihood opportunities

Ninety-seven percent (97%) of respondents (project staff, beneficiaries, caregivers and mentors) indicated that YMEP/YWEP was very relevant and important to fulfilling the needs of adolescents and youth, with eighty percent (80%) strongly agreeing that these programmes reached the poorest and most vulnerable adolescent and youth within their communities. Upon programme commencement, YDFs would assist youth in developing an Individual Development Plan, which identifies the strengths, weaknesses and aspirations for each adolescent and youth. The non-threatening environment provided by YMEP/YWEP enabled youth to express their concerns, such as puberty and request and receive support from YDFs in a confidential manner.

According to beneficiaries, caregivers and project staff at all sites, YMEP and YWEP instilled a sense of independence and responsibility amongst adolescents and youth enrolled in the programme. The positive behavioural impact of YMEP and YWEP was evident across all sites, largely due to youth being capacitated to make informed decisions about their lives. Some graduates of YMEP and YWEP have become ambassadors for the programme and willingly share their experiences with youth in the community.

Sixty-six percent (66%) of respondents indicated that the programme had a very high impact in the lives of adolescents and youth, with thirty-one percent (31%) indicating that YMEP/YWEP had a high impact. YMEP and YWEP provided a safe space for youth to voice their concerns, opinions or ideas and to be heard, which probably boosted individual self-esteem and self-confidence. The YMEP/YWEP strengthened the uptake and dispersion of youth-specific and youth-friendly information through peer-to-peer learning.

✓ Youth who participated in the programmes succeed in their studies and proceed to colleges/tertiary institutions; drop-outs return to school

YMEP and YWEP also encouraged out of school youth to enrol back into schools. One caregiver in East London indicated that her son stopped using substances and subsequently gained employment as a result of encouragement by the YMEP.

✓ Improved gender relations

YMEP and YWEP prompted positive gender norms, values and behavioural attitudes, enabling boys at sites such as Siyalinga to show more respect towards their female counterparts. Beneficiaries of YMEP and YWEP in Siyalinga emphasised that the programme enabled them to find closure on certain emotional issues. YMEP and YWEP generates peer to peer support mechanisms, as the Siyalinga youth beneficiaries also underlined that they learned how to support and assist each other as a result of the programme.

✓ Increased knowledge and skills of parents/caregivers and adolescents on how to reduce the risks of violence and improve parent child relationships

Caregivers in Illinge, Mbotyi and Lwandile noted the positive behavioural change in youth enrolled in YMEP and YWEP and the strengthened bond between parents and children. YWEP generated understandings of SRH, complemented by the availability of condoms at some sites such as Illinge, which decreased sexual risk taking. Girls also increasingly accessed local family planning clinics. At the Kwa-Bhaca site, young people started their own businesses as a result of YMEP and YWEP.

✓ Young people are supported to start their own businesses or find employment

In terms of facilitating employability, skill uptake and educational progression, YMEP/YWEP was a key player. Firstly, YMEP and YWEP ingrained the importance of working hard at school to attain university or college education. Secondly, the certificate provided by the programme was in some cases important in motivating schools to reintegrate youth who were formerly expelled back into school. Finally, YMEP and YWEP increased the prospects of employability through YDFs assisting youth to search for jobs and prepare curriculum vitae. Despite these efforts, resources and expertise pertaining to entrepreneurship and associated empowerment were limited which stifled its impact.

Strengths and Weaknesses

According to respondents the following factors contributed to the success of the programme:

- The Youth Camps yielded a substantial change in the lives of the youth;
- The groups which were established allowed for continued interaction among the youth;
- The skills and knowledge provided were applicable to the youth;
- The programme builds self-esteem and encourages discussion of community issues in the groups;
- Access to the Safe Parks provided a safe space to interact.

The following factors hindered the success of the programme:

- Lack of leadership at Safe Parks;
- Lack of transport for youth to attend the programme;
- Most youth indicated that Safe Parks needed to be upgraded to allow for designated meeting spaces.

Sustainability

The funding for the Youth Forums as well as the YMEP and YWEP has ended. However, the skills developed as well as the connections fostered at the Youth Forums and YMEP and YWEP will continue to positively impact the youth. Although the funding for the project has ended, the Safe Parks continue to provide a space where youth can gather and engage in discussions. The transfer of skills to youth by the Children's Institute shows a positive impact on the lives of youth. For the youth who participated in the youth forums, the support will most likely continue. The factors that hinder the sustainability of the programme include the following:

- No sustainability plan handed over to the Safe Parks and the IP;
- High turnover rate of CYCWs;
- Lack of Skills and Capabilities of CYCWs;
- Lack of management and maintenance from IP;
- Youth not taking ownership to involve new youth in the programme

Sustainability Plan: Youth Forums, YMEP and YWEP

The following recommendation is made for Safe Parks and IPs to continue the process of supporting young women and young men in the community:

- Provide a sustainability plan to each Safe Park and do a proper handover after the funding period has ended. These can include:
 - Scheduling public awareness days and inviting new youth to attend;
 - Identifying youth ambassadors for the programme which can further develop the programme;
 - Implement a big sister and big brother peer mentorship initiative;
 - Programme managers and CYCWs need to continue supporting the programme.

5.9.3 Adolescent Development Programme

The Adolescent Development Programme (ADP) life skills training programme emphasised relationship building, problem solving and conflict resolution, as well as how to cope and deal with stress. CYCWs also made available information on HIV and AIDS testing, management and awareness and safety and nutrition to adolescents and youth. In many cases, CYCWs facilitated immediate assistance in situations of conflict, crisis, stress and grief amongst children, adolescents and youth.

Effectiveness (Targets reached)

Eighty-six percent (86%) of the set target was reached within the funding period. ADP success is closely related to the good relationship fostered between local schools and Safe Parks. Additionally, the FGDs with youth showed that the programme addressed real challenges and needs of the youth. The interest from the youth is a crucial factor in the success of the programme. Lastly, the trained CYCWs showed dedication and commitment to the programme.

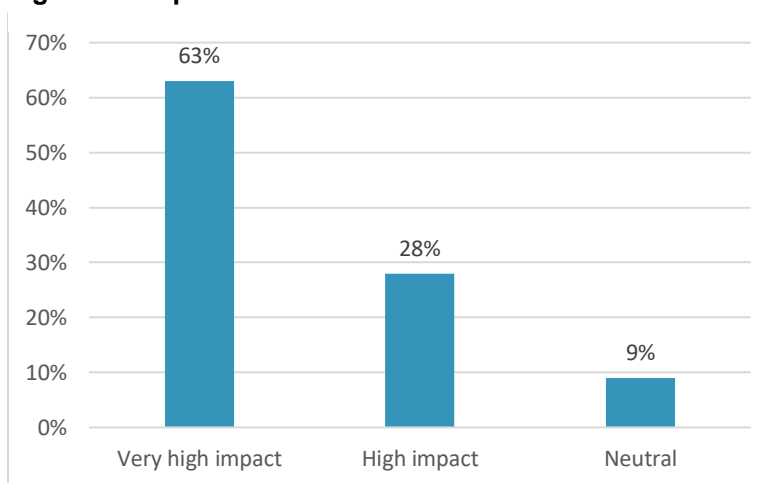
Achievement of Expected Outputs and/or Outcomes

- ✓ Adolescents and youth have increased knowledge and skills to access life-skills training, empowerment, developmental support, educational support and livelihood opportunities

Eighty-one percent (81%) of respondents (project staff, beneficiaries, caregivers and mentors) indicated that ADP was relevant to fulfil the needs of adolescents and youth, with eighty-six per cent (86%) stating that the programme reached the poorest and most vulnerable adolescents and youth in their communities. Figure 16 reflects that sixty-three percent (63%) of respondents indicated that ADP had a very high impact, with twenty-eight percent (28%) denoting a high impact and nine percent (9%) stating that ADP had a neutral impact in the lives of adolescents and youth.

ADP provided youth with guidance in how to communicate positively with one another and how to build relationships, alongside boosting employability. ADP was also relevant for CYCWs as it enabled them to respond to issues identified during home visits by subsequently placing youth in the supervision of YDFs under the Adolescent Development Programme. Moreover, YDFs were able to pinpoint issues such as abuse and concurrently refer them to counselling services.

Figure 16. Impact of ADP



Project staff indicated that ADP was very important in enabling adolescents and youth to develop a sense of identity. In Illinge, ADP had 22 young people enrolled in 2018, project staff highlighted that ADP was very important as most youth participants in Illinge came from child-headed households and thus the programme enabled them to learn how to take care of themselves and their dependents, how to budget and manage resources, as well as providing an outlet for these youth to find time to play. Adolescents and youth enrolled in this programme developed a sense of solidarity with one another and began to take care of each other, fostering sustainable networks of community support.

- ✓ Increased knowledge and skills of parents/caregivers and adolescents on how to reduce the risks of violence and improve parent child relationships

Project staff indicated that ADP was very important in enabling adolescents and youth to develop a sense of identity. In Illinge, ADP had 22 young people enrolled in 2018, project staff highlighted that ADP was very important as most youth participants in Illinge came from child-headed households and thus the programme enabled them to learn how to take care of themselves and their dependents, how to budget

and manage resources, as well as providing an outlet for these youth to find time to play. Adolescents and youth enrolled in this programme developed a sense of solidarity with one another and began to take care of each other, fostering sustainable networks of community support.

✓ Youth are involved in societal & community issues

According to project staff, mentors, caregivers, beneficiaries and IPs, ADP provided a positive behavioural impact for many youths involved in the programme, enabling them to be assertive, responsible and independent, as well as developing a deeper understanding of socio-economic issues.

✓ Youth who participated in the programmes succeed in their studies and proceed to colleges/tertiary institutions; drop-outs return to school

Some sites formed partnerships with local schools and CYCWs now provide ADP in schools, within the school curriculum. Project staff pointed out that as a result of ADP, teachers in neighbouring schools greatly appreciate the programme's impact on the educational performance of youth, particularly life orientation classes. Beneficiaries and caregivers underlined that ADP provided youth with a platform to express their feelings without fear.

✓ Young women are empowered, and their full potential is unleashed

Additionally, informants (project staff, beneficiaries, caregivers, mentors, DSD, NACCW, UNICEF and IPs) highlighted that ADP had a particularly positive impact in reducing incidences of teenage pregnancy across all sites and respective communities.

✓ Increased knowledge and skills of parents/caregivers and adolescents on how to reduce the risks of violence and improve parent child relationships

Consequently, as a result of ADP, parents were able to be more open about issues of pregnancy and SRHR, improving and strengthening communication channels between parents and children. ADP instilled decision-making capacities amongst youth, enabling them to make informed decisions about matters which affect their lives.

✓ Young people are supported to start their own businesses or find employment

In Mthatha, youth enrolled in ADP were motivated to start their own businesses and entrepreneurial activities.

Strengths and Weaknesses

Although ADP was broadly successful in delivering life skills, SRH and youth empowerment, the programme experienced serious challenges. Limitations of ADP's impact include the lack of youth engagement and attendance partly due to difficulty relating to the content provided. Hiring of appropriate venues was an additional challenge in delivering ADP in Mthatha. YDFs that ran the programme were often not sufficiently trained and, in some cases, such as in Alice and Libode, YDFs resigned (because of non-payment of stipends) and the programme was discontinued. Furthermore, there were insufficient resources allocated and there were thus not enough copies of hand-outs for youth participants.

Challenging factors to the ADP's include the following:

- Lack of youth engagement and attendance due to disinterest in YDF facilitation and to difficulty relating to the content provided;
- Lack of funding to hire appropriate venues to deliver ADP;

- YDFs that were often not sufficiently trained;
- YDF resignations and programme discontinuation;
- Lack of food provided during facilitation to youth;
- Insufficient resources allocated to developing manuals.

Sustainability

The outcome of the evaluation clearly indicates the overall importance and relevance of the ADP programme. The programme shows high levels of skills transfer to the youth involved in the programme. Additionally, the CYCWs and the respective facilitators showed a high level of commitment to the success of the programme even after the funding period ended in August 2018. As in the case of the other programmes, there is a lack of guidance and clarity of how the programme is to continue going forward. One key factor contributing to the success of ADP is the linkages and relationships fostered with the local schools to provide ADP in schools and thereby improve access to the learnings.

The underlying factors hinder the sustainability of the programme:

- Staff turnover within Isibindi;
- Management challenges;
- No accountability at the grassroots level;
- Lack of proper monitoring and evaluation;
- Lack of involvement and capacity challenges with regards to the IP.

5.9.4 Radio Programmes

The objective of the Radio programmes is to provide media exposure as well as participation in youth forums and local councils. The Radio Programme was piloted in three sites (Alice, Mthatha and Ndondo Square).

Effectiveness (Targets reached)

The Radio Programme reached one hundred percent (100%) of the set target. One hundred percent (100%) of respondents, being project staff, beneficiaries and caregivers at these sites, indicated that the programme was relevant for adolescents and youth. This was because it provided an important opportunity for youth to express their views to a wider community audience, offering youth a sense of achievement by being given the opportunity to discuss and analyse topics, which they felt were important.

Achievement of Expected Outputs and/or Outcomes

Youth are involved in societal & community issues

According to aforementioned informants, the Radio Programme was an especially relevant sub-component as it both provided access to media and technology and provided an outlet to marginalised youth. The radio initiative was also very relevant in facilitating a platform for young people to become local celebrities, which in turn generates social inclusion.

Adolescents and youth have increased knowledge and skills to access life-skills training, empowerment, developmental support, educational support and livelihood opportunities

One hundred percent (100%) of respondents (project staff, beneficiaries, caregivers, mentors and IPs) in Alice, Mthatha and Ndondo Square indicated that the Radio Programme had a high or a very high

impact in the lives of adolescents and youth, leading to positive behavioural change. Radio Programme participants in Mthatha expressed that as a result of the initiative, they gained invaluable knowledge and skill uptake in areas such as public speaking, problem solving and analysis of contemporary social issues.

In Alice particularly, CYCWs and YDFs expressed the view that the Radio Programme, in conjunction with the MenCare programme, had a great impact on the behaviour of adolescents and youth. The programme was impactful as community members and stakeholders engaged in the Radio Programme, leveraging community interest and expanding the voice of the youth and adolescents involved. For example, Radio Programme participants set up a Facebook group in which they would encourage the public to comment on items to expand on the discussion topics. In addition, radio-show hosts conducted an outreach programme in which they visited schools and spoke to learners about a topic of their choice, usually in the realm of youth, social and community issues. According to project staff, three young people involved in the Radio Programme at Alice participated in the youth forum in Cape Town that strengthened their resolve to pursue careers in media.

The participants in the programme felt that it had boosted their self-confidence and self-esteem. Youth learned how to discuss, research and analyse contemporary social issues, developing different viewpoints and problem-solving skills, while also instilling a sense of purpose.

Young people are supported to start their own businesses or find employment

The Radio Programme was potentially one of the most impactful programme sub-components in terms of boosting employability prospects. In Mthatha, for example, youth enrolled in the programme received internships from community radio stations as a result of their media exposure. Internships provided them with stipends. In Ndondo Square, one of the beneficiaries was employed by a radio station as a result of her success in the Isibindi Radio Programme.

Strengths and Weaknesses

The following factors contributed to the success of the programme:

- The involvement of local radio stations and the programme rollout;
- Youth recruited from local schools and their interest and positive attitude towards the programme;
- The support from the local community for youth to continue with the programme.

However, the following factors could limit the sustainability and impact of the programme:

- No sustainability plan handed over to the Safe Parks and the IP;
- No fostering of relationship with schools and radio stations;
- No monitoring or performance applied to the progress of the Radio Programme;
- Lack of ownership by the local community.

Sustainability

During site visits in January and February 2019, the CYCWs indicated that the Radio Programme had continued after the funding period of UNICEF ended in August in 2018. The interest from the youth and the collaboration with the local radio stations is the predominant driver of the sustainability of the programme sub-component. The key lesson learned with the programme is that when ownership is transferred to the local community the programme can become self-sufficient.

Sustainability Plan: Recommendations

The following is recommended to the IPs and the senior project managers at the sites:

- Establish an implementation and resource plan for the Radio Programme;
- Strengthen the relationship with the local schools and local radio stations;
- Establish ambassador programmes at the local schools to foster the growth of the programme.

5.9.5 Sinovuyo Caring Families

Sinovuyo, which means, “*we are making happiness*” in isiXhosa, aimed at reducing the risk of child maltreatment through the establishment of positive relationships between caregivers and youth. Sinovuyo was implemented in partnership with Clowns Without Borders South Africa (CWBSA), who trained local community members to deliver the programme.

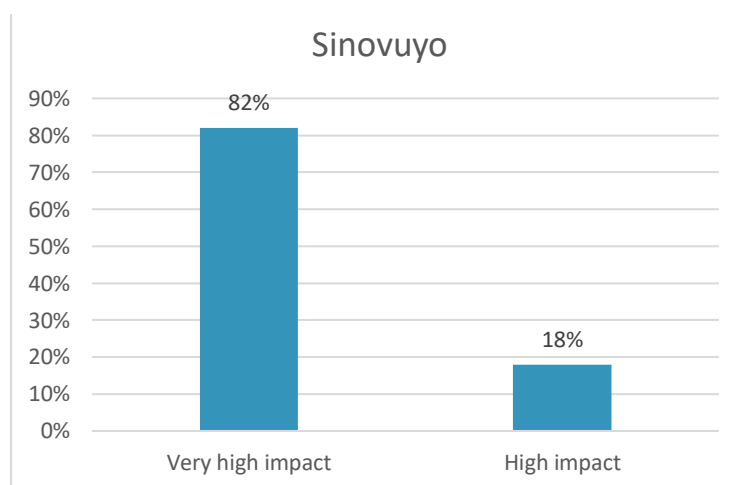
Effectiveness (Targets reached)

The Sinovuyo Caring Families programme achieved more than ninety percent (90%) of the set targets during the funding period. Overall logistical challenges presented obstacles to achieving the set targets. The success of the programme was directly linked to the organisational capacity of the Clowns Without Borders (CWBSA) and the commitment of the staff generally. Additionally, the access provided to the Safe Parks contributed to reaching the set targets.

Figure 17 indicates the impact that Sinovuyo had. Eighty-two percent (82%) of the respondents (project staff,

beneficiaries, caregivers, mentors, DSD, NACCW, UNICEF and IPs) highlighted that Sinovuyo had a very high impact in the lives and behaviours of caregivers and their children, with eighteen percent (18%) indicating that the programme had a high impact. Eighty-eight percent (88%) of the informants pinpointed that Sinovuyo reached the poorest and most vulnerable households in their respective communities.

Figure 17. Sinovuyo Impact



Achievement of Expected Outputs and/or Outcomes

- ✓ Increased knowledge and skills of parents/caregivers and adolescents on how to reduce the risks of violence and improve parent child relationships

The Sinovuyo Caring Families was deemed very relevant to household and family needs in terms of understanding the familial relations within the traditional Xhosa culture. Firstly, the Xhosa cultural context is characterised by an extreme generation gap whereby parents do not communicate well with their children and vice versa. The prevalent generation gap leads to conflict and an inability to understand and appreciate one another. One hundred percent (100%) of respondents (project staff, beneficiaries, caregivers and mentors) indicated that Sinovuyo was very relevant and important for caregivers, parents,

adolescents and youth in bridging the generation gap between parents and children. Some CYCWs highlighted that Sinovuyo and the MenCare programme filled a communication gap by engaging men to fulfil their role and duty of care in households.

Sinovuyo significantly improved communication between parents and children and enabled families to understand each other's challenges and emotions. The programme was also highly regarded as it enabled parents to understand household budgeting while also acknowledging the role of cultural norms between elders and children. Of importance is that it enabled parents to comprehend that they can learn from their children through loving and caring relationships. Parents were trained on how to manage anger, as well as how to show love and how to praise their children. The programme enabled parents and caregivers to understand discipline and how to positively implement it. Project staff indicated that the Sinovuyo programme fixed many cracks in vulnerable families, especially parental ability to resolve conflict.

The Sinovuyo programme thus instilled positive parenting practices for the caregivers. This in turn had a positive impact in the lives and behaviour of their children. The biggest behavioural change observed across all sites was parents spending more quality time with their children, alongside improvements in parent-child communication channels. According to informants (project staff, beneficiaries, caregivers, mentors, DSD, NACCW, UNICEF and IPs), parents were able to openly share their feelings and communicate at the same level as their children, for example, parents were more able to apologise to children. In Ezibeleni, a mother was able to disclose her HIV status to her children.

According to project staff, Sinovuyo also facilitated an understanding between caregivers and children, regarding the expenditure of social grants. The programme emphasised that social grants were for taking care of the basic needs of children. The impact of Sinovuyo was limited in some sites as caregivers did not regularly attend all sessions. In some cases, parents and caregivers did not attend any of the sessions, as they were afraid that social grants would be taken away from them if they were to disclose how they used the grants.

Young women are empowered, and their full potential is unleashed

According to project staff and caregivers, the programme improved familial relationships, particularly between mothers and children as mothers were capacitated to be circumspect in handling interactions with their children. Parents were urged to use less corporal punishment as a form of discipline. Sinovuyo promoted respect between parents and children and enhanced the ability of both parents and children to make informed decisions. In East London, the programme instilled a sense of belonging in all families involved, as well as empowering them to report further issues experienced with children and request assistance from CYCWs. Caregivers involved in the programme in Mbotyi expressed that Sinovuyo provided a sense of responsibility and respect for one another as well as for other people.

Strengths and Weaknesses

The following factors further contributed to the success of the programme:

- The programme is well designed and applicable to the families;
- The trainers were on site during the training process and were able to provide support to the CYCWs and facilitators;
- Food was provided to the participants;
- The training process for facilitators was delivered in the form of the mentoring process;
- The training process of practice and guidance provided, fostered a positive supporting structure for the CYCWs;

- The learning process was well designed and fostered an environment where the participants felt safe to share;
- The design of the programme incorporates the African and Xhosa context to allow for engagement and participation;
- Difficult issues were addressed, and participants were allowed to engage in a productive environment;
- The programme depended on the connection between caregivers, youth and the community as a whole.

