UNIVERSITY OF CAPE TOWN

DEPARTMENT OF SOCIAL DEVELOPMENT

sWK5012H: SOCIAL DEVELOPMENT INTERNSHIP

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REPORT ON INTERNSHIP

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UCT KNOWLEDGE CO-OP

Table of Contents

ACKNOWLEDGEMENTS

SECTION 1: INTRODUCTION

1.1 Internship Description

The SWK5012H Social Development internship is a course done in fulfilment of the requirements of Master of Social Science in Social Development. This was a 12-week programme done at New World Foundation (NWF). This Internship report aims to describe the internship activities, objectives and observations which I did at New World Foundation. It will illustrate evidence of my understanding of social policy and social policy analysis, socio-economic development theory and practice, and how planning processes influence youth development and community development in South Africa and how nongovernmental organisations are working towards promoting human development.

1.2 Internship Objectives

This internship programme was designed to assist social development students to link theory and practice, and to develop selected competencies in this regard. This programme was scheduled in accordance with the educational tasks required and the parameters of the organization. I started the internship on the 8 September 2014 and will be finishing on the 28 November 2014. During the internship, I observed, recorded and analysed the links between youth unemployment, poverty and inequality in South Africa. This analysis was influenced by the National Youth Policy of South Africa including other policies, programmes and initiatives which respond to unemployment and youth development in South Africa. This problem was then linked to the youth development programmes offered by New World Foundation in its bid to fight youth unemployment, poverty and inequality. The internship contributed to an understanding of how social development professionals can work in nongovernmental organizations to promote people-centred development.

1.3 Internship Process

The approach which was taken included participatory observation. I participated in some of the youth programs that New World Foundation and its partners are running and trying to link them to social development theories and practice. Some information was also gathered through personal interviews with the employees at New World Foundation and focus group discussion and staff development meetings as well. The library and lecture notes, books and recent journal articles assisted me in my internship journey. I also had supervision sessions with my agency supervisor and Department supervisor to assist me to make the whole internship period a success. Below is a set of other mechanisms that were used to guide the plan and make sure the objectives were met

1.3.1 Internship Plan:

I was required to develop a plan for my 12 week internship period which would act as a framework to set the objectives that I intended to achieve and the activities that I would carry out. The plan however was flexible considering the fact that Lavender Hill is an area bedevilled by its own social ills such as gang violence during which one cannot carry out any activity. Another factor that contributed to the flexibility of the plan was the fact that organisations are dynamic and may have other urgent tasks that I may be required to accomplish hence will have to adjust whenever there are any changes. This plan will indicate, within a time frame, the activities linking to the objectives to be achieved. The plan also included times for organizational and campus supervision and how the student plans to use this to promote the learning process.

1.3.2 Fortnightly reports:

I submitted electronic reports to my university supervisor every fortnight, setting out a record of activities undertaken, in relation to my learning objectives for the internship.

1.3.3 Final internship report:

At the end of the internship period I am required to submit a comprehensive and well-motivated report at the conclusion of my placement, which matches up with the internship goals and my specific learning objectives.

1.3.4 Final presentation:

On the 26th of November 2014 I will make a presentation to an audience of staff members from New World Foundation and academics.

1.3.5 Supervisory Sessions:

I was engaged in numerous supervisory sessions with my campus supervisor and agency supervisor to address the needs and the gaps so that we achieve the objectives of the internship.

1.4 Limitations of the internship

1.4.1 Internship Duration:

The duration of the internship was a limitation for me in terms of mastering the organizational functioning, 12 weeks is too short to adapt to a new organisation and to start deliver to your maximum capacity. I went to the organization three days a week and on the other two days attended to other educational commitments which means that I would miss out on some of the important programs that take place on the other two days. Adding on to that, the first weeks of the month the main aim was to get to know the organisation better which comprised more of learning and adjusting, when I settled in I realised that I was at the verge of concluding the internship. Even though the objectives were

accomplished, some were done through desktop research than being actively involved. Learning to work for an organization that works for the community or to work in a team is a long process that requires one to know the community very well and its needs to which 12 weeks seems too little to grasp the concepts.

1.5 Outline of the sections to follow

Section 2 is going to outline the nongovernmental sector and its role in social development.

Section 3 will analyse the social problem which is youth development, unemployment, poverty and inequality.

Section 4 will be an analysis of the policies which are mainly the National Youth Policy 2009-2014, The African Youth Charter, Youth Enterprise Development Strategy 2013-2023 and National Development Plan (2012).

Section 5 will analyse the internship objectives and state as to the activities that were done to achieve the objectives.

Section 6 will spell out the conclusions drawn from the report.

Section 7 will sum up the recommendations to the youth development programs of New World Foundation, to the National Youth Policy strategy and general recommendations.

SECTION 2: THE NONGOVERNMENTAL ORGANIZATIONS

2.1 The Nongovernmental Organization Sector

Non-governmental organizations (NGOs) are private, self-governing, non-profit, voluntary citizens' group which is organized on a local, national or international level to promote people-centred development (Davids et al, 2009). Task-oriented and driven by people with a common interest, NGOs perform a variety of service and humanitarian functions, bring citizen concerns to Governments, advocate and monitor policies and encourage political participation through provision of information (Jones, 2002). Some are organized around specific issues, such as human rights, environment or health. They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements (Davids et al, 2009). Their relationship with offices and agencies of the United Nations system differs depending on their goals, their venue and the mandate of a particular institution (Jones, 2002). Among