Although the programme achieved a high target success rate, multiple challenges were experienced during the rollout of the programme. These challenges are listed below:

- The IPs experienced challenges with the scheduling of the programmes. This led to the caregivers not always attending the learning sessions. As a result, the facilitator had to provide follow-up sessions during the home visits. Although the CYCWs followed up, it added to their already heavy work caseload. In some cases, the importance of the programme was placed second to the main aims of the home visits;
- During the KII it was indicated that the purpose of the programme was not effectively communicated to the caregivers;
- The Sinovuyo programme was seen as an additional responsibility for the CYCWs. In some cases, the CYCWs did not attend training because they had to undertake multiple home visits;
- Due to funding constraints, it was not always possible to provide food and there were concerns that this would possibly lead to poor attendance or low turnout;
- The relationship agreement between NACCW and CWBSA experienced multiple challenges. During the planning and initial phases of the programme, CWBSA was informed that NACCW would manage the communication and schedule the training with the CYCWs. However, communication and logistical challenges led to a lack of clarity surrounding institutional roles and responsibilities.;
- NACCW was not always transparent in communicating their roles and this led to implementation and organisational challenges.

Sustainability

The Sinovuyo parenting programme incorporated training of 28 facilitators to ensure continuous learning and skills development. In addition, the training of 741 parents and caregivers was successfully completed. During the group discussions, the parents and caregivers indicated they had gained immensely as a result of the programme. Additionally, parents and caregivers indicated that the programme fostered a lasting relationship between the child and them.

CWBSA incorporated a sustainability plan to ensure that the transfer of skills continued after the funding period. Although the sustainability plan was incorporated, the following factors hindered the ability of Sinovuyo to be maintained at a certain level:

- High turnover of the CYCWs and other staff;
- The core responsibilities of the CYCWs takes priority above the programme;
- The CYCWs and other staff did not clearly understand how the project is going to be implemented in the future. A strategic implementation plan was not developed for the post-funding period;
- CYCWs indicated that they required additional support to continue with the programme;
- Lack of guidance and support from the DSD;

- Not all of the 28 facilitators completed the training sessions.

Sustainability Plan: Recommendations

The key informant interviews and the group discussions suggested the following recommendations to ensure the sustainability of the programme:

- Task allocation. roles and responsibilities need to be defined to ensure the programme is rolled out efficiently;
- The DSD needs to design a plan for the Sinovuyo programme and provide sufficient support structure to ensure continuing of the programme;
- An evaluation needed to be undertaken to establish which factors hindered the target not being reached and adjust the programme accordingly.

5.9.6 MenCare

The MenCare programme was expected to be provided in partnership with Sonke Gender Justice with the basic aim of empowering male caregivers with the capacity of how to support and care for women and children in the home, whilst also emphasising their role in the community. MenCare was piloted in three sites: Illinge, Alice and Ndondo Square.

Effectiveness (Targets reached)

The MenCare programme reached more than ninety percent (90%) of the set targets for the funding period. The impact of MenCare was limited as it only reached a limited number of men in a limited number of communities. Despite this, one hundred percent (100%) of the informants (project staff, caregivers, beneficiaries, IPs and mentors) interviewed in Alice, Illinge and Ndondo Square indicated that MenCare had a high or very high impact in the behaviour and lives of fathers and men, which in turn provided a significantly positive impact on the behaviour and lives of their wives and children.

Achievement of Expected Outputs and/or Outcomes

Improved gender relations

MenCare was found to be very relevant to these three communities, which are situated in a highly patriarchal Xhosa cultural environment, especially with regard to men being the head of the household.

One hundred percent (100%) of respondents (project staff, beneficiaries, caregivers and mentors) indicated that the MenCare programme was very relevant and important for fathers and men. In Ndondo Square, young boys who grew up without fathers were incorporated into the programme, which was particularly important for their sense of purpose.

MenCare was viewed by project staff as very important in teaching men how to care for their wives and children, as well as challenging gender stereotypes of men being seen as weak if they are assisting their wives with the care of their children and performing household chores. Through MenCare, fathers were enabled to express the challenges they encountered. According to male beneficiaries and project staff, the programme enabled gender norms to be shifted, for example, men being able to express emotions and the acceptance of girls playing with masculine-perceived toys and equipment.

✓ Reduction in gender-based violence and substance abuse

According to project staff and caregivers, MenCare significantly reduced domestic and sexual violence in the communities where it was implemented as men now understood and appreciated the value of women and the harmful impact of violence. The project manager at Illinge expressed how MenCare, similar to Sinovuyo, filled the gap existent in home visits. Before MenCare, CYCWs would solely engage with women in households. After MenCare, when CYCWs conducted home visits, men and fathers were consistently present and engaged in activities. One father in Illinge expressed that he was abusing his wife prior to being involved in MenCare, as he viewed himself as the head of the household and accepted violence as a form of discipline or punishment. After MenCare he changed his attitude and stopped abusing his wife.

✓ Increased knowledge and skills of parents/caregivers and adolescents on how to reduce the risks of violence and improve parent child relationships

Project staff and caregivers underlined that as a result of MenCare, fathers care for children and undertook household chores, whilst mothers would go to work or spend time away from the home. Households, which had fathers or paternal figures, involved in MenCare experienced significantly less conflict and a reduction in corporal punishment against children. In Alice, fathers that graduated from the programme taught other community members about what they had learned in MenCare and were able to identify why other fathers were behaving badly, concurrently they were able to provide support to those men to improve their conduct.

The two sub-components of MenCare and Sinovuyo enabled adolescents and youth to develop in an environment in which they were assured that they would receive all the love, care, support and protection that they require.

Strengths and Weaknesses

The success of the programme is related to the good communication channels and connection between the CYCWs and the households. The CYCWs would reach out to the fathers during the home visits and follow up to ensure their attendance.

Despite this, the programme experienced multiple challenges hindering its success. As stated in the other programmes, lack of transportation for the men to reach the Safe Parks where facilitation was taking place hindered accessibility. Additionally, during the FGD the men raised the issue that the duration of the programme was limited to ensure lasting change in the community.

The target of training 60 male CYCWs in three Isibindi sites was achieved. However, during the fieldwork phase of the evaluation, it became clear that the majority of the CYCWs are female. The success and sustainability of the programme is partly dependent on employing male CYCWs in order for men to relate to these facilitators during future MenCare programmes.

Sustainability

The training of 60 male CYCWs took place at 3 Isibindi sites. The lack of a strategic implementation plan for future rollout, as well as the absence of proper mentorship hindered the sustainability of MenCare interventions. The fact that most of the CYCWs were females limited the sustainability of the programme. However, during the FGDs the caregivers, youth and CYCWs indicated the importance of the programme and that they are able to see a lasting change in the behaviour of the men in the community. The following factors hindered the sustainability of the programme:

- High turnover of the CYCWs and other staff;
- The core responsibilities of the CYCWs take priority above the programme;
- The CYCWs and other staff did not clearly understand how the project was going to be implemented in the future. A strategic implementation plan was not implemented for the post-funding period;
- CYCWs indicated that they require additional support to continue with the programme;
- Lack of guidance and support from the DSD;
- Lack of male CYCWs to implement the programme.

Sustainability Plan: Recommendations

It is recommended that the following systems be put in place to promote the sustainability of MenCare:

- Implementing of additional supporting programmes at Safe Parks to involve men;
- Providing psycho-social support for men at the Safe Parks;
- Instigate an aftercare programme in which former MenCare graduates can become paid facilitators of the programme to reach other men to enhance reliability;
- Design, implement and monitor programmes;
- Stimulate ownership of the programme through ambassador programmes;
- Provide the 60 trained CYCWs with an annual rollout plan to continue the programme of skills development.

5.9.7 Siyakhula Substance Abuse Programme

The Siyakhula Substance Abuse Prevention, Early Intervention and Aftercare programmes aimed to provide localised and community-based rehabilitation services for children and youth between 8-18 years old at risk of alcohol and substance abuse.

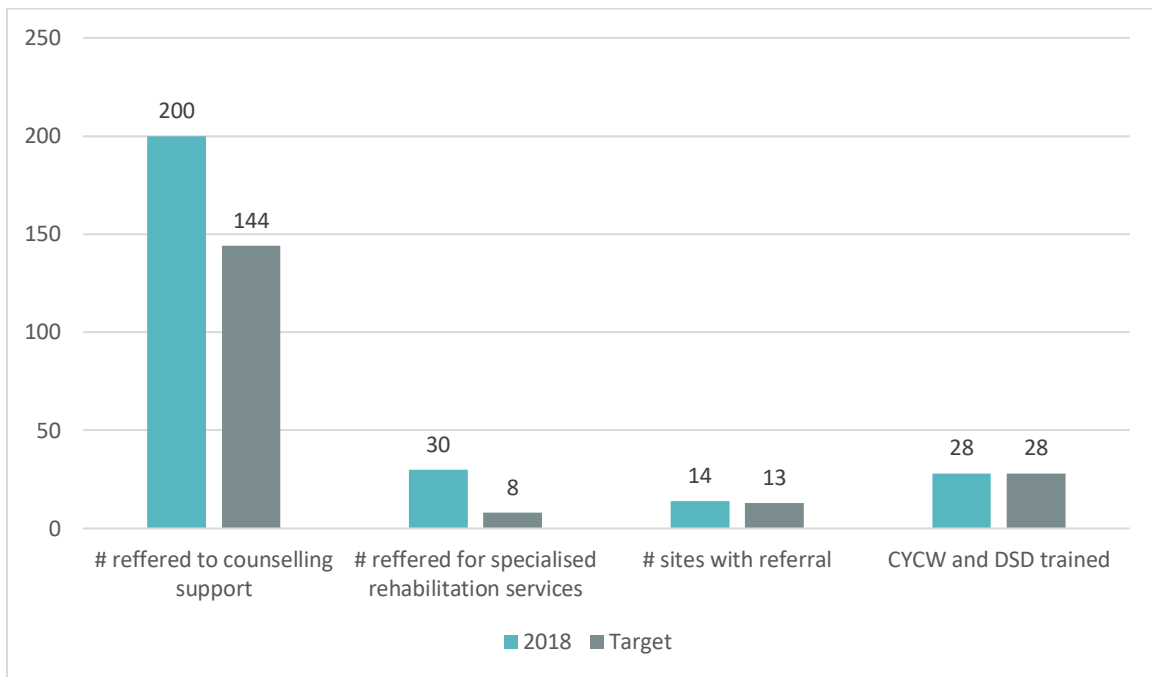
Effectiveness (Targets reached)

The substance abuse programme presented a variety of challenges in reaching the set target for the funding period. Although 13 out of the initial 14 sites of operational referral system were completed, the target was not reached due to the partnership ending with IP and NACCW. Seventy-two percent (72%) of the children and adolescents were referred to counselling support, however, NACCW indicated that youth will continue with the sessions and complete training in August 2018. The KII, FGD and site visits will allow the evaluation team to investigate the final outcome.

Furthermore, although participants of the substance abuse programme were referred to counselling and support only twenty-seven percent (27%) of the children, youth and adolescence were referred for specialised rehabilitation services due to the slow progress of DSD level assessment and referrals. Additionally, a one hundred percent (100%) completion of CYCWs and DSD trained in referring adolescents and youth for services.

Out of all of the Siyakhula targets, the target that reached one hundred percent (100%) was the training of 28 CYCWs in counselling and referring adolescents and youth for services. The second highest target of ninety-three percent (93%) included the sites with operational referral systems in place.

Figure 18. Effectiveness of Substance Abuse Programme



Achievement of Expected Outputs and/or Outcomes

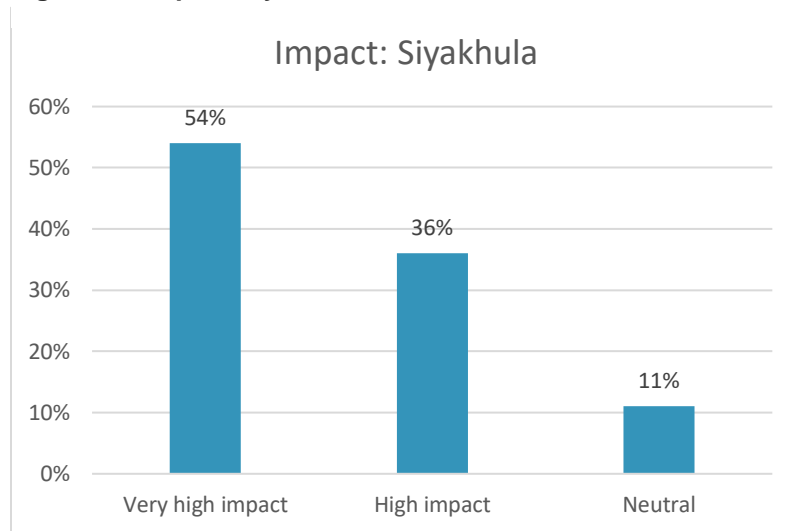
✓ Adolescents and youth have access to substance abuse counselling and a referral support programme

The Siyakhula substance abuse programme was very important and relevant in preventing substance abuse along with the rehabilitating of youth that were involved in substance and alcohol abuse. Alcohol and substance abuse are a pervasive issue among rural and deprived communities in the Eastern Cape. The programme enabled youth to be aware of the harmful impact of substance abuse, to desist from dropping out of school. The trusting relationship established through home visits and Safe Parks enabled adolescents and youth to confide in CYCWs regarding substance abuse in order for them to be enrolled in the programme.

Ninety-six percent (96%) of respondents (project staff, beneficiaries, caregivers and mentors) stated that Siyakhula was very relevant and important to address the needs of children, adolescents and youth. Across all sites, informants (project staff, beneficiaries, caregivers, mentors, DSD, NACCW, UNICEF and IPs) pinpointed that the Siyakhula programme was impactful in preventing and reducing substance abuse among youth, particularly among young men and boys, enabling them to pursue their studies and access higher education.

However, only fifty four percent (54%) of respondents (project staff, beneficiaries, caregivers, mentors, DSD, NACCW, UNICEF and IPs), as shown in Figure 19 (below), indicated that Siyakhula had a very high impact in the lives of beneficiaries.

Figure 19. Impact Siyakhula



Youth involved in the programme were tested for substances at hospitals and then referred to Social Workers or through them be admitted to rehabilitation centres where necessary. In Illinge, CYCWs partnered with the South African Police Service (SAPS) to provide community-wide substance abuse awareness campaigns. Major targets of the substance awareness campaigns were the local schools.

In addition, at the Kwa-Bhaca site, Siyakhula provided parents and caregivers with knowledge in how to address and respond to substance

abuse. Project staff highlighted that the programme also encouraged youth to engage in sports at Safe Parks instead of using substances.

✓ Reduction in gender-based violence and substance abuse

The Siyakhula programme had a ripple effect on communities, with some sites such as Illinge experiencing a decline in community substance abuse, largely due to the programme's solid partnership with SAPS in delivering community anti-substance abuse campaigns. Strong partnership linkages enabled the programme to reduce substance abuse incidences; for example, both King Williams Town and East London sites have strong relationships with referral services and rehabilitation centres, which authorised that youth and adolescents be swiftly provided with the services they required to stop abusing substances.

Strengths and Weaknesses

In East London, the Implementing Partner requested training from SANCA for CYCWs and the Memorandum of Understanding that was consequently signed has given rise to a solid working relationship between SANCA and the site. SANCA now attends to referrals and provides counselling and rehabilitation for adolescents and youth. SANCA also funds transport costs for these children to attend counselling and rehabilitation. All CYCWs have been trained by SANCA in how to assess substance abuse and have been awarded certifications.

Project staff and mentors emphasised, however, that the programme experienced challenges with adolescents and youth relapsing back into substance abuse after they had returned to communities' post rehabilitation, as there were not enough activities to keep youth and adolescents occupied in rural and deprived communities. CYCWs faced challenges when they have to refer adolescents and youth to rehabilitation facilities. More often, youth were reluctant to attend rehabilitation centres, which resulted in conflict between them and CYCWs.

A further challenge, which limited the positive impact of Siyakhula, was the delay by the DSD Social Workers in making timely follow-ups when CYCWs referred cases in need of attention. One NACCW mentor suggested that Siyakhula could have a greater impact if it was delivered on the ground at Safe

Parks via home visits and that it would be more beneficial to train all CYCWs in the substance abuse programme, instead of a select few.

Sustainability

The substance abuse skill of referral had been incorporated into the existing skills of the CYCWs. During the FGDs, the CYCWs indicated that they are able to identify youth with substance abuse problems at the Safe Parks and during the home visits. The link between the Safe Parks and the home visits contributed to the long-term sustainability of the referral process. The integration of the programme into the existing responsibilities of the CYCWs is crucial and will be continually used by the CYCWs. Factors hindering the sustainability of the programme are indicated below:

- The long waiting period for the Social Workers to respond to cases;
- No specialized skills to handle cases;
- No Safe Parks programme for youth returning from rehabilitation to ensure that they do not relapse into substance abuse.

Sustainability Plan: Recommendations

Currently, only 28 of the CYCWs have been trained in the referral of cases of substance abuse. The following recommendations are made to support the sustainability of the Siyakhula programme:

- Strengthen the relationship between the CYCWs and Social Workers at the district level to ensure faster response to referrals;
- Increase linkages to service providers to assist with rehabilitation programmes and referrals;
- Design a strategic plan to roll out more prevention programmes at Safe Parks.

5.10 UNICEF's Contribution to the Adolescent and Youth Development Programme

UNICEF was responsible for the overall management, coordination, implementation and allocation of funding for the Isibindi Youth and Adolescent Programme in the Eastern Cape. UNICEF facilitated programme funding, provided by the Ryan Trust through Irish Natcom, channelling funds in tranches to NACCW to deliver project implementation. UNICEF is currently developing an investment case to continue funding for Isibindi AYDP in the future.

5.10.1 UNICEF's Assistance to Partners

As part of data collection, various national partners such as the NACCW, the DSD, Clowns Without Borders South Africa, the Sonke Justice and Children Institute, were asked to give their opinion about the role of other partners, including UNICEF, in the programme. The specific question for UNICEF was: 'UNICEF was responsible for the coordination, allocation of funding and implementation of the overall programme. How do you feel about their contribution?'

UNICEF was responsible for the coordination of the following IPs: the NACCW; the Sonke Gender Justice; Clowns Without Borders South Africa (CWBSA); and the national and provincial DSD. UNICEF also had an evidence-based research partnership with the Children's Institute at the University of Cape Town, to ascertain the return on investment of the model. The following are the responses from various partners.

NACCW

The NACCW, UNICEF's technical partner for the project, indicated they were highly satisfied with the partnership and that the resources provided by UNICEF were sufficient. UNICEF fulfilled their obligations and roles in providing direction for the overall programme, alongside proper communication, coordination and solution-driven systems, which enabled the identification of issues and subsequent problem solving. NACCW highlighted that UNICEF played an integral role in mobilising resources, as well as promoting the model at national and international level to leverage governmental and non-governmental funding. UNICEF enjoys a solid relationship with the national and provincial Departments of Social Development, which supported programme coordination, implementation and funding.

The NACCW expressed that the relationship with UNICEF was a collaborative and flexible partnership that introduced new programmes and adjusting targets. UNICEF presented flexibility in adapting the programme where needed. Monitoring, evaluation and reporting, worked well and in a timely manner on both sides of the partnership, stifled initially by minor ambiguity over required targets, it was resolved through collaborative meetings with key UNICEF staff members who provided technical support. The CYCWs' monthly reporting was not always provided on time, partly due to the DSD delays in stipend payments and partly due to logistical issues of rural areas, which sometimes delayed the NACCW reporting to UNICEF.

UNICEF provided technical support in advisory services such as, how to improve the project at the technical level, as well as guidance to the NACCW on how to structure reports and budgets, as well as procurement and monitoring of required Safe Park equipment. UNICEF provided psychosocial support to the CYCWs and the YDFs thrice during the project's lifespan, this activity was limited due to constrained financial resources. UNICEF promoted child and youth care work as worthy jobs or careers, the profession of child and youth care work, as well as the child-focused family-strengthening model at national and international levels, which proved influential in terms of governmental recognition. Further, NACCW appreciated the partnership, as UNICEF promoted the work of the NACCW at an international level. UNICEF delivered payment tranches to the NACCW in a timely and efficient manner.

The effectiveness of the programmes is directly linked to the monitoring and evaluation of each programme to ensure that the set targets are reached. The information received during the evaluation indicated that various monitoring and evaluation processes were followed to ensure the success of the programme. These include the completion of the *M&E Review and Family Strengthening Research*, as well as the *Child Protection Programme Outcome Assessment* conducted. In addition to the two aforementioned reports, the NACCW provided UNICEF with quarterly reports on the progress of the individual targets. Furthermore, each Safe Park provided the NACCW with monthly updates on numbers with regards to interventions and coverage of youth who were provided with support. However, challenges related to ensuring timely delivery of monitoring, were affected by staff turnover during the project rollout.

The NACCW highlighted that UNICEF could have been more influential in mobilising greater resources due to their high-ranking international status and ability to mobilise governmental resources. Further, the turnover of staff inside UNICEF presented the NACCW with challenges. Additional challenges experienced by the NACCW included limitations in frequencies of partner meetings with the provincial DSD, particularly with the attendance of quarterly meetings. The DSD was often reluctant to participate in meetings with the NACCW if UNICEF was not present. Therefore, clarity in meetings and roles of responsibilities of each partner could have benefitted from project management.

Department of Social Development (DSD)

UNICEF provided assistance to the DSD in formulating the appropriate types of services for the intervention, along with supporting the DSD in drafting a programme strategy and action plan for the Isibindi AYDP, underpinned by frequent on-going meetings and communication. UNICEF's provision of required assistance to the DSD was delivered in a consistently timely manner.

As a result of the success of the model and partnership, the DSD recognises the prevention and early intervention model as having the strongest community impact. The DSD indicated that the pilot funding provided by UNICEF has given rise to a lasting impact in the Eastern Cape, however, many more vulnerable communities need to be reached with this holistic family-strengthening model. One provincial DSD representative highlighted that the funding of youth forums had the most impact since it enabled youth to access tertiary education. UNICEF's provision and funding of management and monitoring and evaluation systems were also particularly helpful for the DSD to track, monitor and report on the project. These monitoring, evaluation and management systems, which were put in place, are also being replicated in other areas within the DSD, giving rise to sustainable institutional reform.

In mid-2018, UNICEF funded organisational development training for site project managers, coordinators, committee members and IPs (IPs), alongside representatives from the DSD. The training was very effective and generated a lasting impact in terms of project staff skill uptake, equipping project managers, site coordinators, IPs and board committee members, to continue to deliver the programme in an effective and relevant manner, while maximising efficient use of resources.

A major problem with the relationship with DSD was that UNICEF did not have a memorandum of understanding with the DSD. This delayed service delivery with regard to services that were supposed to be provided by the DSD, especially the stipends for CYCWs.

Sonke Gender Justice

Sonke Gender Justice managed and delivered the MenCare programme, in which UNICEF functioned as a strong partner, particularly in delivering their robust facilitation role under the umbrella of MenCare. UNICEF also provided timely communication channels, which strengthened Sonke Gender Justice's implementation capacity. UNICEF conducted a meeting with Sonke Gender Justice and the NACCW, which was helpful for all organisations involved to reflect on the successes and challenges of the programme. Sonke Gender Justice highlighted that this meeting could have been more effective had the DSD, the Department of Basic Education and/or the Department of Public Works been involved, as MenCare offers a great linkage opportunity to the Expanded Public Works Programme (EPWP). MenCare could be linked to EPWP through training men as CYCWs, filling the vast unemployment gap alongside the need for more social workers and child and youth care workers across South Africa, particularly men. Broadly, MenCare was delivered as a pilot initiative and functioned very well in all three of the sites where it was implemented. Sonke Gender Justice is thus advocating for the model to be rolled out nationally.

Clowns Without Borders South Africa (CWBSA)

UNICEF set up a strong reporting system for CWBSA to utilise, complemented by periodical meetings between UNICEF and CWBSA conducted in the Eastern Cape to track progress of delineated activities. According to CWBSA, UNICEF was a solid supporting partner in guiding Clowns Without Borders to solve problems and address any issues that arose. Funding was provided to CWBSA when needed, often above the contract ceiling in response to the needs of the IPs.

Children's Institute (CI)

With the assistance of UNICEF, the Children's Institute partnered with the NACCW to provide a holiday programme for abused and violated children. Children who participated responded well to the programme, complemented by the bond and attachment formed with CYCWs.

5.10.2 UNICEF Project management

UNICEF initially employed a consultant based at the local level in the Eastern Cape, who worked with the NACCW and the provincial DSD to monitor and report on project progress, functioning and resource use and challenges experienced. The NACCW underlined that this technical advisor/consultant proved very useful in terms of coordinating, monitoring and delivering the programme at the local level. This consultant reviewed procurement, mentoring, salary allocations and partnerships with local government and undertook follow-ups where necessary. However, the consultant was only contracted on a short-term basis and there was thus a gap after the contract ended. Project management, coordination and monitoring could have been strengthened if a more permanent UNICEF staff member had been in the Eastern Cape to oversee and coordinate project management.

A major challenge at Safe Parks was the lack of food for children, youth and adolescents who would attend. Local IPs were also unable to provide food for beneficiaries. In order to address this problem, UNICEF used the remaining programme budget to buy food for children at Safe Parks, once a month only.

5.10.3 Reflection on UNICEF's Role

An overall picture regarding comments from other partners relating to the role of UNICEF throughout the duration of UNICEF's support to the AYDP project, is very positive, especially on the support it provided to its partners to implement their programmes effectively. The funds were transferred on time, communication channels with UNICEF were effective and meetings were held as regularly as required, as this was important for its coordination role,

There were however other matters pertaining to its coordination that could have been handled better. These are:

- The high staff turnover at UNICEF led to inadequate visibility at the sites for proper monitoring and support, in order to address challenges at project levels. This relates to a coordinator who was employed by UNICEF at the initial stages of the AYDP to monitor and provide support but was not available for the remaining part of the programme.
- Mobilising government partners and ensuring that they are involved in the programme; this is with reference to the DSD representatives who did not attend meetings regularly and did not transfer funds for stipends for CYCWs on time.
- The absence of a Memorandum of Understanding between UNICEF and DSD regarding the youth programme could have helped to prevent these challenges.
- Management of reporting mechanisms, especially from the NACCW, were sometimes problematic as site visits in some cases reflected that the NACCW could not conclusively prove that the deliverables were achieved.

6. EVALUATION CONCLUSIONS AND LESSONS LEARNED

6.1 Conclusions

6.1.1 Effectiveness

Despite noted challenges and areas for improvement, all sub-programmes were able to reach their targets, and all were reported to be primarily relevant, impactful and effective. The Programme has generated a noteworthy impact adolescent and youth in terms of enabling their progression, retention and performance in education to complete secondary education and progress to tertiary institutions. The programmes were well supported by parents and youth who participated.

The success of the programmes is attributed to the NACCW's project management abilities, well-trained CYCWs, mentors, site managers, implementing agents, partners, as well as the focus on the rights of children and youth, their caregivers and the community.

In particular, the safe park component of the programme was particularly effective in achieving its objectives. The relative success of the Safe Parks is attributed to the fact that they are a core component of the AYDP. They continue to function as a safe space in the community where youth can play and study. The provision of educational support and in some cases recreational activities all contributes to youth taking part in Safe Parks.

The link between Safe Parks and home visits by CYCWs allows the latter to establish a trust relationship with beneficiaries and caregivers. This relationship contributes to the effectiveness of the Safe Parks as it encourages youth to attend. The value of home visits lies in allowing CYCWs to interact with youth and identify the needs within the homes and assist with changes in habits and behaviours to benefit both the caregivers and youth. Almost all the FGDs placed heavy emphasis on the value of regular visits to the homes of youth by the CYCWs. Most of the project managers and mentors indicated that the success of the home visits is directly correlated to the commitment of the CYCWs. In spite of the challenges with regard to payment, the CYCWs and YDFs continue to show commitment and dedication to assisting and empowering the adolescents and youth.

6.1.2 Relevance

While programmes were deemed to be relevant to the targeted communities and their larger social and economic contexts and needs, some respondents were concerned that not all the youth in the targeted sites were able to benefit from the activities of the programmes due to insufficient transport and also because some communities and families associated the programme with HIV&AIDS. This resulted in a number of families not allowing their young people to attend. Some Safe Parks were also deemed not to be suitable for youth due to the lack of proper and age-appropriate equipment and limited activities.

Almost all of the Focus Group Discussions (FGD) attributed the success of the Safe Parks to the fact that they are accessible and located within the community and close to schools. This has resulted in increased attendance and use of Safe Parks. However, some participants indicated that a few of the Safe Parks are located in places that are isolated and far from where the children and youth live; this poses a major challenge for the parents and the community. On the one hand the parents need the Safe Parks for

their children, on the other they are hesitant to allow them to attend the Safe Parks for fear that they may be harmed. What exacerbates the matter is that in some instances Safe Parks are neither fenced, nor is there any visible presence of security. There is therefore a need to guarantee the safety of the children and youth at all times. There were also reports of the lack of site managers or leadership at the Safe Parks.

6.1.3 Efficiency

Resources allocated to the different sub-projects were not sufficient to reach their targets, despite the secondary data's indication of a high percentage reached for each of the sub-programmes. While the core Isibindi model of Home Visits and Safe Parks is well streamlined to deliver the required services within the funding parameters, the additional sub-programmes were funded through UNICEF.

Ineffective disbursement from the DSD affected the financial capabilities of the IPs in the payment of stipends to the CYCWs and YDFs. With the end of the funding period of September 2018, the infrequent payment of stipends to the CYCWs led to low morale. During the evaluation process the CYCWs expressed how the lack of payment significantly impacted on their morale alongside their ability to perform their duties optimally. No job security was provided for the CYCWs and no contract had been signed between them and the IP.

Child and Youth Care Workers were often not able to deliver on the programme because of not being paid, overloaded with work, or lacking in expertise in specific areas such as tutoring. As a result, some of them resigned from the programme mostly due to non-payment of stipends. During the evaluation process, CYCWs indicated that they do not receive the support they expected from all the Social Workers. CYCWs indicated that they themselves experience psycho-social stress due to the type of work they are doing, including the delay by some of the Social Workers in timeously responding to case referrals concerning child abuse and foster care. Additionally, interviews with IPs indicated that there is a perception that CYCWs wanted to take over the roles and responsibilities of Social Workers. Role clarification between Social Workers and CYCWs should thus be prioritised.

6.1.4 Impact

The sub-programmes had varied impact on communities and targeted groups.

Tuition support greatly improved youth employability prospects. This, however, was compounded by the lack of employment opportunities in the Eastern Cape. The employment of CYCWs and YDFs significantly improved the likelihood of employment in deprived areas, particularly among women.

Sub-programmes such as YWEP, MenCare and Sinovuyo Caring Families had particular elements that targeted the empowerment of women and the prevention of gender-based violence at the family and community level. The involvement of Sonke Justice, which is a well-known national organization (focusing on gender issues and awareness-raising amongst men), played a critical role in changing the perception of men regarding the role of women in the family and at community level. There was also a good gender balance in beneficiaries of the AYDP. As the CYCWs were predominantly female, there were complaints that male CYCWs could have been more effectively utilised in the MenCare sub-programme, as they would have related well with the men on gender issues.

The care and support provided by maternal and paternal figures enhances ubuntu and fosters social cohesion and accountability, leading to a positive community-wide impact such as the reduction in gender-based violence and intimate partner violence, teenage pregnancies, substance abuse and risk

related behaviour. Home visits and Safe Parks provide an opportunity to CYCWs to observe and identify issues that may affect adolescents and youth in a negative way.

Safe Parks is the core programme as it enables the identification of issues and the connection and bond between children, youth and adolescents and CYCWs and YDFs.

Home visits encourage independence of youth, improved nutritional intake and enhanced household budgeting, particularly for child-headed households. The programme also strengthened familial relationships and communication channels.

Patriarchal norms and values were challenged across many programme sub-components, leading to young women being more assertive and young men holding more respect towards their female counterparts. This shift in gender norms was also particularly evident in men involved in Sinovuyo and MenCare, who as a result of the programme became engaged in caring for children and wives and undertaking household chores whilst understanding the negative impacts of corporal punishment and domestic violence.

6.1.5 Sustainability

With regard to sustainability there were concerns with the handover of the programmes to community-based organisations. The uncertainty related to whether funding of the programmes would continue, caused uneasiness as the funding from UNICEF had ended and the DSD was only paying stipends to CYCWs, and sometimes this challenge was compounded by the late payment of these stipends. Some of the IPs at community level lacked capacity to implement the programme.

Throughout the evaluation of the programme there were instances of communication shortcomings, for example the CYCWs, trained facilitators, project managers and IPs, did not understand or were not ready for the way forward in respect of many of the programmes. The processes related to who will be responsible for what in the roll-out of the ADP-, Sinovuyo Parenting-, MenCare- or Siyakhula Substance Abuse Programmes after the project ended, were unclear. Programme managers indicated that the only communication they received was an email informing them that funding for certain programmes had ended.

This should have been made clear at the beginning, at the mid-term review and a few months before termination of the project. Furthermore, CWBSA indicated that the support they received from NACCW to contact and organise the training could have been better managed. CWBSA had to engage with the implementing NGO to schedule and manage the training of the CYCWs. Additionally, multiple communication challenges were experienced when the DSD funding for certain budgetary items was changed without communication and the service level agreements were not fully understood by the local implementing boards. Additionally, the DSD did not respond effectively to issues with regard to late stipend payments.

The evaluation of site visits clearly demonstrates that with the necessary training and practice, skills and knowledge can be effectively transferred to the CYCWs. The impact of this has been evident in situations where the CYCWs applied their skills in a meaningful way. The challenge that some CYCWs have not been trained and registered should be noted for future projects as it could have a negative impact on the professional nature of CYCWs as one of the key professions in the Isibindi Programme.

6.1.6 Role of UNICEF

The role and responsibilities of UNICEF related to the Youth and Adolescent Development Programme in the Eastern Cape included the management, coordination, monitoring, evaluation, implementation and allocation of funding. In terms of the coordination role, UNICEF was responsible for the following IPs: NACCW, Sonke Gender Justice, Clowns Without Borders South Africa (CWBSA) and national and provincial DSD. UNICEF also had a partnership with the Children Institute from the University of Cape Town. All the partners who were interviewed confirmed that they were satisfied in the manner in which UNICEF developed their capacity and supported them in their role as partners in the programme. The coordination role, especially at the initial phase of the programme, was also regarded as helpful in creating synergy within the entire programme.

Areas where it was felt that UNICEF could have improved its role included its oversight role, as there were no dedicated staff from UNICEF in the Eastern Cape to offer support. This especially related to those areas where there were problems with the roles of different partners which NACCW could not handle on its own, in particular the DSD's role in relation to this specific programme. Regular meetings needed to be held to improve the strategic partnership and delivery of objectives from each partner. The absence of an MOU with the DSD with regard to AYDP, both at national and provincial level, impacted negatively on the programme as the existing contract on the core Isibindi programme was between NACCW and the DSD at provincial and national level only. The youth programme in Eastern Cape was not part of this contract.

With regard to monitoring and evaluation of AYDP, the monitoring system's use of quarterly reports seemed not to work well, as it could not pick up challenges on the ground. There were concerns that quarterly reports from the NACCW did not adequately reflect the challenges. It was felt that this could have received immediate attention should it had been included in the reports.

6.2 Lessons Learned

A number of lessons were learnt from the evaluation, the most important of which are highlighted below:

1. Factors that limited the programme's success include weak institutional capacity of local IPs, the lack of follow-ups by social workers on cases referred by CYCWs and insufficient provision of entrepreneurial activities and market access for youth.
2. Programmes are more successful if a multidisciplinary approach is adopted. CYCWs, social workers and their managers should be trained or familiarised with the programmes implemented at Safe Parks to ensure their understanding and participation as team members.
3. The isolated nature of some of the rural areas presents an obstacle in implementing programmes that would benefit community members. A cost-effective way of engaging communities in remote and inaccessible areas is to select and train a handful of representatives who will be strategically placed to engage community members on the implementation of the programmes. However, funding will be required for training, transport, accommodation and catering.
4. IPs that are not appropriately selected, trained and well-resourced tend to be ineffective and inefficient. The deficiencies identified, in respect of IPs, could be effectively addressed by capacitating or up-skilling them through training programmes built to fit their specific needs, shortcomings and goals.

5. Overloading of CYCWs/TDFs/Mentors with additional responsibilities has negative consequences on the programme. CYCWs/TDFs/Mentors must be dedicated to the programme and not be burdened with additional responsibilities. Their stipends/salaries should not rely on other external sources they should rather be part of the budget of the AYD Programme.
6. Problems encountered during the implementation of the programmes could have been avoided through proper assessment and undertaking feasibility studies. theory of change, strategic plans with costed implementation plans and putting crucial systems before the inception of the AYDP. Contemplated youth programmes should be informed by extensive feasibility studies; theory of change and costed implementation and action plans the targeted or specific areas where they would be implemented. This is because youth and communities where they live are not an amorphous group, their specific approach to life will need to be understood in order to adapt the programme activities to their needs social systems.
7. The ownership of the programmes by the entire community is of paramount importance. Before starting a programme, the entire community should be involved in the planning, implementation, management, monitoring, evaluation and in developing sustainability plans. This will increase participation, reduce vandalism of the equipment and will also make communities to find solutions of continuing with the programme after seed funding had stopped.
8. One of the problems faced by stakeholders e.g. IPs is the erratic or complete lack of communication from other stakeholders such as DSD, NACCW. Communication is essential for organisational effectiveness or the efficiency with which an association is able to meet its objectives. Management systems and processes, organisational culture and decision making have to be transparent and inclusive.

7. CONCLUDING REMARKS AND RECOMMENDATIONS

In terms of sustainability, the Safe Parks will continue to act as the programme hub and have the potential to continue to fulfil the needs of beneficiaries and the community, remaining a safe place for children, youth and adolescents to study, play and gather after school. Risks to sustainability include IPs' limited capacity to fundraise and the unreliable payments to CYCWs from the DSD and insufficient communication from NACCW or the DSD. The overall recommendation, if the AYDP has to continue in the Eastern Cape or will be rolled out in all provinces as part of the core Isibindi which has been handed over to the DSD, is that negotiations should be held with the DSD to discuss the value of the Programme to youth development and that it be rolled out as part of Isibindi in all provinces. This will ensure that the programme is properly planned and budgeted for by national and all provincial Departments.

UNICEF facilitated effective coordination, funding allocation and convenorship of partners to deliver optimal project management of the Isibindi AYDP. The primary aim of the evaluation of the AYDP programme is to provide evidence about its relevance, impact, efficiency, effectiveness, sustainability and possible rollout. The programme was sustained despite political, social, management and institutional challenges that prevailed during its implementation phase; it is thus recommended that in future, for a more improved AYDP, appropriate selection of service providers and capacity building should take place to deliver optimal service delivery, as well as more effective communication between stakeholders. The recommendation that local communities should be empowered to take ownership of the programme is emphasised. This should be done through strategic implementation and sustainability plans, as well as strong relationships with the DSD, NACCW, UNICEF, NGOs and other relevant government partners, such as the Departments of Education, Public Enterprises and Small Business Development, Finance and the National Youth Development Agency.

Several actionable recommendations are provided below (Table 9), emanating from the findings, conclusion and lessons learned from this evaluation.

These recommendations were developed following the approach recommended by UNDP (2009), which posits that recommendations must be evidence-based as they are mainly based on the findings, conclusion and lessons learnt from the evaluation. They should also take into consideration effective alternatives, policy and the funding priorities of organisations to which recommendations are made. Recommendations should be formulated in a way that will facilitate the development of a management response; they should therefore be realistic and reflect an understanding of potential constraints of the commissioning organisations and other partners to follow up. It is also important that the target group and recommended action should be part of each recommendation.

Table 9. Actionable Recommendations

Recommendation	Key actions	Addressee/responsible institution
<p>1. Empower local communities to take ownership of the programme</p> <p>Ownership of the programmes by the local community and leaders is essential in the development of programmes that address their needs.</p>	<ul style="list-style-type: none"> i. A process should be facilitated whereby Local Communities and Leaders take ownership of the Isibindi programmes starting with its development ii. Community members and youth should be identified and trained to become ambassadors of the specified programmes, with the intention of transferring ownership to the community iii. Qualifying community members should be identified and trained and registered as CYCWs to ensure job creation, sustainability and transformation iv. The AYDP programme should be expanded to ensure accessibility to a larger population of young people v. Strong linkages with relevant similar government programmes and departments, NGOs and Institutions should be developed 	<p>IP and DSD, supported by UNICEF as well as Local Community and its leaders</p>
<p>2. Ensure effective communication between the different stakeholders</p> <p>The success of many programmes is dependent largely on effective communication, especially on the roles and responsibilities of various partners and service users.</p>	<ul style="list-style-type: none"> i. It should be ensured that all stakeholders are involved in the planning and implementation of the programme and ii. All stakeholders should be kept informed of the progress made and of the future of the programme 	<p>UNICEF, DSD</p>
<p>3. Strengthen relationships with DSD and between Social Workers and CYCWs</p> <p>The relationship between Social Workers and CYCWs needs to be strengthened, as the services they provide to communities are complementary. The existing services that are provided require specialised expertise and support from all social service professions through a multidisciplinary approach.</p>	<ul style="list-style-type: none"> i. A process should be facilitated that will lead to improved role clarification and improved relationships between Social Workers and CYCWs ii. Social Workers and Child and Youth Care Workers should be encouraged to work together in the same multi-disciplinary teams iii. Feasibility studies should be done before new services are provided 	<p>DSD, SACSSP and its relevant Boards</p>

<p>4. Capacity building of IPs</p> <p>In cases where IPs lack the necessary skills UNICEF, the DSD, NACCW and relevant partners must ensure that their capacity is increased.</p>	<ul style="list-style-type: none"> i. A developmental approach to working with community-based organisations should be adopted at all times to ensure the strengthening and empowerment of communities to be involved and participate fully in the service delivery aimed at addressing their needs; ii. Criteria for the selection of IPS, pertaining to their potential and suitability, should be developed and observed; iii. The evaluation of the capacity of existing IPs and Boards in the programmes should be identified and areas where capacity building is required should be prioritised before the re-establishments of the identified programmes; iv. Clarity should be provided to the IPs on their roles and responsibilities; v. Increase the capacity of IPs to manage finances and to raise funds. 	<p>UNICEF, DSD, NACCW</p>
<p>5. Institutional strengthening</p>	<ul style="list-style-type: none"> i. Involving the communities to develop a costed three-year strategic plan; ii. Assist with the targeting of beneficiaries, identification of sites and the development of sustainable programmes; iii. Ensure that all CYCWs are trained and registered iv. Define roles and responsibilities of all stakeholders v. Set intervention targets and dates vi. Ensure clear communication lines between all stakeholders vii. Jointly seek funding for programmes viii. Ensure an effective monitoring and evaluation system 	<p>DSD, Municipalities</p>
<p>6. Establishment of One-Stop centres for Children and Youth</p> <p>Isibindi Safe Parks have a unique opportunity to be linked to or become one-stop centres providing various activities to children and youth. In the rollout of youth programmes in Safe Parks, special care should be taken that youth have their own space and sufficient resources and relevant programme activities. The integration and availability of all</p>	<ul style="list-style-type: none"> i. Facilitate a process to develop Isibindi Safe Parks into one-stop centres ii. Ensure a change in the present image that Safe Parks only cater for younger children by ensuring that youth have sufficient resources, facilities and age appropriate programmes 	<p>DSD, NACCW</p>

<p>programmes in one site will be beneficial in terms of their accessibility to young people.</p>		
<p>7. Look into the feasibility of moving Safe Parks to local schools</p> <p>In view of the spate of vandalism or break-ins and lack of safety at some of the Safe Parks, it is recommended that UNICEF and the DSD create a closer cooperation with the Department of Basic Education to integrate some of the Safe Parks with local schools</p>	<ul style="list-style-type: none"> i. Consult with the community members and SAPS what should be done to deal with the vandalism and break-ins ii. Review the pros and cons of moving the Safe Parks to local schools iii. Facilitate discussions with DBE to explore the possibility of moving Safe Parks to local School grounds 	<p>DSD, DBE, SAPS</p>
<p>8. Incorporate start-up capital and more entrepreneurial activities for youth.</p> <p>Some of the youth that were interviewed felt that Safe Park programmes should offer more opportunities for youth empowerment, such as entrepreneurial skills training and information related to job opportunities.</p> <p>This will bolster entrepreneurial skills, knowledge and concurrent access to market-based opportunities, thereby promoting and strengthening livelihood and financial independence.</p>	<ul style="list-style-type: none"> i. Undertake a feasibility study i.t.o the establishment of specialised community youth centres, which should offer practical, innovative, technology-focused and market-driven entrepreneurial training. ii. Ensure that youth empowerment initiatives also focus on providing gender responsive value chain capacity building to facilitate market entry and access. iii. Consult with other various relevant organisations including other youth and entrepreneurial organisations and facilitate a process whereby the Safe Park and the mentioned organisations work in an integrated manner for better impact, efficiency and effectiveness. 	<p>IPs, DSD</p>
<p>9. Provision of infrastructure, ensuring safety and maintenance of equipment</p> <p>The infrastructure of Safe Parks has been one of the concerns raised during the evaluation process, especially with regard to the provision, safety and maintenance.</p> <p>The Safe Parks are legally considered as partial care or drop-in centres in accordance to chapter 5 (partial care) and chapter 14 (drop in centres) of the Children’s Act, No. 38 of 2005</p>	<ul style="list-style-type: none"> i. Ensure the efficient management and availability of a budget for infrastructure maintenance and the replacement of worn out equipment. ii. Ensure the adherence to the regulations and norms and standards of the Children’s Act for their continuation by responsible implementing organisations 	<p>DSD, UNICEF</p>

<p>10. Provision of Transport</p> <p>In order to reach Safe Parks, undertaking home visits, or attending counselling or rehabilitation centres, the youth require transport.</p>	<p>i. The provision of transport should be prioritised and budgeted for when community-based programmes for children and youth are planned</p>	<p>IPs, DSD, NACCW</p>
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ANNEXES

Annexe 1: Terms of Reference



Item	Service Description	Quantity	Unit	Unit Price	Price
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While the M&E system and previous evaluations have provided a wealth of information, UNICEF has been requested to provide more information on the following five areas of the programme. Hence, the aim of this evaluation is:

1. Relevance: to further assess and acknowledge the relevance on the programme for the beneficiaries and on the role of child and youth care workers and their mentors;
2. Efficiency: to further assess the efficiency of partners (including UNICEF's role) involved in programme implementation in terms of technical assistance, procurement, training, management of funds, reporting, monitoring and programme activities;
3. Effectiveness: to further assess if partners have been able to establish functioning and effective working relations as to ensure timely programme implementation;
4. Impact: to further assess if the child and youth care model inclusive of parenting, men care and substance abuse programme elements has led to meaningful impact on the children's lives and to positive behaviour of the children and youth themselves;
5. Sustainability: to assess the legal, policy framework and evidence base to allow for sustainable programming including potential financing sources.

SCOPE OF WORK

Objectives:

The objectives of the evaluation are to:

- Assess the progress of the project against stated goal, objectives and targets for the period January 2014 to December 2017;
- Explore the perspectives and roles of key role-players # UNICEF, DSD, NACCW, implementing partners, mentors and CYCWs and beneficiaries on the project, the strengths and weaknesses and impact of Sinako;
- Explore what works and what does not work for optimal management and technical implementation of the project including institutional arrangements and/or linkages;
- Explore UNICEF's effective and efficient use of financial and human resources in light of the project objectives;
- Highlight the key success factors that contributed to the attainment of the project outputs and outcomes, as well as impact of the intervention.
- Highlight the challenges the programme faces with project implementation.
- Make recommendations in terms of improving efficiency and effectiveness of the project.

Methodology:

A methodology that is both qualitative and quantitative in nature is recommended. The main data collection methods should be triangulated. Possible methods include, but are not limited to: document review; analysis of M&E information; structured survey; in-depth interviews (IDIs), focus group discussions (FGDs) and visits to Isibindi sites. Special consideration will be needed in respect of ethics if interviews or focus groups with children under 18 years are planned. Additionally, work with UNICEF and NACCW colleagues to review the project reports, tables, graphs, documentation and finances.

Activities and Tasks:

UNICEF will provide administrative and logistical support necessary to the contractor to undertake a meaningful evaluation of the Isibindi project in Eastern Cape funded by Ryan Trust through the Irish Natcom:

- 3.1 Access to project reports and updates: including access to the M&E system and existing evaluation reports;
- 3.2 Access to donor reports;
- 3.3 Access to financial statements and reports;
- 3.4 Linking the contractor to partners in Eastern Cape such as DSD, NACCW, Sonke Gender Justice, Clowns without Borders, South African National Council for Substance Abuse (SANCA), beneficiaries and to any other partner as per request from the contractor.

Item	Service Description	Quantity	Unit	Unit Price	Price
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Work relationships:

The contractor will work independently but with guidance and support from the NOC Child Protection Specialist, the PA for Child Protection, the Child Protection and Social Policy Section Chief and the PM&E Specialist.

DELIVERABLES:

Deliverable 1: Inception Report and work plan

The inception report will elaborate on the proposal, and include details of final evaluation questions, proposed methods, sampling, and work plan, including fieldwork schedules and deliverables. The inception report will include a table showing which proposed data collection and analysis methods will be used to explore questions related to each of the objectives listed above.

Deliverable 2: Draft evaluation report and presentation

The draft report will include all sections of the evaluation report excluding the executive summary. It will include proposed recommendations arising from the findings. The draft report will be accompanied by a presentation. The report will be submitted at least five working days prior to a meeting at which the researcher will present the findings to the key stakeholders. The draft report should not exceed 100 single-spaced A4 pages.

Deliverable 3: A report on UNICEF's role

By the end of the consultancy, a report on UNICEF's role in support of the Isibindi programme, including assessment on UNICEF's provision of technical assistance to the partners like NACCW and DSD from Eastern Cape, its role in coordination/convenorship of partners, project management: quality and timeliness of donor reports, effective use of financial and human resources, value for money and monitoring.

Deliverable 4: Final review report, Power Point Presentation, abridged report and data sets

The final review report will incorporate revisions arising from feedback on the draft reports, presentations and data sets, and will include an executive summary of five pages maximum.

PAYMENT SCHEDULE

The contractor will be paid upon submission of an invoice for each of the following deliverables:

- 30% upon submission of an inception report
- 30% upon submission of the report on UNICEF's role
- 40% upon submission of final report, powerpoint, data sets and recommendations; including executive summary.

These will be disbursed in three tranches after receipt and appraisal of each deliverable.

TECHNICAL EVALUATION CRITERIA AND RELATIVE POINT

Technical Criteria:

- Overall Response (20 points)
 - Completeness of Response
 - Overall concord between RFP and proposal
- Institution & Key Personnel (20 points)
 - Range and depth of experience with similar projects
 - Number of customer, size of projects, number of staff per project
 - Client Reference
 - Key Personnel to be assigned: relevant qualifications & experience.

Item	Service Description	Quantity	Unit	Unit Price	Price
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- Proposed Methodology (20 points)
- Proposed methodology for this project
- Proposed work plan to accomplish the Project

Total Score for Technical Proposal 60points
 Minimum acceptable Score for Technical Proposal: 42 points
 Total Score for Financial Offer 40 points

WEIGHTS: Technical (60%); financial offer (40%)

DESIRED COMPETENCIES, TECHNICAL BACKGROUND AND EXPERIENCE

The evaluation may be done by a single person, or a team of a maximum of three people. Team members should have:

- Solid experience and/or knowledge in the area of child/youth development and/or social services more generally;
- Good understanding of the socio-economic situation in South Africa;
- Expertise (5-10 years) in designing, managing and implementing, monitoring, and evaluating social development programmes in developing countries, preferably in South Africa;
- An advanced degree in social sciences, social work, public/business administration or other relevant course of study;
- Excellent English oral and written communication skills;
- Ability to engage effectively and communicate with a diverse set of role-players;
- Track record of successful and timeous completion of assignments.

ADMINISTRATIVE ISSUES:

The contractor will primarily be operating from his/her own office, using her/his own office resources and materials in the execution of this assignment.

CONDITIONS:

- The service provider is not allowed to use the materials gathered for this assignment in any other work assignment without the explicit written permission of UNICEF.
- The service provider will work on her/his own equipment and use her/his own office resources and materials in the execution of this assignment. The consultant's fee shall be inclusive of all office administrative costs.
- Airport transfers (where applicable) will be covered in accordance with UNICEF's rules and tariffs.
- Flight costs will be covered at economy class rate as per UNICEF policies.
- Any air tickets for in-country travel, will be authorized by and paid for by UNICEF directly, and will be for the attendance of meetings and workshops.
- The consultant will be required to sign a health statement for consultants prior to taking up the assignment.
- As per UNICEF DFAM policy, payment is made against approved deliverables. No advance payment is allowed unless in exceptional circumstances against bank guarantee, subject to a maximum of 30 per cent of the total contract value in cases where advance purchases, for example for supplies or travel, may be necessary.
- The candidate selected will be governed by and subject to UNICEF's General Terms and Conditions for individual contracts.

RISKS

Any delays from the side of the consultant could potentially derive to the timing of the consultancy as it is end of the year whereby partners including the UN face intense bureaucratic obligations.

Item	Service Description	Quantity	Unit	Unit Price	Price
The UNICEF team will have regular meetings with the consultant to ensure the tight deadlines can be met and work will be facilitated.					
	External Evaluation of Isibindi Youth	1	EA		

Annexe 2: Isibindi Theory of Change

Table 10. Isibindi AYD Programme Theory of Change

What is the problem?	Who is the key audience?	What is the entry point to reaching key audience?	What steps are needed to bring about change?	What is the measurable effect?	What are the wider benefits?	What is the long term change you see as a goal?
Youth unemployment, high drop-out rates; inadequate skills; high prevalence of HIV/AIDS, gender-based violence and substance abuse.	<p>14-24 age cohort of adolescent and youth in selected Isibindi sites in the Eastern Cape</p> <p>The target group will include unemployed youth, youth in school and out-of-school, youth at risk of violence, exploitation and substance abuse aiming to facilitate holistic development of young people.</p>	<p>Identification of key partners and actors; including local government, chiefs, civil society, parents, direct beneficiaries, academia and international development actors.</p> <p>Resources such as funding and infrastructure.</p>	To introduce youth friendly services at safe parks and provide programmes that will offer entrepreneurship, budgeting, social skills, empowerment of young women, preventative and rehabilitative to address substance abuse.	<p>Frequent use of safe parks by youth for education support.</p> <p>Youth attendance at empowerment camps.</p> <p>Number of youth attending substance abuse, preventive and rehabilitative programmes.</p> <p>Number of parents/caregivers participating in programmes</p>	<p>Youth who participated in the programmes succeed in their studies and proceed to colleges/tertiary institutions; drop-outs return to school.</p> <p>Reduction in gender-based violence and substance abuse.</p> <p>Young people start their own businesses or find employment.</p>	<p>Unemployment is reduced in communities where safe park programmes are offered.</p> <p>Youth are involved in societal & community issues.</p> <p>Improved gender relations</p> <p>Young women are empowered, and their full potential is unleashed</p>
Key Assumptions						
These problems may have a negative impact on the	The youth at this stage are vulnerable as they seek independence	The key role players may have the required resources and knowledge which	The assumption is that the above services to be provided to youth will be effective in addressing the	Measuring the frequency and the number of youth, parents and caregivers attending programmes	The programmes will have a positive effect on youth in terms of addressing the various	The programmes will have a positive social and economic impact on the community

<p>development of youth</p>	<p>and opportunities for their social and economic development</p>	<p>could have a positive influence on youth in terms their involvement and active participation to address problems</p>	<p>problems identified in column 1. Some of the programmes have been tried and tested within Isibindi project</p> <p>There are sufficient human, material and financial resources to implement the programmes</p> <p>Key stakeholders and organisations are able to effectively and efficiently implement the programmes</p>	<p>is an indication that the programmes are relevant, effective and impactful.</p>	<p>challenges they are confronted with</p>	<p>by reducing unemployment, improving gender relations and channels of communication between youth and adults.</p>
<p>Potential Risks</p>						
<p>The risks may arise from either failure to address the identified problems or lack of resources</p>	<p>The 14-24 age cohort may either be sceptical, lethargic or non-responsive due to alienation</p>	<p>There may be doubt or lack of interest and capacity from key role players to be involved in the intended programme(s)</p>	<p>Inappropriate measures may be adopted or some of the programmes may not be effectively implemented</p>	<p>Youth may not be able to attend programmes at Safe Parks due to lack of transport and/or unwillingness of caregivers to support their attendance</p>	<p>Lack of employment opportunities and/or sustainability plan</p>	<p>Whatever change has occurred may be short lived if there is no sustainability plan in place</p>

Annexe 3: Individual Site Reports

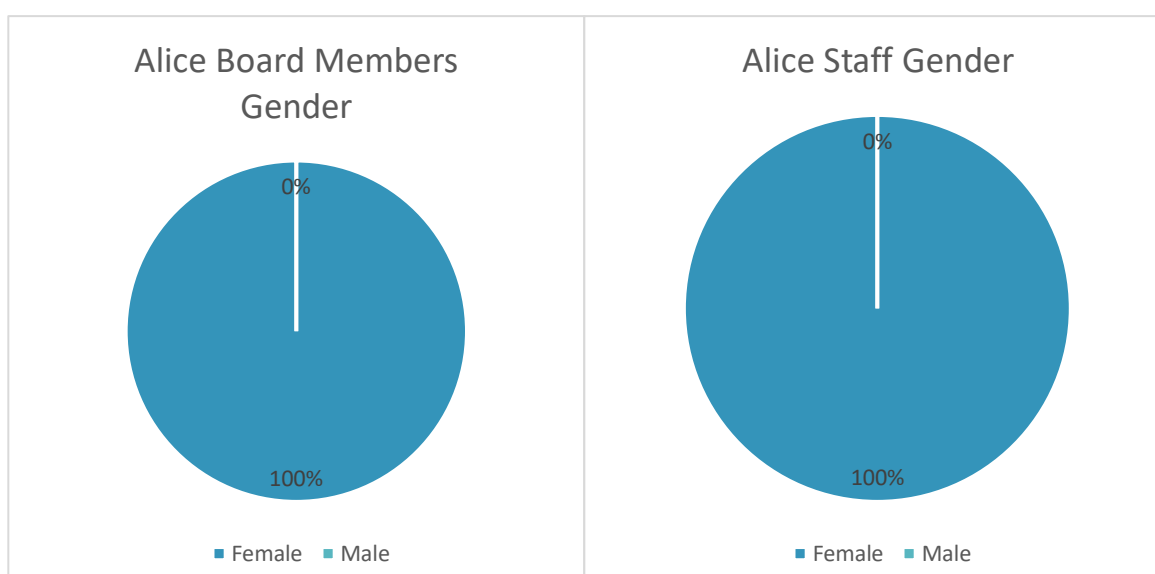
Site Report: Alice

Date: 30 January 2019

Table 11. Completed interviews Alice

Sample	Type of interview	Nr participants
Staff or Board representatives from IPs	1 KII	1
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	1 FGD; 1 KII	13

Figure 20. Gender of Alice Board Members and Staff



The site located in Alice is mostly run by female staff and Board Members. Hundred percent (100%) of the staff available for interviews were female. The staff included Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers. Additionally, the Board Member interviews were female. The graphs below illustrate the gender of the location for board members and site staff.

The original fieldwork plan allowed for 1 KII with the Implementing Partner, 1 KII with a mentor and 1 FGD with CYCW.

Table 12. Fieldwork Plan Alice

KII -IP	KII-Mentor	Total KII	FDG-CYCW/ YDW	Total FDG
1	1	2	1	1

Table 13. Completed interviews in East London

Sample	Type of interview	Nr participants
Staff or Board representatives from IPs	1 KII	1
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	1 KII	1
Parents and Caregivers who benefitted from the Isibindi services	1 FGD	3
Adolescents and youth who benefitted from the Isibindi services	1 FGD	3

Figure 21. Gender of East London Caregivers, Youth and Staff



East London’s fieldwork included 1 KII with a female Board representative. Additionally, 1 KII has conducted with Site Staff female. As indicated in the table above 1 FGD was conducted with caregivers and 1 FGD with youth all female. The site staff consisted of 100% female. Additionally, 100% of the caregivers and the youth were female. The original fieldwork plan allowed for 1 KII with an Implementing Partner, 1 KII with CYCW, 1 FGD with youth and 1 FGD with caregivers. All the planned fieldwork was conducted for these locations.

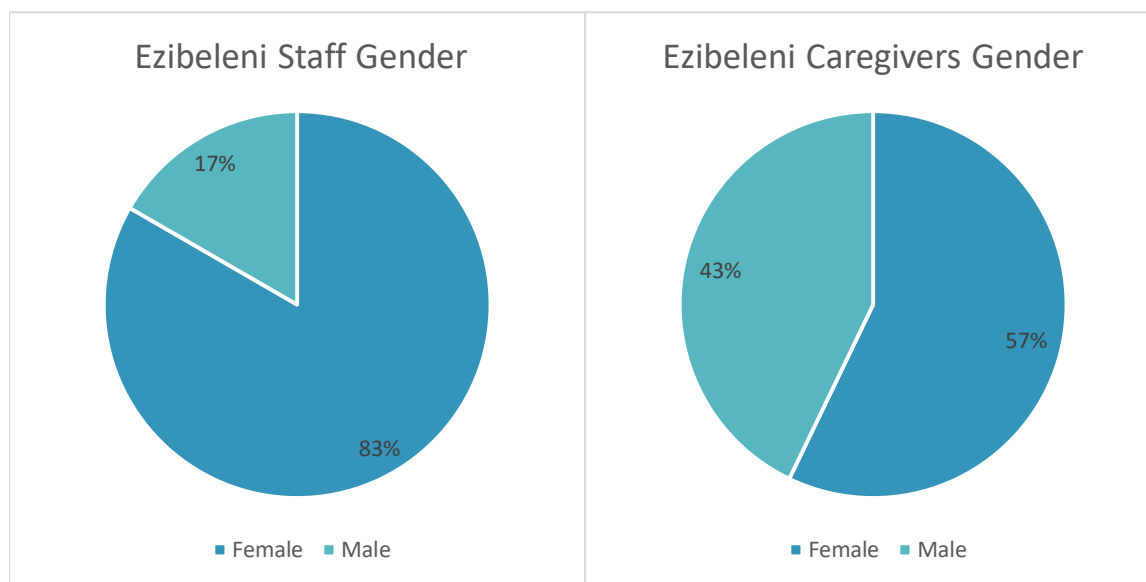
Table 14. Fieldwork Plan East London

KII-IP	KII-CYCW	Total FGD	FDG-Caregiver	FDG-Youth	Total FGD
1	1	2	1	1	2

Table 15. Completed interviews Ezibeleni

Sample	Type of interview	Nr participants
Staff or Board representatives from IPs	1 KII	1
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	1 KII, 1 FGD	18
Parents and Caregivers who benefitted from the Isibindi services	1 FGD	7

Figure 22. Gender of Ezibeleni Site Staff and Caregivers



Fieldwork conducted in Ezibeleni (Queenstown) included 1 KII with IPs, 1 KII with Mentor, 1 FGD with CYCW and 1 FGD with Caregivers. The gender of the site staff consisted of 17% male and 83% female. The caregivers presented in the figure below includes 43% male and 57% female.

During the fieldwork planning phase, the team indicated they plan to conduct 1 KII with an Implementing Partner, 1 KII with a Mentor, 1 KII with the Youth Development Worker and 1 FGD with the caregivers of the programme.

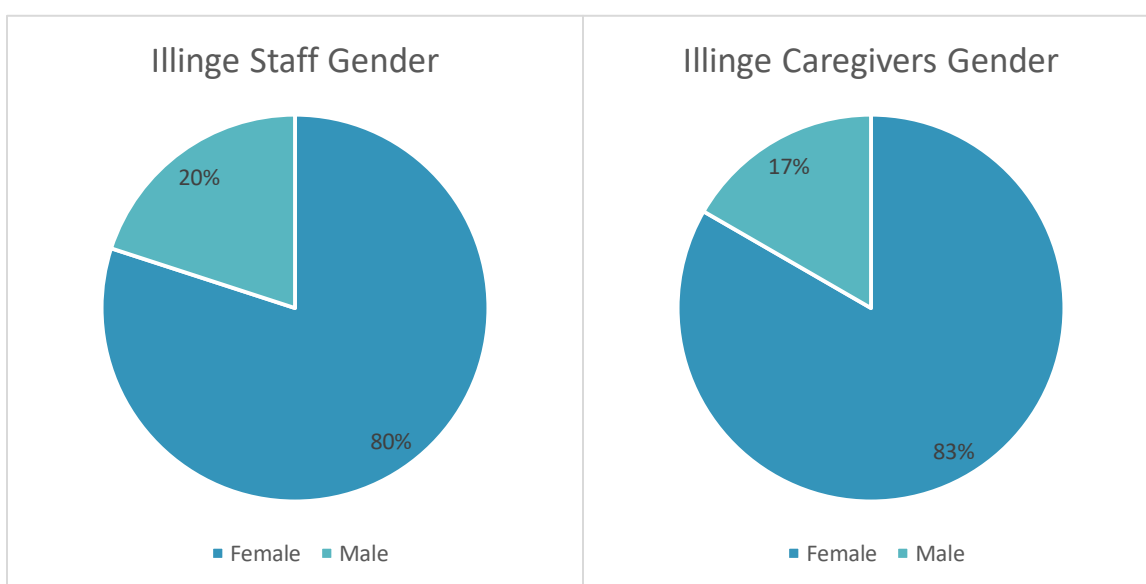
Table 16. Fieldwork Plan Ezibeleni

KII-IP	KII-Mentor	KII-YDW	Total FGD	FDG-Caregiver	Total FGD
1	1	1	3	1	1

Table 17. Completed interviews Illinge

Sample	Type of interview	Nr participants
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	1 KII, 1 FGD	10
Parents and Caregivers who benefitted from the Isibindi services	1 FGD	6
Adolescents and youth who benefitted from the Isibindi services	1 KII	1

Figure 23. Gender of Illinge Site Staff and Caregivers



Fieldwork conducted in Illinge (Queenstown) included 1 KII with the project manager and 1 FGD with 9 staff members. The staff consists of twenty percent (20%) male and eighty percent (80%) female. Additionally, 1 KII was conducted with male youth and 1 FGD with caregivers. The FGD with the caregivers consisted of seventeen percent (17%) male and eighty-three (83%) female.

During the fieldwork planning phase, the team indicated they plan to conduct 1 KII with a site coordinator, 1 FGD with CYCW and 1 FGD with caregivers of the programme. In addition to the planned work one beneficiary above the age of 18 was available and the team conducted a KII with him.

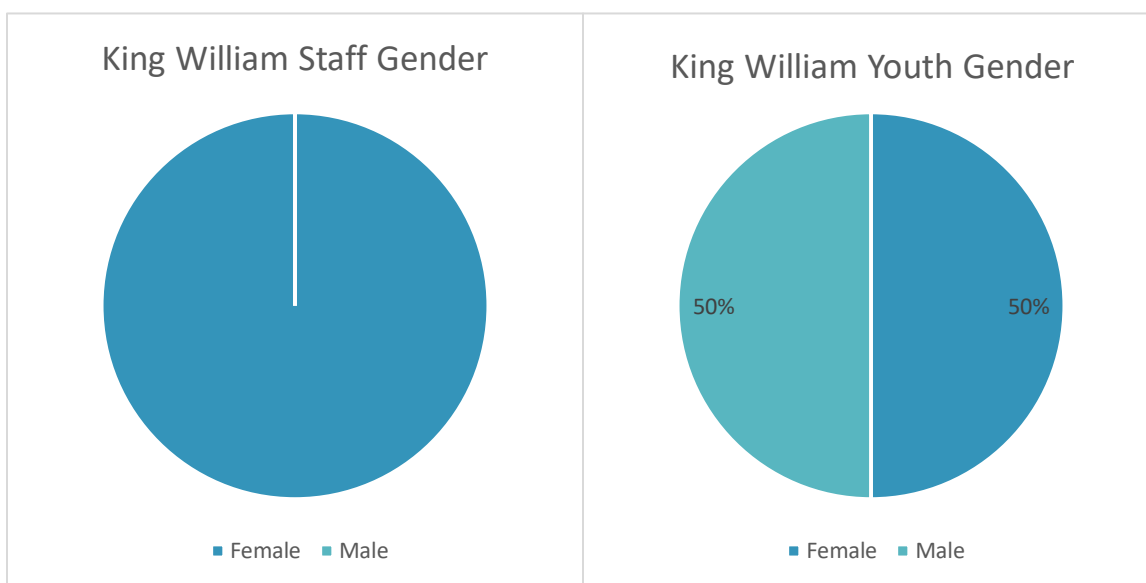
Table 18. Fieldwork plan Illinge

KII –Site Coordinator	Total KII	FGD-CYCW	FDG-Caregiver	Total FGD
1	1	1	1	2

Table 19. Completed interviews King William

Sample	Type of interview	Nr participants
Staff or Board representatives from IPs	1 KII	1
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	3 KII	3
Adolescents and youth who benefitted from the Isibindi services	2 FGD	6

Figure 24. Gender of King William Site Staff and Youth



Fieldwork conducted in King Williams Town included 1 KII with Board Member and 3 KII with staff members. The staff consists of hundred percent (100%) female. Additionally, 2 FGD were conducted for youth in this area. Each focus group consisted of 3 youth and the groups were divided per gender.

During the fieldwork planning phase, the team indicated they plan to conduct 1 KII with a Board Member, 1 KII with CYCW and 1 FGD with the youth of the programme. During the fieldwork 3 project staff were available and consisted of a senior mentor, mentor and project manager. Due to their availability, the team conducted interviews with each of them.

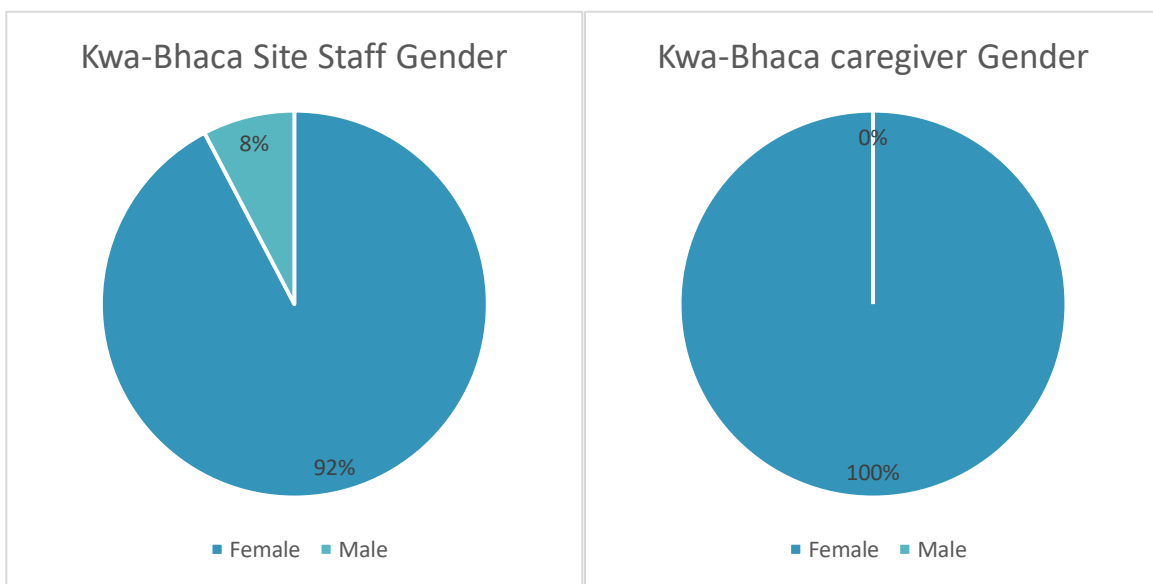
Table 20. Fieldwork Plan King William

KII –IP	KII- CYCW	Total KII	FDG-Youth	Total FGD
1	1	2	1	1

Table 21. Completed interviews Kwa-Bhaca

Sample	Type of interview	Nr participants
Staff or Board representatives from IPs	1 KII	1
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	1 FGD	26
Parents and Caregivers who benefitted from the Isibindi services	1 FGD	4

Figure 25. Gender of Kwa-Bhaca Site Staff and Caregivers



Fieldwork conducted in Kwa-Bhaca included and 1 FGD with implementing partners, 1 FGD with site staff and 1 FGD with caregivers. The staff consists of ninety two percent (92%) female and Eight percent (8%) male. Additionally, 1 FGD was conducted for caregivers in this area indicated 100% females.

During the fieldwork planning phase, the team indicated they plan to conduct 1 KII with an Implementing Partner and 1 FGD with youth of the programme.

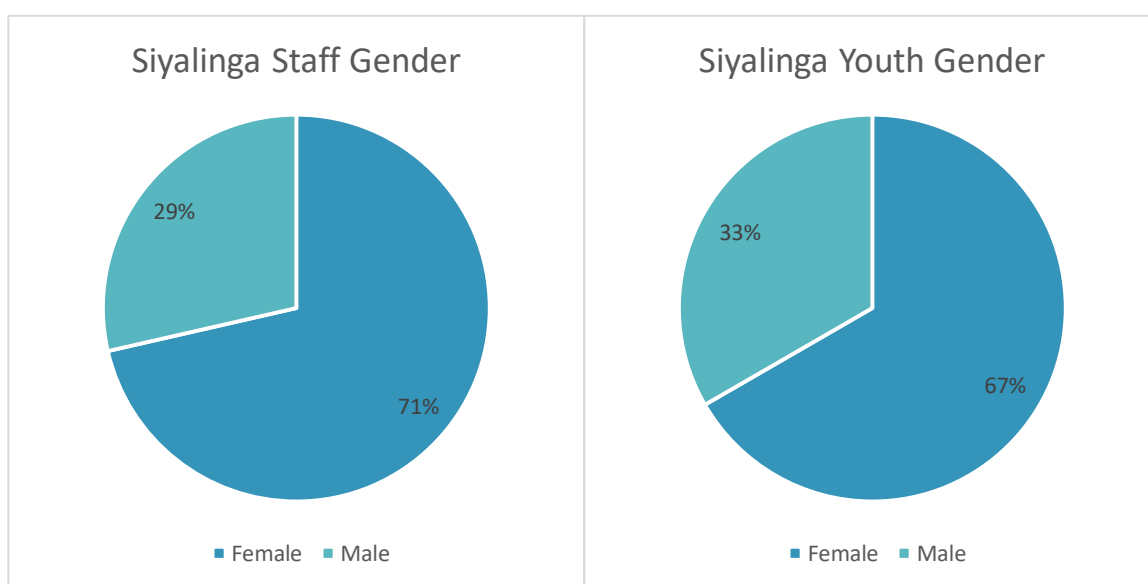
Table 22. Fieldwork Plan Kwa-Bhaca

KII –IP	Total KII	FDG- Youth	Total FGD
1	1	1	1

Table 23. Completed interviews Siyalinga

Sample	Type of interview	Nr participants
Staff or Board representatives from IPs	1 KII	1
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	1 KII, 1 FGD	22
Adolescents and youth who benefitted from the Isibindi services	1 FGD	3

Figure 26. Gender of Siyalinga Site Staff and Youth



Fieldwork conducted in Siyalinga included 1 KII with Implementing Partner, 1 KII with site staff, 1 FGD with staff and 1 FGD with youth. The staff consists of twenty nine percent (29%) male and Seventy one percent (71%) female. Youth gender for the FGD consisted of thirty three percent (33%) male and 67% female.

During the fieldwork planning phase, the team indicated they plan to conduct 1 KII with an Implementing Partner, 1 KII with a mentor and 1 FGD with caregiver of the programme.

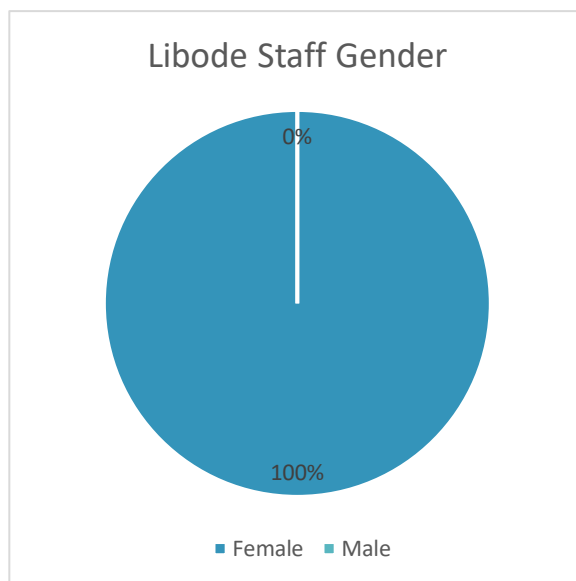
Table 24. Fieldwork Plan Siyalinga

KII –IP	KII- Mentor	Total KII	FDG-Caregiver	Total FGD
1	1	2	1	1

Table 25. Completed interviews Libode

Sample	Type of interview	Nr participants
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	1 FGD	10
Parents and Caregivers who benefitted from the Isibindi services	1 FGD	8

Figure 27. Gender of Libode Site Staff



Fieldwork conducted in Libode included and 1 FGD with staff members. The staff consists of one hundred percent (100%) female. Additionally, 1 FGD was conducted for caregivers in this area. No data on the gender of caregivers.

During the fieldwork planning phase, the team indicated they plan to conduct 1 KII with an Implementing Partner, 1 KII with a site coordinator and 1 FGD with caregiver of the programme.

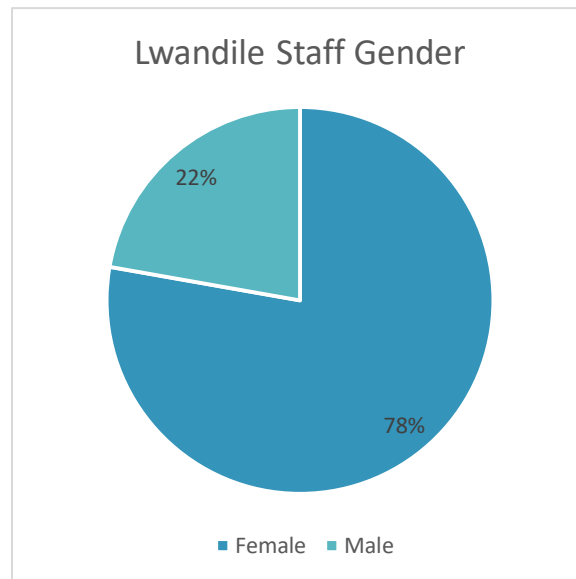
Table 26. Fieldwork Plan Libode

KII –IP	KII- Site Coordinator	Total KII	FDG-Caregiver	Total FGD
1	1	2	1	1

Table 27. Completed interviews Lwandile

Sample	Type of interview	Nr participants
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	1 KII, 1 FGD	18
Adolescents and youth who benefitted from the Isibindi services	1 KII	1

Figure 28. Gender of Lwandile Site Staff



Fieldwork conducted in Lwandile included 1 KII with Mentor, 1 FGD with staff members. The staff consists of (seventy-eight) 78% female and twenty two percent (22%) male. Additionally, 1 KII was conducted with female youth in this area.

During the fieldwork planning phase, the team indicated they plan to conduct 1 KII with an Implementing Partner, 1 KII with a mentor and 1 FGD with CYCW of the programme.

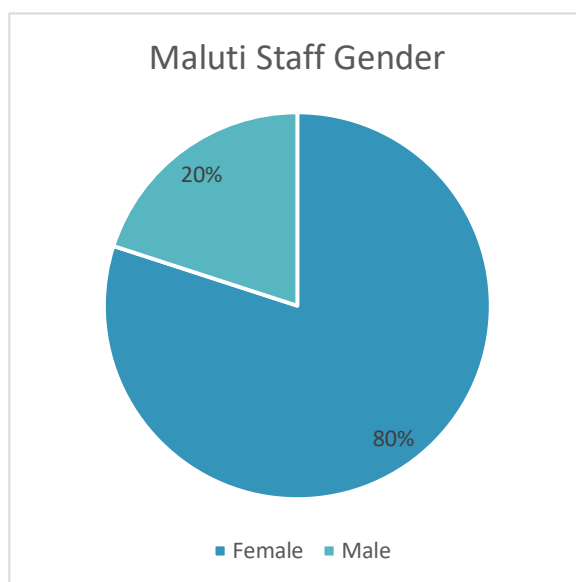
Table 28. Fieldwork Plan Lwandile

KII –IP	KII- Mentor	Total KII	FDG-CYCW	Total FGD
1	1	2	1	1

Table 29. Completed interviews Maluti

Sample	Type of interview	Nr participants
Staff or Board representatives from IPs	1 KII	1
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	1 KII, 1 FGD	25

Figure 29. Gender of Maluti Site Staff



Fieldwork conducted in Maluti included 1 KII with Implementing Partner, 1 KII and 1 FGD with site staff. The staff consists of eighty percent (80%) female and twenty percent (20%) male.

During the fieldwork planning phase, the team indicated they plan to conduct 1 KII with an Implementing Partner, 1 KII with a coordinator.

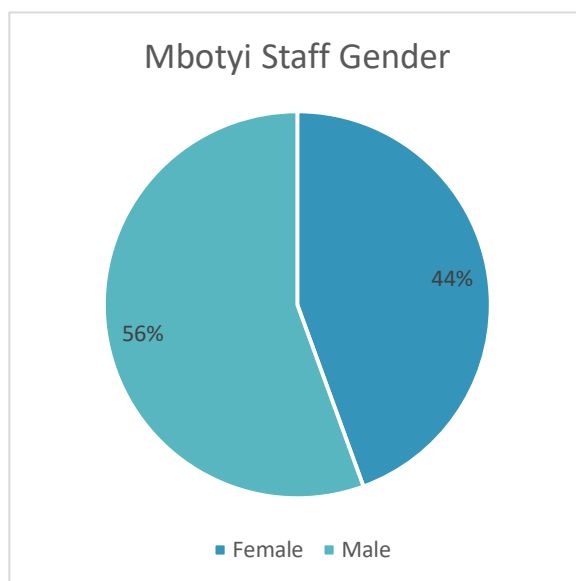
Table 30. Fieldwork Plan Maluti

KII –IP	KII- Coordinator	Total KII
1	1	2

Table 31. Completed interviews Mbotyi

Sample	Type of interview	Nr participants
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	1 KII, 1 FGD	18
Adolescents and youth who benefitted from the Isibindi services	1 FGD	2

Figure 30. Gender of Maluti Site Staff



Fieldwork conducted in Mbotyi included 1 KII with Project Manager, 1 FGD with staff members. The staff consists of forty four percent (44%) female and fifty six percent (56%) male. Additionally, 1 FGD were conducted with female youth in this area.

During the fieldwork planning phase, the team indicated they plan to conduct 1 KII with an Implementing Partner, 1 KII with a CYCW.

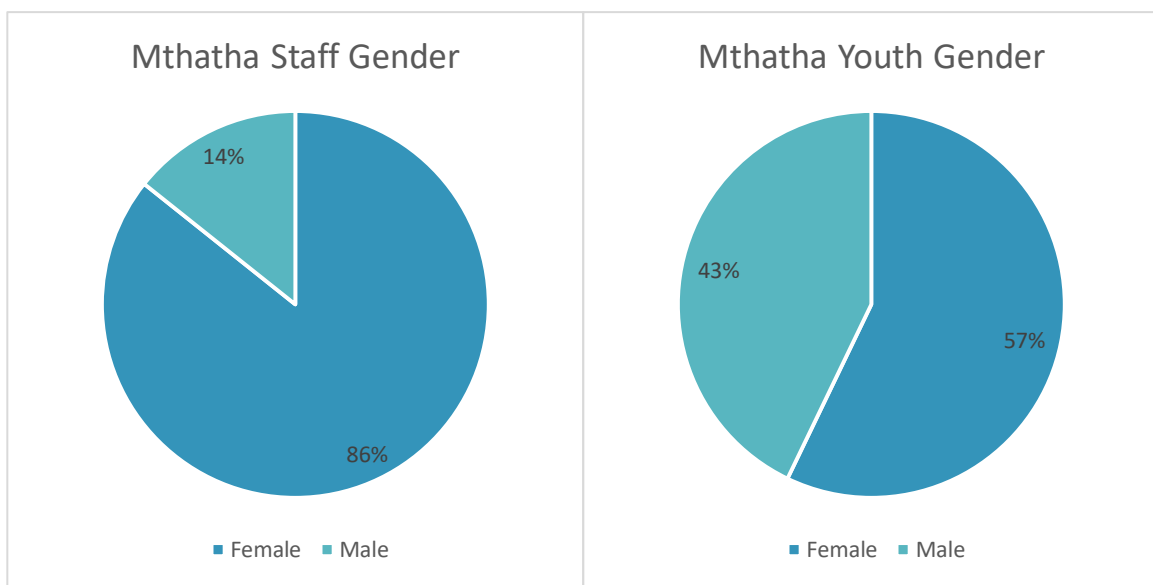
Table 32. Fieldwork Plan Mbotyi

KII –IP	KII- CYCW	Total KII
1	1	2

Table 33. Completed interviews Mthatha

Sample	Type of interview	Nr participants
Staff or Board representatives from IPs	1 KII	1
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	1 KII, 1 FGD	21
Adolescents and youth who benefitted from the Isibindi services	1 FGD	7

Figure 31. Gender of Mthatha Site Staff and Youth



Fieldwork conducted in Mthatha included 1 KII with IP, 1 KII and 1 FGD with staff members. Additionally, the fieldwork included 1 FGD with youth. The youth consisted of forty three percent (43%) male and fifty seven percent (57%) female and the staff 14% male and 86% female.

During the fieldwork planning phase, the team indicated that they will conduct 1 KII with an implementing partner and 1 FGD with youth of the programme.

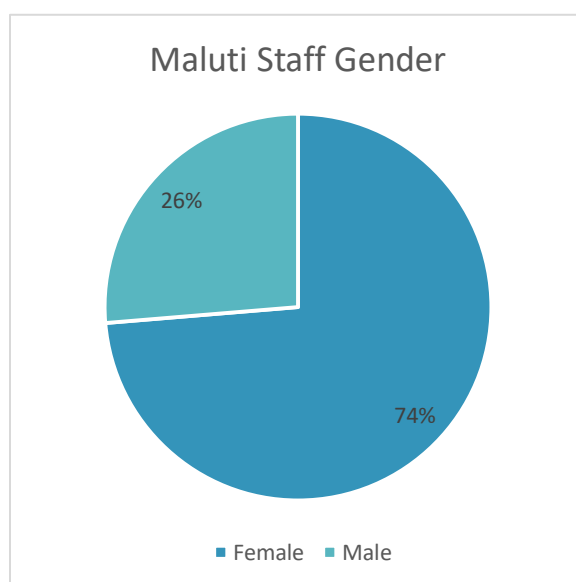
Table 34. Fieldwork Plan Mthatha

KII –IP	Total KII	FDG-Youth	Total FGD
1	1	1	1

Table 35. Completed interviews Ndondo Square

Sample	Type of interview	Nr participants
Staff or Board representatives from IPs	1 KII	1
Child and Youth Care Workers, Youth Development Facilitators, Mentors, Project and Site Managers	1 FGD	19

Figure 32. Gender of Maluti Site Staff



Fieldwork conducted in Ndondo Square included 1 KII with IP and 1 FGD with staff members. The staff consisted of (twenty-six percent (26%) male and seventy four percent (74%) female.

During the fieldwork planning phase, the team indicated that they will conduct 1 KII with an implementing partner, 1 KII with CYCW and 1 FGD with caregivers of the programme.

Table 36. Fieldwork Plan Maluti

KII –IP	KII-CYCW	Total KII	FDG-CYCW	Total FGD
1	1	2	1	1

Annexe 4: List of Sites Visited

The following Safe Parks visited in Eastern Cape Includes:

- Alice
- Libode
- East London
- Lwandile
- Ezibeleni (Queenstown)
- Maluti (Matetiele)
- Illinge (Queenstown)
- Mbotyi
- King Williams Town
- Mthatha
- Kwa-Bhaca (Mount Frere)
- Ndondo Square (Cala)
- Siyalinga (Mount Frere)



Annexe 5: Data Collection Instruments



ISIBINDI EVALUATION

Introduction

Good morning/afternoon. Thank you for taking the time to participate in this research. My name and I am part of a team of consultants appointed by UNICEF to evaluate or assess the Isibindi project in the Eastern Cape. Essentially, DSD and UNICEF want to improve the programme and support for it but needs a better understanding of the successes and the areas where there may be challenges.

We believe that your views regarding the Isibindi programme are very important. We therefore would like to spend some time with you discussing issues related to the programme and the research we are now undertaking. There are three main aims in the work we have been appointed to do.

We therefore want to hear from you about the successes, the challenges you experienced, what the bottlenecks were and any issues you experienced during the project rollout. The information you will provide will assist us to understand what works and does not work for future project design to ensure the outcomes are achieved. To develop an understanding of the strengths and weaknesses of the project as well as to identify the threats and opportunities. Firstly, we want to have a better understanding of the efficiency, effectiveness, relevance, sustainability and impact of project activities.

Your openness on the issues will be greatly appreciated. This discussion session should take about ... minutes of your time. The information that you will provide is strictly confidential and your name will not be mentioned or your words quoted if you feel it should not be. So for some questions I may ask whether we can and should use your name. None of the questions are compulsory, however please answer as many of the questions as possible to assist us with this assessment of the Isibindi programme.

Interview programme: _____

Position: _____

Introduction

Good morning/afternoon. I would like to thank you for the time you made available to participate in the study. As part of the research team of consultants appointed by UNICEF, I am conducting an evaluation of the outcome of the Isibindi project.

Thus, we would like to interview you with regards to the impact and outcome of the project.

Your input and insight into the project are valuable to the evaluation process and thus we would like to ask you some questions. The input you provide will allow us to better understand the work of the Isibindi project.

Thank you again for your time.

Date_____

Interviewer Name_____

Location_____

Type of Interview_____

Relevance

In this first section we would like to look at how relevant the programme is, in other words how important it is.

In your opinion to what extent was the programme relevant for the beneficiaries needs?

- Are the Home Visits and Safe Parks important/relevant for adolescents and youth? Why did you choose that option?

	Very relevant/ important	Just important/ Relevant	You do not have an opinion, so you are Neutral?	Low importance	Irrelevant
And how relevant or important are they? Would you say ...					

- Are the YWEP and YMEP work important/relevant? Why did you choose that option?

	Very relevant/ important	Just important/ Relevant	You do not have an opinion, so you are Neutral?	Low importance	Irrelevant
And how relevant or important are they? Would you say ...					

- Was the Radio Programme important/relevant? Why did you choose that option?

	Very relevant/ important	Just important/ Relevant	You do not have an opinion, so you are Neutral?	Low importance	Irrelevant
And how relevant or important are they? Would you say ...					

- Was the ADP important/relevant? Why did you choose that option?

	Very relevant/ important	Just important/ Relevant	You do not have an opinion, so you are Neutral?	Low importance	Irrelevant
And how relevant or important are they? Would you say ...					

- Was the educational support and livelihoods programme important/relevant? Why did you choose that option?

	Very relevant/i mportant	Just important/Relevant	You do not have an opinion, so you are Neutral?	Low importance	Irrelevant
And how relevant or important are they? Would you say ...					

- Was the Sinovuyo parenting programme important/relevant? Why did you choose that option?

	Very relevant/i mportant	Just important/Relevant	You do not have an opinion, so you are Neutral?	Low importance	Irrelevant
And how relevant or important are they? Would you say ...					

- Was the MenCare programme important/relevant? Why did you choose that option?

	Very relevant/i mportant	Just important/Relevant	You do not have an opinion, so you are Neutral?	Low importance	Irrelevant
And how relevant or important are they? Would you say ...					

- Was the Siyakhula Substance Abuse Programme important/relevant? Why did you choose that option?

	Very relevant/important	Just important/Relevant	You do not have an opinion, so you are Neutral?	Low importance	Irrelevant
And how relevant or important are they? Would you say ...					

- As a whole, how important do you think the intervention was for the youth and adolescent beneficiaries? Why did you choose that option?

	Very Highly Important	Highly important	Neutral/no opinion	Of low importance	Of very Low importance
Choose one of the options					

- Were the core services provided to the most vulnerable children and youth in the poorest communities in the Eastern Cape? In which way?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Home Visits and Safe Parks					
YWEP/YMEP					
Radio Programme					
ADP					
Educational support and livelihoods programme					
Sinovuyo parenting					
MenCare					
Substance Abuse programme					

- Was the programme relevant for the Child and Youth Care Workers and their Mentors? In which way?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Home Visits and Safe Parks					
YWEP/YMEP					
Radio Programme					
ADP					
Educational support and livelihoods programme					
Sinovuyo parenting					
MenCare					
Substance Abuse programme					

Effectiveness

- Have the following project elements given rise to lasting change for individuals and communities, in terms of skill and knowledge uptake?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Home Visits and Safe Parks					
YWEP/YMEP					
Radio Programme					
ADP					
Educational support and livelihoods programme					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Sinovuyo parenting					
MenCare					
Substance Abuse programme					

List factors which **contributed** to success / what factors were crucial to achieve the desired outcome?

	Factors
Home Visits and Safe Parks (Children & youth referred to social services; mentorship; technical support; children receiving home visits)	
YWEP/YMEP (Youth empowerment participation)	
Radio Programme (Media exposure; participation in youth forums and local councils)	
ADP (Improved life skills; SRH knowledge)	
Educational support and livelihoods programme (Improved educational performance, advancement, retention; employability)	
Sinovuyo parenting (Improved parenting practices and family strengthening)	
MenCare	

(Male understanding of caregiver role)	
Substance Abuse programme (Decline in substance abuse incidence; rehabilitation)	

- List factors which **limited** success / what factors served as bottlenecks to achieve the project's objectives?

	Factors
Child and youth module	
Home Visits and Safe Parks	
YWEP/YMEP	
Radio Programme	
ADP	
Educational support and livelihoods programme	
Sinovuyo parenting	
MenCare	
Substance Abuse programme	

- Why did ADP not reach the set targets? (ADP 86%, Food Gardens 71%, Young men and women 78%)
- Has the project continued to achieve targets: have youth previously enrolled in the programme-received jobs, apprenticeships and internships or proceeded to higher education? Why or why not?
- Have youth previously enrolled in the programme-received jobs, apprenticeships and internships or proceeded to higher education? Why or why not?
- How do you think the parent and caregiver programme could have been more successful? Do you think that this programme made a difference in the households of the youth?
- At the end of the Substance Abuse programme, only 72% of the children were referred to counselling and support. Has this continued?
- Why were only 21% of the children referred to specialised counselling by DSD? What would you recommend in future projects?
- Rate and comment on the quality of the implementation of the Isibindi Adolescent and Youth Programme.

	Very High	High	Neutral	Low	Very Low
Child and youth module					
Home Visits and Safe Parks					
YWEP/YMEP					
Radio Programme					
ADP					
Educational support and livelihoods programme					
Sinovuyo parenting					
MenCare					
Substance Abuse programme					

Rate and comment on the quality of the coordination of the Isibindi Adolescent and Youth Programme.

	Very High	High	Neutral	Low	Very Low
Child and youth module					

Home Visits and Safe Parks					
YWEP/YMEP					
Radio Programme					
ADP					
Educational support and livelihoods programme					
Sinovuyo parenting					
MenCare					
Substance Abuse programme					

Rate and comment on the quality of the organisation of the Isibindi Adolescent and Youth Programme.

	Very High	High	Neutral	Low	Very Low
Child and youth module					
Home Visits and Safe Parks					
YWEP/YMEP					
Radio Programme					
ADP					
Educational support and livelihoods programme					
Sinovuyo parenting					
MenCare					
Substance Abuse programme					

Do you think the roles of each partners were fulfilled? (Refer to providing technical assistance, procurement, training, monitoring, reporting activities and management of funds).

- UNICEF was responsible for the coordination, allocation of funding and implementation of the overall programme. How do you feel about their contribution?
- NACCW managed the project and provided expertise in training Child and Youth Care Workers (CYCWs) and the provision of Mentors, alongside supporting monitoring and evaluation. How do you feel about their contribution?
- DSD acted as an implementing partner and allocated stipends to be paid to IPs. ECDSD provided funding to NACCW and also provided funding for nutrition at the Safe Parks, as well as capacity building. How do you feel about their contribution?
- Did other IPs fulfil their roles? E.g. Catholic Development Centre, KWT Child & Youth Care Centre, East London Child & Youth Care Centre, CMR Queenstown, CMR Drakensburg, Clowns without Borders, Sonke Gender Justice, SANCA
- What are the obvious gaps in services provided in the Eastern Cape? What were the gaps in services provided by the programme and what services were not included that were needed, in your opinion?
- What is the reason for 2 of the site locations not attending the site-based training?
- What recommendations will you make to ensure more effective project implementation in the future? (How to target the youth, how to involve the youth, relevance, review of needs before the implementation and design)

Efficiency (not for beneficiaries, caregivers or project staff)

In your opinion, do you think the financial and other resource inputs were efficiently used to achieve the outcomes? Why do you say that?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Staffing allocation					
Trained and sufficient staff					
Tasks and responsibilities					
Financial allocations and financial use					
Effective use of services, capabilities of the IPs					

Required input provided					
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- Are there partners/stakeholder that you think should have been more efficient in the use of financial resources?
- Do you think the resources allocated were sufficient to deliver the results? (Provide areas where the resources were not used efficiently, indicate the reasons for this)
- Where do you think the costs were too high? (Specific locations, aspects of specific projects). Can you provide other opportunities where the prices paid for goods and services could have been cheaper? Why do you say that?
- Were the services provided in a timely manner from the following partners/role players? For each, indicate why you think it was/or wasn't provided in a timely manner.
 - UNICEF - Timely/ Not Timely?
 - DSD - Timely/ Not Timely?
 - NACCW - Timely/ Not Timely?
 - CYCW - Timely/ Not Timely?
 - IPs: Timely/ Not Timely?
- Were monitoring and other reports provided and reported in a timely manner, within the time period? (UNICEF, DSD, NACCW, IPs) If no, indicate why not.
- In your opinion, did IPs have the necessary organisational capacity to implement the project?
- How did institutional linkages/arrangements contribute to effective project management and implementation? Which linkages did or did not provide the desired outcome?
- Have the services provided by CYCWs/YDFs through the Isibindi model been continuously implemented? Regardless whether the response is either yes or no respondent must elaborate.
- What suggestions or recommendations will you make that you think can improve the efficiency of project implementation in the future?

Impact

- To what extent have the following programmes for the different groups led to success or more positive behaviour and psychosocial wellbeing of people who participated in the programme?
 - Can you define the positive changes that Home Visits and Safe Parks had? Why do you say that? What changed for the families?

	Very High	High	Neutral	Low	Very Low
Home Visits and Safe Parks					

Which aspect of the special programmes had the most positive influence or impact and why?

	Very High	High	Neutral	Low	Very Low
YWEP/YMEP					
Radio Programme					
ADP					
Educational support and livelihoods programme					
Sinovuyo parenting					
MenCare					
Substance Abuse programme					

What has happened as a result of the programme? What real difference has each activity made to the beneficiaries' lives?

	Results
Home Visits and Safe Parks	
YWEP/YMEP	
Radio Programme	
ADP	
Educational support and livelihoods programme	
Sinovuyo parenting	
MenCare	

	Results
Substance Abuse programme	

Which project component was the most beneficial for youth and adolescents' employability and skill uptake?

	Factors
Home Visits and Safe Parks	
YWEP/YMEP	
Radio Programme	
ADP	
Educational support and livelihoods programme	
Sinovuyo parenting	
MenCare	
Substance Abuse programme	

Sustainability

Which programme components have continued since September 2018?

- To what extent are (DSD, NACCW, Site locations) capable and prepared to maintain the positive influence/impact/effect of the Isibindi programmes in the long term?
- What factors might hinder the progression of the programme going forwards?
- Since September 2018, have the project's activities, results and effect continued? The project has been completed: the support from DSD will continue but support will not continue from UNICEF.

- As a result of programme activities, to what extent are beneficiaries able to adapt sufficiently to external changes/challenges/shocks, for example bereavement, loss of employment.
- Which programme element was the most effective in building beneficiary, caregiver and/or CYCW/YDF resilience?

	Very High	High	Neutral	Low	Very Low
Child and youth module					
Home Visits and Safe Parks					
YWEP/YMEP					
Radio Programme					
ADP					
Educational support and livelihoods programme					
Sinovuyo parenting					
MenCare					
Substance Abuse programme					

To what extent are CYCWs/YDFs continuing/able to continue to lead the implementation of care services for children and youth (e.g. home visits, family strengthening) [of which CYCWs/YDFs learnt as a result of the programme] after the programme has ended?

Very High	High	Neutral	Low	Very Low

To what extent is DSD able to continue to support children/youth after the project has ended?

Very High	High	Neutral	Low	Very Low

Is there anything more that you would like to add? Maybe a question that I should have asked, but did not?

SWOT Analysis: Senior management only

You may know that institutions often develop a strategic plan using an analysis, such as a SWOT analysis, or a PESTLE⁴¹, PEST, etc. SWOT Analysis is a simple but useful **framework** for analysing your organization's strengths and weaknesses and the opportunities and threats that you face. It helps you focus on your strengths, minimise threats and take the greatest possible advantage of opportunities available to you.

Strengths

You may know that this refers to an internal focus. So, what do you think are the key strengths of your institution/organisation? An example dedicated staff, etc.

Weaknesses

Like Strengths, an institutions weaknesses or flaws are those internal to your organisation. What do you think are your key weaknesses?

Threats

This refers to developments outside the organisation that may pose risks to its on-going performance or successes or even existence. What outside of your institution poses such threats? Name the key ones

Opportunities

There are also developments outside the organisation that may present opportunities, positive chances of improving services or expanding services. What in your opinion are opportunities that are outside for your institution/organisation?

That was my last question. I wish to thank you for your time, openness and the information you have provided. Again, I wish to assure you that the information you provided will be treated with the utmost confidentiality should you wish. Would you have any objections if we were to quote you on any of the issues?

⁴¹ PESTLE (*political*, economic, social, *technological*, legal and environmental)

Annexe 6: List of Documents Reviewed

The following documents were reviewed during the evaluation process, as part of secondary data analysis:

- Quarterly progress report March to May 2018;
- Quarterly progress report December 2017 to February 2018;
- Sinovuyo Caring Families Programme for Young Children, Facilitators Manual;
- Department of Social Development: Sustainability plan for the rollout of community-based child and youth care services;
- Safe Parks inventory list;
- Substance Abuse Prevention, Early Intervention & Aftercare programme: Participatory Training Manual;
- NACCW Monitoring and Evaluation Summary May 2018Final;
- NACCW Monitoring and Evaluation Summary June 2018Final;
- NACCW Monitoring and Evaluation Summary July 2018Final;
- NACCW Monitoring and Evaluation Summary June 2018Final August 2018;
- MenCare Manuals;
- Isibindi Mid-Term Review (paper);
- Isibindi Mid-Term Review (presentation);
- Isibindi Mid Term Review of the National Rollout of Community Child and Youth Care Services Through the Isibindi Module in South Africa;
- Isibindi: Lessons from available evidence;
- Outcome evaluation of the residential therapeutic programme for sexually abused children as part of the Isibindi Programme (presentation);
- Guidelines for Youth Friendly Safe Parks;
- UNICEF and NACCW Technical Meeting 1 August 2017 Minutes; and
- Evaluation of Isibindi Family Strengthening Approach 2016.
- www.naccw.org.za/training
- NYDA (2017) Integrated Youth Development Strategy 2020
- Lannoy, A.D., Swartz, S., Lake, L. and Smith, C. (2015) South African Child Gauge, Children's Institute, University of Cape Town,
- <https://www.unicef.org/eap/what-we-do/adolescent-development>
- www.naccw.org.za/isibindi
- https://www.unicef.org/southafrica/education_16827.html
- https://www.unicef.org/southafrica/protection_20093.html
- <https://childrenincorporated.org/the-importance-of-home-visits/>
- <https://www.saferspaces.org.za/organisation/entry/sonke-gender-justice>
- https://www.unicef.org/southafrica/protection_20093.html

Annexe 7: Summary of Sub-programme Findings

The following annexures are a summary of the subcomponents of the Adolescent and Youth Development Programme. These subcomponents are discussed in relation to the evaluation criteria of relevance, effectivity and sustainability. The efficiency criterion is discussed in another section of the research study. The summaries illustrate factors that both limit and enhance the success of the programme subcomponent.

Table 37. Safe Parks

SAFE PARKS			
Evaluation Criteria	Services	Success Factors	Limiting Factors
Relevance	Tuition	Availability of study materials through provision of study guides, question papers, homework assistance and the formation of study groups and partnership with schools	Distribution of out-dated study guides & learning materials not useful for study & examination purposes
	Applications for bursaries, admissions and registration	Assistance provide with applications for bursaries, college/university, admissions and registration.	Lack of computers, Wi-Fi to enable youth to send applications
	Persona dolls	The use of Persona Dolls at Safe Parks allows CYCWs and YDFs to identify issues that, for example, youth need to share with someone they trust.	Lack of training and expertise in the use of Persona dolls
	Celebration of Calendar days	CYCWs also conduct celebratory days at Safe Parks such as Christmas Day, Heritage Day and Youth Day, to engage youth in inclusive recreational activities.	Lack of transport for youth interested in attending any of the celebratory days
	Personal hygiene especially for girls	Safe Parks were particularly relevant for young girls, as CYCWs and YDFs provided feminine hygiene products for them including pads	Lack of resources to obtain the necessary products
Relevance	Food gardens	Youth and adolescents learned how to grow and cultivate food gardens	Short lived programme due to lack of funds and expansive drought

	Linkage of Safe Parks to home visits	Home visits undertaken to understand young peoples' home situations for a more focused intervention or support	Failure to access homesteads
	Hosting of career days	Provision of information on different careers by various businesses helped youth to decide on which careers to follow	Lack of transport money to attend event
Impact	Safe Parks are very impactful in delivering a supportive learning and study environment	As a result of the tuition support provided at Safe Parks, many children, youth and adolescents have been able to pass their matric examinations, as a result some were able to further their studies at tertiary institutions or found employment	Lack current study guides and related study materials
	Accessibility of Tuition support	Tuition support reached the poorest and most vulnerable adolescents and youth in their communities.	Tuition not available to all learners/youth due to, among others, remoteness of the villages
	Study groups in Safe Parks	The formation of study groups boosted their confidence and motivated them to persist with their studies.	The lack of teachers to offer specialised subjects/courses
	Social Responsibility instilled in youth	Safe Parks activities instil social responsibility in youth and provide a safe space for young people to consistently engage with one another	Some Safe regarded as not secure enough due to lack of fencing and break-ins and vandalism
	The skills learned have high and long-term impact on youth	Young people who have grown out of the programme return to Safe Parks occasionally to share what they have learned from the programme	Some dropouts not motivated to return to school due to peer pressure

Table 38. YMEP and YWEP

YMEP and YWEP			
Evaluation Criteria	Services	Success Factors	Limiting Factors
Relevance	Transformation of youth	The Youth Camps yielded a substantial change in the lives of the youth	Financial constraints

	Knowledge transfer	The skills and knowledge provided were applicable to the youth	Impervious to learning
	Security needs	Safe Parks provided a safe space to interact	Lack of leadership
Impact	Health ad vice	Provided vital sexual and reproductive health information to at-risk adolescents	Ignorance of youth
	Independence	Independence and responsibility amongst youth and adolescents	Rejection of suggestions
	Learning to share	YMEP/YWEP graduates become ambassadors for the programme	Fewer youth attending camps
	Responsibility for own actions	Reduction of teenage pregnancies and substance abuse	Resistance
		YMEP and YWEP provided a safe space for youth to be heard	Youth conditioned not to ask or to question
	Youth as tutors	Some YMEP/YWEP of the graduates become facilitators	Restriction of youth attending camps
	Encourage dialogue	Youth enabled understand the harmful effects of substance abuse	Referral/counselling system weak
	Foster entrepreneurship	Young people started their own businesses as a result of YMEP and YWEP	Lack of capital
	Employability prospects	YMEP and YWEP facilitated employability prospects skills through YDFs assisting youth to search for jobs and prepare CVs	Eastern Cape has few industries
Effectiveness	Attendance of workshops	The Youth Camps yielded a substantial change in the lives of the youth	Fewer youth attend due to financial constraints.
	Commitment CYCWs	Dedication of CYCWs and YDFs	Unreliable payments to CYCWs and YDFs

	Capacitate IPs	DSD ownership of programme and ability to capacitate IPs	Skills deficit of IPs in delivering efficient services
	Payment of stipends	Implementing Partner supplementing stipends of CYCWs	Lack of funding
		Some Safe Parks have necessary infrastructure and relatively secure	Theft, vandalism and lack of maintenance at some Safe Parks
	Studying	Need for youth to use Safe Parks for study purposes and to consult with CYCWs on various aspects	Not enough activities for youth and adolescents at Safe Parks.
Sustainability		Scheduling public awareness days	Disinterest/poor attendance
		Identify youth ambassadors for the programme	Financial constraints regarding training

Table 39. ADP

ADOLESCENT DEVELOPMENT PROGRAMME			
Evaluation Criteria	Services	Success Factors	Limiting Factors
Relevance	Disseminate information	Dispersing information surrounding HIV/AIDS and SRHR	Suspicion against service
	Linkages formed	Partnerships with local schools established	No linkages with neighbouring schools
	Youth forge companionship	Youth and adolescents develop a sense of identity	Alienation of youth
	Managing finances	Taught how to budget and manage resources	Budgeting preserve of parents
	Unity	Fostering sustainable networks of community support	Apathy towards community issues
	Building relationships	Provided youth with guidance in how to communicate positively with one another and how to build relationships	YDFs that ran the programme were often not sufficiently trained

Impact	Assertiveness training	Enabling them to be assertive, take on their own responsibilities and be independent	the lack of youth engagement and attendance
	Improved performance	Impact on students' educational performance	difficulty relating to the content provided
	Sex education	Reducing incidences of teenage pregnancy	YDFs resigned and the programme became obsolete
	Close interpersonal relationships	Strengthening communication channels between parents and children	Indifference to youth feelings and emotions
Effectiveness	Attending workshop	Youth camps organised for training	Lack of youth engagement and attendance
	Service delivery	Trained YDFs assigned to deliver service	Youth had difficulty relating to the content provided
	Experiential training	CYCWs/YDFs well trained to provide services	Some YDFs not sufficiently trained
	Professional service	Dedication and commitment of CYCWs to provide study manuals, exam papers	Insufficient resources allocated to development of manuals
	Facility usage	Use of available resources/infrastructure	Hiring of appropriate venues, a challenge
Sustainability	Community	Strong community support and dedicated CYCWs	Financial constraints to continue with programme
	Draw up recruitment & retention plan	Devise retention plan to mitigate loss of skills	Staff turnover within Isibindi
	Build capacity of IPs	Capacitate IPs to enable efficient use of resources	Management challenges
	Improve performance	Devise monitoring and evaluation system to assess extent to which resources efficiently used	Lack of proper monitoring and evaluation

Table 40. Radio Programme

RADIO PROGRAMME			
Evaluation indicators	Services	Success factors	Limiting Factors
Relevance	The radio programme was piloted in three sites (Alice, Mthatha and Ndondo Square).	Offering the young people involved a sense of belonging and unification through discussing and analysing topics, which they felt, were important.	Slow rollout of the programme to other areas in Eastern Cape.
	Media, Technology and Facebook page	Facilitating a platform for young people to become local celebrities, which in turn generates social inclusion.	
		Radio host visit schools to discuss relevant topics chosen by learners	
Impact	Community Engagement radio programme and local radio stations involvement.	The programme was impactful as community members and stakeholders engaged in the radio programme, leveraging community interest and expanding the voice of the youth and adolescents involved.	The radio programme was only piloted in three sites with the result that the majority of youth are excluded
		Boosted self-esteem confidence and knowledge and interest in social issues in involved youth.	Experiential training is limited to a few in areas where the service is provided
		Led to positive behavioural change and boosted employability amongst participating youth.	Employability prospects are quite limited
Effectiveness	Availability of youth for recruitment for the radio community interest	The radio programme is relevant to youth and there is support from the local community for youth to continue with the programme.	Fewer internships are available
Sustainability	Additional young people recruited for the rollout of the programme	The Radio programme is being rolled out to other areas and this is boosted by the interest of local radio stations. It has potential for employment generation	-No sustainability plan handed over to the Safe Parks and the IP; -No fostering of relationship with schools and radio stations; -No monitoring or performance applied to the progress of the radio programme; -Lack of ownership by the local community.

Table 41. Sinovuyo Caring Families

SINOVUYO CARING FAMILIES			
Evaluation Criteria	Services	Success Factors	Limiting Factors
Relevance Impact	Parenting skills	Parents spending more quality time with their children	Due to generation gap parents do not communicate well with their children
	Supporting families	MenCare enabled families to understand each other's challenges and emotions	Men as head of families
	Financial management	Parents capacitated to understand household budgeting	Reluctance to involve children in budgeting
	Roles and responsibilities	Engaging men to fulfil their role and duty of care in households	Inability to express and share inner feelings/emotions
	Anger management	Parents trained in anger management	Physical punishment & verbal abuse norm
	Positive rules of conduct	Parents use less physical punishment as a form of discipline	Open and frank communication
	Openness	Improvements in parent-child communication channels	One-way communication process
	Control of one's emotions	Parents share their feelings with children	Lack of display of feelings
	Adopting diff/positive values	Breaking down the generational and cultural barrier	Rigid cultural values
	Consultation	Understanding brokered between caregivers and children regarding the use of social grants	Children demand to be consulted
Effectiveness	Scheduling programmes	Programme well designed and applicable to the families	Challenges with the scheduling of the programmes
	Provision of meals	Food was provided to the participants	Lack of funding for meals
	Understanding culture context	Incorporates the African and Xhosa context	Purpose of the programme not effectively communicated
	Skills training	Parenting skills workshops	Poor attendance or low turnout
	Retention	Devise retention plan and reliable remuneration system	High turnover of the CYCW

	Ownership with aim to improve systems	DSD to take ownership of programme and refine related systems	Lack of guidance and support from DSD
Sustainability	Funding for programmes	Dedication of CYCWs and community support	Lack of funding and termination of some of the programmes

Table 42. MenCare

MENCARE			
Evaluation Indicators	Services	Success factors	Limiting Factors
Relevance	MenCare programme implemented by Sonke Justice and CYCWs.	Men now understand the value of women and the harmful impact of gender-based violence.	Not all Xhosa men are exposed to the MenCare programme
	Implemented in Illinge, Alice and Ndondo Square	After MenCare, when CYCWs conducted home visits, men and fathers were consistently present and engaged in activities.	Physical and financial constraints hinder efforts to reach a large group of men
Impact	Fathers were enabled to express the challenges they encountered in this regard.	MenCare significantly reduced domestic and sexual violence in the communities that it was implemented in, as men now understand the value of women and the harmful impact of violence.	There are communities that have not been reached because of the large work caseload of CYCWs
		Reduction in conflict and corporal punishment against children in household with men.	Deep rooted beliefs about child rearing may frustrate efforts to change attitudes
		As a result of MenCare, fathers care for children and undertake household chores while mothers go to work or spend time away from the home	Men who undertake household chores may be stigmatised as weak
		Men who attended MenCare programme activities provided support to other men who were behaving violently at home to change their conduct.	There may be resistant from traditionally oriented men
		MenCare had a high or very high impact in the behaviour and lives of fathers and men, which in turn provided a significantly positive impact in the behaviour and lives of their wives and children	Community buy-in may be hard to come by due to threats to the old (traditional) order
Effectiveness	Good communication channels and connection	The success of the programme is related to the good communication	Transportation for the men to reach the Safe

	between the CYCWs and the household visits and follow up done to ensure fathers attended the programme	channels and connection between the CYCWs and the household visits	Parks where facilitation was taking place hindered accessibility. The duration of the programme was limited to ensure lasting change in the community. The programme was piloted in 3 sites only.
Sustainability	Employing male CYCWs in order for men to relate to these facilitators during future MenCare programmes.	Employing male CYCWs in order for men to relate to these facilitators during future MenCare programmes. Provide psycho-social support for men at the Safe Parks; Investigate an aftercare programme in which former MenCare graduates can become paid Design, implement and monitor programmes; Stimulate ownership of the programme through ambassador programmes; Provide the trained CYCWs with annual rollout plan to continue the programmes skills development.	Female CYCWs do not relate well to men's needs

Table 43. Siyakhula Substance Abuse Programme

SIYAKHULA SUBSTANCE ABUSE PROGRAMME			
Evaluation Criteria	Services	Success Factors	Limiting Factors
Relevance	Addiction to substances	Youth made aware of the harmful impact of substance abuse	Youth reluctant to disclose problems of substance abuse to CYCWs
	Testing centres	Testing for substances abuse at hospitals referral to social workers	Peer pressure not to cooperate
Impact	Devise Personal development for CYCWs	Training of CYCWs in substance abuse programme	DSD Social Workers delay in making follow-ups i.t.o referred cases
	Referrals to social workers & SANCA	SANCA attends to referrals and provides counselling and rehabilitation for youth	Youth reluctant to attend rehabilitation centres

Effectiveness	Sampling	Programme piloted in three sites only	Excluded sites disadvantaged
Sustainability	Improve communication between different stakeholders.	CYCWs' referral of cases to social workers and SANCA	Social Workers delay responding to cases
		Regular training of CYCWs/YDFs	No specialised skills to handle cases;

Annexe 8: Summary of the Transcripts responses

Home Visits and Safe Parks			
Core Element	Code	Responses	Location
Home Visits	FGD CYCW1	<ul style="list-style-type: none"> Relevant because families/the community are made aware of available services Services offered by Isibindi and provides way of identifying challenges faced by families; encourage open discussions re: sensitive issues such as HIV/AIDS 	Lwandile
	FGD CYCW 2	<ul style="list-style-type: none"> Relevant for the entire community, follow up with the home visits very useful 	Vuyani
	KII Mentor 1	<ul style="list-style-type: none"> Children need someone to talk to and express their feelings/emotions; □ It is important for children to visit Safe Parks to build confidence and establish Relationships 	Mbotyi
	KII Proj Man1	<ul style="list-style-type: none"> Door to door visits are important because they ensure privacy, open and frank discussions of sensitive matters between family members 	Libode
	FGDBC G 1	<ul style="list-style-type: none"> Before inception of Isibindi there was disorder within many families with parents and children always hurling insults at each other. The intervention of CYCWs helped to reduce tensions and bring families together 	Mthatha
	FGDBC G 2	<ul style="list-style-type: none"> Access to families through home visits provides an opportunity to observe and to provide appropriate assistance. Observe children at play in Safe Parks and assist them with homework 	Mbotyi
	FGDBC G 3	<ul style="list-style-type: none"> Children share with their parents' whatever experiences they have had or knowledge they have gained either at Safe Parks, workshops, study groups which parents appreciate. Initially parents did not approve of Safe Parks but later realised the benefits that accrue to their children such as being confident, independent, responsible 	Libode
	KII Mentor 2	<ul style="list-style-type: none"> Before inception of Isibindi beneficiaries did not know their rights. CYCWs launched campaigns to educate people. Isibindi also involved communities 	Mthatha
	KII IP CDC 1	<ul style="list-style-type: none"> Home care and Safe Parks: these services provided to the most vulnerable people in the community constitute the core business of Isibindi 	Mthatha
	FGDCYCW 3	<ul style="list-style-type: none"> CYCWs know the families intimately and therefore able to discuss freely with them re; conflicts within the family, behaviour of children and their school 	Libode

		performance Also provide school related support e.g. helping out with homework, question papers etc. Use Safe Parks to observe children and thereby able to detect any abnormal behaviour e.g. child abuse	
	FGDCYCW 4	<ul style="list-style-type: none"> • If CYCWs do not visit families in their homes, there is no way of knowing what happens behind closed doors. Visits provide a window to observe, take notes and make informed decisions on the challenges faced by the family • Safe Parks help children to with and from others. The objective of CYCWs is to develop the child holistically by involving them in different activities that challenge them physically, mentally, emotionally and spiritually 	Mbotyi
	FGDCYCW 5	<ul style="list-style-type: none"> • Where you build relationships and acquire information on how to assist the family. Parents prefer to be serviced by CYCWs rather than seek assistance from social workers 	Mthatha
	FGDBCG 4	<ul style="list-style-type: none"> • CYCW helped with schoolwork and question papers, chores <ul style="list-style-type: none"> ▪ Gardening – learned to plant ▪ Safe park very helpful with toiletries – providing schoolbooks, parents not working 	King W. T.
	FGDBCG 5	<ul style="list-style-type: none"> • They were able to teach our children in a professional manner • There is a change that we have seen in the children at home and school • It helps to keep children off the streets 	Kwa-Bhaca
	FGDBCG 6	<ul style="list-style-type: none"> ▪ It is where we observe and assess children and their families 	Kwa-Bhaca
	KII IP Board C2	<ul style="list-style-type: none"> ▪ Fewer children are being abused 	Siyalinga
	KII IP Manage3	<ul style="list-style-type: none"> ▪ Food gardening ▪ Importance of budgeting ▪ Family meeting essential to deal with conflict in family ▪ Family is the basic foundation of every child – where problems are solved, ▪ Norms, chores and rules 	Siyalinga
	KII Beneficiary 1	<ul style="list-style-type: none"> ▪ CYCW provide assistance and encouragement 	Illinge
	FGDBCG 7	<ul style="list-style-type: none"> ▪ Homework ▪ Providing advise on how to solve problems ▪ Improve communication between children and parents 	East London

		<ul style="list-style-type: none"> ▪ Safe Parks identifies children with substance abuse issues 	
	FGDBCG 8	<ul style="list-style-type: none"> ▪ Receiving love and care from CYCWs ▪ Playing parental care role which assists their children ▪ Assisting with homework ▪ Home visits enable vulnerable/marginalised children with disabilities to receive care and support and encourages them to join other young people at the safe park ▪ Ensures children are receiving caregiver support ▪ Families were losing hope before the programme and now they have a more positive outlook ▪ Very helpful for parents Receiving love and care from CYCWs ▪ Playing parental care role which assists their children 	Illinge
	FGDBCG 9	<ul style="list-style-type: none"> ▪ Need for communication and support ▪ Address abuse ▪ Learn independence ▪ Safe park provides safe space for the children after school ▪ The safe park is located next to the school and allows easy access 	King W.T.
	FGDCYCW 6	<ul style="list-style-type: none"> ▪ Supervision from home to play and study, ▪ Home visits establish and follow up on a routine, ▪ Create a routine; ▪ Foster good relationship between the caregiver and the child 	Illinge
	KII Mentor 3	<ul style="list-style-type: none"> ▪ Assist families ▪ Identify challenges at the site locations and then refer to the households who needs help ▪ Safe environment for children to play ▪ Activities at site location are useful for the children 	King W.T.
	KII Mentor 4	<ul style="list-style-type: none"> ▪ Relevant for the entire community, follow up with the home visits very useful 	Vuyani
	KII Proj Man 2	<ul style="list-style-type: none"> ▪ Foster family strengthening and open relationships ▪ Budget requirements ▪ Safe Parks: safe location, identifying of issues of children and children with challenges that leads to identify the households for visits ▪ Safe space to play after school 	Alice
	KII Proj Man 3	<ul style="list-style-type: none"> • Identify the youth's problems and challenges on site 	East London

		<ul style="list-style-type: none"> • Household visits allows for increase in communication between the caregiver and the youth • Youth are willing to talk more openly about challenges at the Safe Parks 	
	KII Proj Man 4	<ul style="list-style-type: none"> • Home visits allow identification of the risk of children • Provides children an opportunity to speak and voice their concerns – they often don't have an opportunity to speak at home 	East London
	KII Proj Man 5	<ul style="list-style-type: none"> • Allows development of feelings and ideas • Homework, recreational activities 	Illinge
	Proj Man 6	<ul style="list-style-type: none"> • Helps with providing boost for children with tuition support, particularly for child headed households and in cases of bereavement • Safe Parks enable children to learn chores • Home visits identify need for children to participate in programmes • Allows identification of children's needs • CYCWs identify children that need someone to talk to – they thus run persona doll programme • CYCWs trained in persona dolls 	King W.T.
	FGDCYCW 7	<ul style="list-style-type: none"> • Allows for identification of issues amongst youth and adolescents 	Ezibeleni
	FGDCYCW 8	<ul style="list-style-type: none"> • Provides homework assistance • Develop children holistically • Allows children to be played with – parents usually don't play with them – builds muscles • Ensures children are safe • Teaches children to budget and learn about the family • Food gardening • Allows observation of children and monitoring of wellbeing • School visits • Educating guardians to uphold parental responsibilities • Occupational therapists • CYCWs advocate home affairs and SASSA to receive grants • Support mother with HIV to receive clinic treatment • Enables education of guardians in children's treatment adherence • Teaching about balanced diet – especially for HIV + to boost immune system • Weekly schedules of activities 	Alice

		<ul style="list-style-type: none"> • CYCWs observe/monitor behaviour or low self-esteem – if child identified with low self-esteem CYCWs encourage that child to lead in e.g. dance activities • Celebrations – youth day, Christmas, valentine’s day, lots of fun activities had to ensure children have fun • Upon children’s first visit to the safe park, children write letters to express feelings and monitor wellbeing – then follow – up with parents/guardians 	
	KII IP CDC 4	<ul style="list-style-type: none"> • Home care and Safe Parks: these services provided to the most vulnerable people in the community constitute the core business of Isibindi 	Mthatha
	KII Senior Mentor NACCW 5	<ul style="list-style-type: none"> • Upon inception, CYCWs introduce themselves to the community • They explain that all services are confidential • Targeted to the most vulnerable • Safe Parks enable youth headed family’s children to play • Gives youth time to be a child, they have time to play and study • Relationship with CYCWs allow children to express their concerns 	King Williams Town

Summary of responses (Core Elements)

Home Visits and Safe Parks

Home visits and Safe Parks are deemed by all the communities under discussion to be critical factors that provide much needed support to children and their families. Before the inception of Isibindi there was, as one respondent argues, disorder within many families with parents and children always hurling insults at each other. The intervention of CYCWs (Child and Youth Care Workers) helped to reduce tensions and bring families together. Community members highly commend the role of CYCWs whose presence and involvement are considered very critical for the success of the programme. CYCWs know the families intimately and therefore able to discuss freely with them regarding conflicts within the family, the behaviour of children and their school performance. They also provide school related support e.g. helping out with homework, question papers etc. They also use Safe Parks to observe children and thereby able to detect any abnormal behaviour e.g. child abuse. Accordingly, Door to door visits are important because they ensure privacy, open and frank discussions of sensitive matters between family members. If CYCWs do not visit families in their homes, there is no way of knowing what happens behind closed doors. Parents, according to one respondent, prefer to be serviced by CYCWs rather than seek assistance from social workers.

Home visits provide a window to observe, take notes and make informed decisions on the challenges faced by the family. Therefore, access to families through home visits provides an opportunity to observe and to provide appropriate assistance. The role of CYCWs is further appreciated because families/the community are made aware of available services offered by Isibindi and provides a way of identifying challenges faced by families. One of the essential services provided by CYCWs is to provide school

related support such helping out with homework, obtaining past examination papers for revision and so on. The advocacy role of CYCWS extends to educating people regarding available services. What the respondents actually denote is that the presence and involvement of CYCWs is very critical for the success of the programme.

Another essential service available to families and the children and managed by CYCWS/YDFs is that of Safe Parks which provide a safe to play after school .Initially some parents in the community did not approve of Safe Parks but later realised the enormous benefits that accrue to their children such as instilling confidence, independence and responsibility.

CYCWs use Safe Parks to observe children and thereby able to detect any abnormal behaviour e.g. child abuse. Home care and Safe Parks, which are provided to the most vulnerable people in the community, constitute the core business of Isibindi. Basically, children need someone to talk to and express their feelings/emotions. Safe Parks help children to learn with and from others and to build confidence and establish relationships. The objective of CYCWs is to develop the child holistically by involving them in different activities that challenge them physically, mentally, emotionally and spiritually. As a consequence of their involvement in different activities children share with their parents' whatever experiences they have had or knowledge they have gained either at Safe Parks, workshops, study groups which parents appreciate. CYCWs/YDFs emphasize the value of children visiting Safe Parks to build confidence and establish relationships. Actually, Safe Parks have become more attractive to the youth if snacks/meals are provided. The view of CYCWs/YDFs is that effort must be put into the programme to attract more youth.

Young Women and Young Men Empowerment Programme				
Core Element	Code	Theme	Location/site	
Home Visits	FGD	<ul style="list-style-type: none"> Inception of Isibindi led to the reduction of alcohol/substance abuse and teenage pregnancies Young men/women who attended empowerment workshops became ambassadors of the programme Due to YWEP/YMEP the scourge of female abduction ('ukuthwala'), teenage pregnancies etc. could henceforth be discussed openly without any recrimination 	Lwandile	
	KII Mentor	<ul style="list-style-type: none"> Strong community perspective created to address issues within the group, they identify issues as a group and create support Creates an environment for open discussion without discrimination Encourages YMEP/YWEP graduates to be accountable to community social issues Some graduates became facilitators 	Vuyani, Queenstown	
	KII mentor	<ul style="list-style-type: none"> Youth need to be empowered to deal effectively with challenges of life 	Mbotyi	
	KII Project Man	<ul style="list-style-type: none"> Children had ample time and opportunity to discuss various issues The non-threatening environment allows them to ventilate without any fear of being criticized 	Mbotyi	
	As already alluded to above, children and youth need a safe space to interact with and learn from each other without any threat of being make fun of or ostracized for holding different views			
	CYCWs/YDFs have rightly been commended for improving communication between parents and children. The result is that most children have become independent and responsible			
	FGDBC	<ul style="list-style-type: none"> Teach young men and women to assume responsibility in whatever they are involved in 	Mbotyi	
	FGDBC	<ul style="list-style-type: none"> Parents had no opinion to express because none of their children were ever involved in the programme although they are informed of what the programme hopes to achieve 	Libode	
	KII mentor	<ul style="list-style-type: none"> Youth returning from camps started transferring skills to those who did not attend. Dropouts were subsequently motivated to go back to schools 	Mthatha	
	KII IP	<ul style="list-style-type: none"> youth are exposed to empowerment workshops 	CDC, Mthatha	
FGDCYCW	<ul style="list-style-type: none"> Youth taught to be tutors to others and learn about teenage pregnancies, drug and alcohol abuse 	Libode		

	FGDCYCW	<ul style="list-style-type: none"> Youth attend camps to be taught, among other things, responsibility and respect for others. Youth who drop out of school usually go back after their time at the camps 	Mbotyi
	KII mentor	<ul style="list-style-type: none"> Strong community perspective created to address issues within the group, they identify issues as a group and create support <input type="checkbox"/> Creates an environment for open discussion without discrimination <input type="checkbox"/> Encourages YMEP/YWEP graduates to be accountable to community social issues <input type="checkbox"/> Some graduates became facilitators 	Vuyani, Queenstown
	KII Beneficiary	<ul style="list-style-type: none"> Learnt a lot – how to cope with peer pressure Learnt how to be open minded and how to build futures and aspirations 	Illinge
	FGDCYCW	<ul style="list-style-type: none"> This project taught the children: How to become independent Parenting skills That sharing is part of life 	Kwa Bhaca
	KII Local IP Chairman	<ul style="list-style-type: none"> Training, be assertive, how to apply for posts and how to communicate. 	Siyalinga
	FGDBC	<ul style="list-style-type: none"> It improved their knowledge on of the negative impact child trafficking, teenage pregnancies; HIV/AIDS and substance abuse Made them aware of sexuality Have a better understanding of gender-based violence 	Kwa-Bhaca
	KII Local IP Manager	<ul style="list-style-type: none"> Sexual orientation - protection against predators, they learn how to differentiate and what is Best for them - support them to make the right decisions Life skills 	Kwa-Bhaca

Summary of responses (Core Elements)

Young Women and Young Men Empowerment Programme

It is commendable that through the intervention of CYCWs that they had an impact on the reduction of alcohol and drug abuse and teenage pregnancies; however, the downside is that with either the reduction or termination of funding for these programmes will there be no reversal of gains already made? Will those affected by drugs and alcohol abuse not revert back to their old habits? And what happens to teenage mothers? Will they not be exposed to the very conditions that led them to falling pregnant and with teenage girls being kidnapped (Ukuthwala) and lured into illicit sexual activities?

The value of YWEP/YMEP lies in creating an environment that encourages dialogue on various sensitive issues, such as HIV/Aids, teenage pregnancies etc, without fear of being ridiculed. Secondly, besides encouraging frank and open discussions, the programme also teaches youth to be assertive and

independent particularly where their wellbeing is concerned. To sustain the momentum created by the programme; financial assistance and other resources will be required to enable the CYCWs/YDFs to provide these essential services to families, youth and the community. Youth are faced with a myriad of challenges, which requires an unwavering support from all the caregivers. However, a strong resolve to tackle problems head on requires a massive injection of funds to prevent any of the challenges, such as drug and alcohol abuse, from taking hold in the communities. The central theme of YWEP/YMEP is to empower youth to know and assert their rights and to make responsible choices.

As already alluded to above, children and youth need a safe space to interact with and learn from each other without any threat of being make fun of or ostracized for holding different views. Parents, just like their children, need to be empowered to keep abreast of developments. However, some parents may be reluctant to become part of the programme or discussions – for whatever reason. Their input and cooperation, as care givers, is required if the programme has to succeed. A Strong community perspective is created to identify and address issues within the group and create support and an environment for open discussion without discrimination.

The transference of skills, from those who attended the camp or empowerment workshops and those who did not, is important in terms of motivating the latter, such as dropouts or drug abusers, to go back to school and to desist from taking drugs respectively. What this denotes is that youth are taught to be tutors (ambassadors) to others and learn about teenage pregnancies, drug and alcohol abuse. Youth attending camps/workshops learn a lot about how to cope with peer pressure, be assertive while being open minded. The workshops improved their knowledge of the negative impact of child trafficking, teenage pregnancies; HIV/AIDS and substance abuse. It made them aware of sexuality and to have a better understanding of gender-based violence

RADIO PROGRAMME			
Core Element	Code	Responses	Location
	FGD CYCW	<ul style="list-style-type: none"> • How to take your place in life • Provided options for career choices • Becoming independent • Gaining experience 	Kwa-Bhaca
	KII IP CDC	<ul style="list-style-type: none"> • Programme: this service in Mthatha works very well and provides youth with training 	Mthatha
	KII Mentor	<ul style="list-style-type: none"> • Radio programme is going very well. It enhances the confidence of youth by giving them the opportunity to make presentations • Consultants have thus far trained six youth in the skills of broadcasting and doing research. Saturday sessions deal with different aspects of broadcasting. 	Mthatha
	FGDBC	<ul style="list-style-type: none"> • Community radio recognizes the need to empower young through training • Radio builds strength, skills, self-esteem and experience in e.g. how to be confident in front of people, public speaking. • Radio also empowers youth how to handle issues such as teenage pregnancy, drug abuse. • Radio transfers skills that the youth can use in future 	Mthatha

Summary of responses (Core Elements)

Radio Programme

Community radio recognizes the need to empower young through training. It builds strength, skills, self-esteem and experience particularly in how to be confident in front of people, public speaking. In other words, radio transfers skills that the youth can use in future. Further, radio empowers youth how to handle issues such as teenage pregnancy, drug abuse. The radio programme affords an opportunity to youth to hone their presentation skills and to decide if they would like to develop themselves in and pursue a career the field of social media. One of the advantages of being afforded an opportunity to train in radio is that youth gain valuable work experience, confidence and independence.

Seemingly, community radio was piloted in three locations only. The community radio programme in Mthatha is going very well and enhances the confidence of youth by giving them the opportunity to make presentations. Consultants have thus far trained six youth in the skills of broadcasting and doing research. Saturday sessions deal with different aspects of broadcasting.

ADOLESCENT DEVELOPMENT PROGRAMME			
Core Element	Code	Responses	Location
ADP	FGDCYCW	<ul style="list-style-type: none"> ADP is linked to life orientation offered in schools and thus addresses critical issues such as skills acquisition, career guidance etc ADP empowers child headed families in terms of how to manage the household ADP also helps in encouraging the youth to speak out about various forms of abuse and to seek counselling Focus on other aspects such as HIV/AIDS is crucial in highlighting the issue of toxic relationships 	Lwandile
	KII mentor	<ul style="list-style-type: none"> Manual reviewed, CYCWs taken through it. Manual is relevant Facilitators need to be young people themselves to enhance relatability and peer to peer learning/mentorship 	Vuyani
	FGDBC	<ul style="list-style-type: none"> Venues to perform other activities are either scarce or expensive to hire No resources to fund youth activities 	Mthatha
	FGDBC	<ul style="list-style-type: none"> Develops children's cognitive skills and abilities 	Mbotyi
	FGDBC	<ul style="list-style-type: none"> ADP was deemed helpful especially to 14-year olds and above 	Libode
	KII mentor	<ul style="list-style-type: none"> ADP was not functioning well in Mthatha especially in squatter camps where there are no facilities. Hiring venues required money which they did not have 	Mthatha
	KII IP	<ul style="list-style-type: none"> YDFs bring youth into centres for training but the IP is not able to comment because he is not a participant 	Mthatha
	FGDCYCW	<ul style="list-style-type: none"> CYCWs use Safe Parks keeps discussing different thing with youth especially skills acquisition 	Libode
	FGDCYCW	<ul style="list-style-type: none"> Youth are taught various skills e.g. to be plumbers, electricians etc. they also receive instruction of the causes and effects of HIV/AIDS, consequences of teenage pregnancy 	Mbotyi
	FGDBC	<ul style="list-style-type: none"> Children were taught about gardening Importance of taking care of themselves and becoming independent Helped them to make better choices 	Kwa-Bhaca
	FGDCYCW	<ul style="list-style-type: none"> How to take your place in life Provided options for career choices Becoming independent 	Kwa-Bhaca

ADOLESCENT DEVELOPMENT PROGRAMME			
Core Element	Code	Responses	Location
		<ul style="list-style-type: none"> Gaining experience 	
	KII Local IP Chairperson	<ul style="list-style-type: none"> Change in their lifestyle, life skills constructively. 	Siyalinga
	KII Local IP Manager	<ul style="list-style-type: none"> Two children have started their own business, at presents they don't have seed – but they are driven 	Kwa-Bhaca
	KII mentor	<ul style="list-style-type: none"> Manual reviewed, CYCWs taken through it. Manual is relevant Facilitators need to be young people themselves to enhance relatability and peer to peer learning/mentorship 	Vuyani

Summary of responses (Core Elements)

Adolescent Development Programme

Education is viewed by parents, their children and care givers as an important aspect of personal development. Since most parents are not in a position to understand what their children study at school, they are dependent on CYCWs/YDFs to inform them about the progress of their children at school. As indicated under home visits and Safe Parks CYCWs provide school related support, observing children at play in Safe Parks and assisting them with homework, question papers and other material required at school. CYCWs use Safe Parks to discuss different thing with youth especially skills acquisition. The manual used by CYCWs is regularly reviewed to ensure that it remains relevant all the time.

ADP is linked to life orientation (life skills) offered in schools and thus addresses critical issues such as skills acquisition, career guidance etc. It develops children's cognitive skills and abilities and empowers child headed families in terms of how to manage the household. YDFs bring youth into centres for training where they are taught various skills e.g. to be plumbers, electricians etc. they also receive instruction of the causes and effects of HIV/AIDS, consequences of teenage pregnancy. ADP also helps the youth to speak out about various forms of abuse and to seek counselling. Youth are also taught to focus on other aspects such as HIV/AIDS and toxic relationships. Since youth relate well to their peers' facilitators need to be young people themselves to enhance relatability and peer-to-peer learning/mentorship. The downside with ADP is that was not functioning well in Mthatha especially in squatter camps where there are no facilities. Venues to perform ADP and related activities are either scarce or expensive to hire. Furthermore, there are no resources to fund youth activities.

To the extent that youth generally wish to be financially independent; the provision of skills to enable them to attain the objective of being financially secure is quite important. However, to make this possible, the availability of resources, ranging from the funding of the programme to the creation of job opportunities is a necessary condition.

EDUCATIONAL SUPPORT			
Core Element	Code	Responses	Location
	FGD CYCW1	<ul style="list-style-type: none"> • Provided support and guidance to children on career choices through Career • Exhibitions / Career Guidance Provided Study guides and Questions papers • Assisted with Homework; • Assisted with the filling in of Application Forms; 	Kwa-Bhaca
	FGDBCG	<ul style="list-style-type: none"> • They were provided with study guides • Helped them with career choices • Support was provided with tertiary applications • Some children who dropped-out of school returned to finish Grade 12 □ Some children obtained degrees, and some are already working 	Kwa-Bhaca
	KII IP Local Chair	<ul style="list-style-type: none"> • Training, building self-esteem and empowered, supporting their peers. 	Siyalinga
	KII IP Local Manager	<ul style="list-style-type: none"> • Career expo • Assist them to make the right choices before they go to grade 10. • Advocate for children who cannot pay school fees/registration fees at tertiary colleges in 2013. 	Libode
	FGDCYCW	<ul style="list-style-type: none"> • The programme has helped to improve the performance of youth by providing support in the form of question papers, study guides, formation of study groups • Visits by to schools CYCWs, as a follow up on performance, is a further motivation to youth to study hard • Support in applying to institutions of higher learning 	Mbotyi
	FGDCYCW	<ul style="list-style-type: none"> • CYCWs/YDFs often visit local schools to follow up on the progress of • Children. They organize career expose where the youth receive career • Guidance and exposed to what opportunities exist • Youth receive educational support in the form of revision classes, question • Papers etc. 	Libode
	KII IP CDC	<ul style="list-style-type: none"> • Educational support: youth provided with past examination papers in various • subjects/disciplines for revision, also assisted in application process to colleges 	Mthatha

EDUCATIONAL SUPPORT			
Core Element	Code	Responses	Location
		<ul style="list-style-type: none"> and universities, exposed to career expos and helped to form study groups 	
	KII Mentor	<ul style="list-style-type: none"> Educational support is proceeding well. YDFs support youth from grades 9-12 by providing them with question papers and other material they need for studies. They track the progress of youth regularly The relatively good results of children in grade 12 point to the value of educational support 	Mthatha
	FGDBCG 5	<ul style="list-style-type: none"> Educational is viewed as an important aspect because through CYCWs parents are informed about what the child does at school CYCWs also help children with their studies, homework and material required at school One lady (mother to be) passed her grade 12 because of the support she received 	Libode
	KII mentor	<ul style="list-style-type: none"> Educational is a critical success factor to the extent that children who participate in school related activities such as revision of past examination papers in preparation for their examinations; formation of study groups etc increase their chances of success 	Lwandile, Libode, Mbotyi
	KII Project Manager	<ul style="list-style-type: none"> CYCWs go from door to door tutoring children, helping them with their homework etc. They also assist in the obtaining question papers, study material and formation of study groups 	Mbotyi
	FGDBCG	<ul style="list-style-type: none"> CDC assists students in several ways such as applying for bursaries and entrance to universities/colleges CDC also assists in formation of study groups and computer lessons, attendance at youth forums CYCWs motivate youth in relation to studies and provide material help such as past examination question papers, revision classes 	Mthatha.
	FGDBCG	<ul style="list-style-type: none"> Builds confidence of children by being part of a study group 	Mbotyi
	KII Mentor	<ul style="list-style-type: none"> Educational is a critical success factor to the extent that children who participate in school related activities such as revision of past examination papers in preparation for their examinations; formation of study groups etc Increase their chances of success 	Lwandile, Mbotyi, Libode

EDUCATIONAL SUPPORT			
Core Element	Code	Responses	Location
	KII Project Manager	<ul style="list-style-type: none"> • CYCWs go from door to door tutoring children, helping them with their homework etc. They also assist in the obtaining question papers, study material and formation of study groups 	Mbotyi
	FGDCYCW	<ul style="list-style-type: none"> ▪ Importance of the formation of study groups and identification of students requiring assistance with particular subjects ▪ CYCWs helps students with online applications/registration to colleges/universities and applying for bursaries □ Formation of linkages with schools/teachers which constitutes an important network in respect of assisting learners/students with their studies 	Lwandile

Summary of responses (Core Elements)

Educational Support

Parents regard education as a critical success factor to the extent that children who participate in school related activities increase their chances of success in life. CYCWs/YDFs are an important link between parents, their children and Safe Parks. CYCWs go from door to door tutoring children, helping them with their homework etc. Through the support they provide, CYCWs help to improve the performance of youth by providing support in the form of question papers, study guides, formation of study groups. These study groups have demonstrated their worth by identifying students requiring assistance with particular subjects. They also assist in the obtaining question papers, study material, assistance with online applications/registration to colleges/universities and applying for bursaries; and formation of linkages with schools/teachers which constitutes an important network in respect of assisting learners/students with their studies. While educational support is proceeding well more could be done in terms of providing students with up-to-date study guides and identifying people who could offer assistance in specialized subjects.

SINOVUYO PARENTING PROGRAMME			
Core Element	code	Responses	Location
	FGDCYCW	<ul style="list-style-type: none"> Helps to strengthen relationships between parents and children by encouraging open discussions Through home visits insight gained into challenges faced by some families and possible ways/strategies of addressing them 	Lwandile
	KII Mentor	<ul style="list-style-type: none"> Huge impact on youth – Very relevant/important to youth/adolescent needs 	Vuyani
	KII Mentor	<ul style="list-style-type: none"> If both mother and child receive training, they can easily resolve problems/conflicts Sinovuyo strengthens the bond between children and their parents 	Lwandile, Libode, Mbotyi
	Proj Manager	<ul style="list-style-type: none"> Although the programme is not continuing it was important, in that it involved both parents and their children, it brought them closer together 	Mbotyi
	FGDBC	<ul style="list-style-type: none"> No beneficiary of Sinovuyo among the group 	Mthatha
	FGDBC	Instils a sense of responsibility and respect for other people	Mbotyi
	FGDBC	<ul style="list-style-type: none"> The view of the parents is that the programme promotes “ubuhlobo” (healthy relationships) between the parent and child Because of the usefulness of the programme, the wish of the parents is that it continues 	Libode
	KII Mentor	<ul style="list-style-type: none"> CYCWs more often succeed in reconciling parents and their wayward children 	Mthatha
	KII IP	<ul style="list-style-type: none"> IP have not been involved in programme 	Mthatha
	FGDCYCW	<ul style="list-style-type: none"> Youth taught rights and responsibilities e.g. withstanding peer pressure to do things against their will Brings families closer together 	Libode
	FGDCYCW	<ul style="list-style-type: none"> Emphasis placed on good and proper communication between children and parents, creating strong familial bonds, sharing views as a way of bonding and avoiding conflicts 	Mbotyi
	FGDBC	<ul style="list-style-type: none"> Improved communication between the parent and child Learning new things that we were not previously aware of 	Kwa-Bhaca
	FGDCYCW	<ul style="list-style-type: none"> Assisted Parents to use their parenting skills more effectively Encouraged bond between parent and teenager 	Kwa-Bhaca

SINOVUYO PARENTING PROGRAMME			
Core Element	code	Responses	Location
		<ul style="list-style-type: none"> • Relationship building between parents and children • How to Budget • Communication skills 	
	KII Local IP Chairman	<ul style="list-style-type: none"> • Training opportunity 	Siyalinga
	KII Local IP Manager	<ul style="list-style-type: none"> ▪ Improve relationship between parents and children ▪ Community accepts responsibility to help parents to understand their children. ▪ Improves communication ▪ Parents have learned to treat children differently as they go through their developmental stages. Improve relationship between parents and children 	

Summary of responses (Core Elements)

The Sinovuyo Parenting Programme

The Sinovuyo Parenting Programme had a huge impact on both youth/adolescents and their parents. Emphasis was placed on good and proper communication between children and parents and creating strong familial bonds by sharing views as a way of bonding and avoiding conflicts between. The view of the parents is that the programme promotes healthy relationships within families; and because of its usefulness the wish of the parents is that it continues. However, even though the programme is not continuing it has left an indelible mark in that it involved both parents and their children and brought them closer together.

The recommendations are that CYCWs, through home visits, should continue identifying challenges faced by some families and possible ways/strategies of addressing them because CYCWS more often succeed in reconciling parents and their wayward children. Secondly, both the mother and child should receive training in parenting together because by so doing they can easily resolve problems/conflicts. Finally, these recommendations can be achieved if there is funding available to sustain the programme.

MENCARE PROGRAMME			
Core Element	Code	Responses	Location
	KII Senior Mentor NACCW	<ul style="list-style-type: none"> Men understanding their responsibility in the Home 	King W.T.
	KII mentor	<ul style="list-style-type: none"> Although MenCare is not offered in the three sites under my care, MenCare is important for the family because it encourages the father to be an active participant in the affairs of the family 	Lwandile, Libode, Mbotyi
	FGDCYCW	<ul style="list-style-type: none"> Although piloted in three places only the MenCare programme encourages men to freely express their feelings without any shame Men are also encouraged to bring along their spouses to counselling sessions 	Lwandile
	FGDCYCW	<ul style="list-style-type: none"> Fathers express challenges they encounter Encourages fathers to take responsibility for children Hugely beneficial – fathers care for children while mothers work/leave home Fathers taught basic first aid – able to take temperatures of children 	Alice
	FGDCYCW	<ul style="list-style-type: none"> Involves fathers in the programme, flows over to the entire family, assist in the home, better communication, less abuse 	Illinge
	KII Proj Man	<ul style="list-style-type: none"> Very important in teaching men how to care for mothers and children Reduced/stopped domestic violence 206 men in Illinge participated Sinovuyo & MenCare filled the gap present in home visits – CYCWs usually just speak to women After Sinovuyo & MenCare – men are present and engaged in home visits Challenged stereotypes of men being seen as weak if they are helping women Men understand value of women and don't use violence 	Illinge
	KII Proj Man	<ul style="list-style-type: none"> Understand their role in the house, assist with the housework and assist with the children Increase connection with the mother and children in the house 	Alice
	KII Proj Manager	<ul style="list-style-type: none"> No MenCare programme offered 	Mbotyi
	FGDBC	<ul style="list-style-type: none"> No MenCare programme offered 	Mthatha

MENCARE PROGRAMME			
Core Element	Code	Responses	Location
	FGDBC	<ul style="list-style-type: none"> No MenCare programme offered 	Mbotyi
	FGDBC	<ul style="list-style-type: none"> No MenCare programme offered 	Libode
	KII Mentor	<ul style="list-style-type: none"> No MenCare programme offered 	Mthatha
	FGDCYCW	<ul style="list-style-type: none"> No MenCare programme offered 	Libode
	FGDCYCW	<ul style="list-style-type: none"> No MenCare programme offered 	Mbotyi
	FGDBCYCW	<ul style="list-style-type: none"> No MenCare programme offered 	Kwa Bhaca
	KII Local IP Chairperson	<ul style="list-style-type: none"> No MenCare programme offered 	Siyalinga
	FGDBC	<ul style="list-style-type: none"> No MenCare programme offered 	Kwa-Bhaca

Summary of responses (Core Elements)

MenCare Programme

The view expressed by several community members is that although the MenCare programme is not available in many sites; it should be offered mainly because it encourages the father to be an active participant in the affairs of the family instead of being aloof. The programme is very important in teaching men how to care for their wives and children and to communicate without using violence. The programme also sought to challenge the stereotype of men being seen as weak if they are helping women especially with house chores. It encourages fathers to take responsibility for their children. Men are also encouraged to bring along their spouses to counselling sessions and to freely express their feelings without any shame.

One of the reasons why the programme is not offered is the lack of funds. Funding, as part of the recommendation, should be made available to employ skilled facilitators.

SIYAKHULA SUBSTANCE ABUSE PROGRAMME			
Core Element	Code	Responses	Location
	FGDCYCW	<ul style="list-style-type: none"> Because substance abuse affects the entire family due to antisocial behaviour of a child abusing drugs etc Siyakhula programme is critical in addressing the scourge of substance abuse 	Lwandile
	KII mentor	<ul style="list-style-type: none"> As schools are targets of those who peddle drugs awareness campaigns (substance abuse programme, Siyakhula) should be reinforced to ensure that children are informed of the dangers of drugs 	Lwandile, Libode, Mbotyi
	KII Proj Manager	<ul style="list-style-type: none"> It is very popular with youth because they are provided with a safe space to discuss and ask pertinent questions. However, the lack of funds not only affects the programme but undermines the credibility of CYCWs in the community 	Mbotyi
	FGDBC	<ul style="list-style-type: none"> CYCWs were influential in teaching youth how to withstand group pressure especially the temptation to use drugs 	Mthatha
	FGDBC	<ul style="list-style-type: none"> It makes youth aware of the dangers of substance abuse and provides them with advice on alternatives 	Mbotyi
	FGDBC	<ul style="list-style-type: none"> This is one programme that the parents hope it would be supported to fight Against the scourge of drugs (“iziyobisi) 	Libode
	FGDCYCW	<ul style="list-style-type: none"> Dangers of using drugs Short- and long-term effects of drugs Providing advice to those contemplating doing drugs Expression of feelings in a positive manner 	Kwa-Bhaca
	KII IP	<ul style="list-style-type: none"> Youth exposed to empowerment skills 	Mthatha
	FGDCYCW	<ul style="list-style-type: none"> CYCWs, social workers, schools, churches all target youth and try to assist them in various ways esp. counselling, exhorting youth to attend school and behave responsibly by avoiding drugs and getting involved in sexual activities Risking pregnancies 	Libode
	FGDCYCW 4	<ul style="list-style-type: none"> This a proactive programme that not only teaches about the dangers of drug abuse but how stay clear of them. Siyakhula has also helped to reduce the abuse of drugs. 	Mbotyi
	KII Mentor	<ul style="list-style-type: none"> Substance abuse is a huge problem in Mthatha especially among homeless children who usually 	Mthatha

SIYAKHULA SUBSTANCE ABUSE PROGRAMME			
Core Element	Code	Responses	Location
		drop out of school. Two referred to SANCA are back at school and living in a boarding house	
	FGDBCG	<ul style="list-style-type: none"> Poor attendance of children Children learning about different types of drugs 	Kwa Bhaca
	FGDCYCW	<ul style="list-style-type: none"> Dangers of using drugs Short- and long-term effects of drugs Providing advice to those contemplating doing drugs Expression of feelings in a positive manner Relevance	Kwa-Bhaca
	KII Local IP Chairperson	<ul style="list-style-type: none"> Availability of drugs Poor role models in community Peer pressure 	Kwa-Bhaca
	KII Local IP Manager	<ul style="list-style-type: none"> Those who have experimented share the negative consequences or disadvantages with others. 	Siyalinga
	KII Mentor	<ul style="list-style-type: none"> Essential for the community, real challenge in the community As a whole, how important do you think the intervention was for the youth and adolescent beneficiaries? 	Queenstown

Summary of responses (Core Elements)

Substance abuse is generally a huge problem especially among the homeless children who usually drop out of school and end up living under appalling conditions. The substance abuse programme is proactive programme in that it not only teaches about the dangers of drug abuse but how stay clear of them. CYCWs, social workers, schools, churches all target youth and try to assist them in various ways esp. counselling, exhorting youth to attend school and behave responsibly by avoiding drugs and getting involved in sexual activities. Youth are not only taught about the dangers of using drugs, their short- and long-term effects of drugs but provided with advice on how to avoid drug abuse and express their feelings in a positive manner.

The reasons for drug abuse in the rural areas are varied. Besides being isolated, rural areas generally have poor role models because most of the young able bodied and older men are absent from home for long periods of time due to working away from home. Others simply abscond and leave their families destitute. Peer pressure is another challenge faced by youth and CYCWs/YDFs. The substance abuse programme very popular with youth because it provides them with a safe space to discuss and ask pertinent questions. This is one programme that the parents hope would be supported to fight against the scourge of drugs (iziyobisi)

As schools are targets of those who peddle drugs, awareness campaigns (substance abuse programme, Siyakhula) should be reinforced to ensure that children are informed of the dangers of abusing drugs. Because substance abuse affects the entire family due to the antisocial behaviour of a child abusing drugs, the Siyakhula programme is critical in addressing the scourge of substance abuse. However, the

lack of funds not only affects the programme but undermines the credibility of CYCWs in the community because they are unable to follow up on cases of drug abuse.

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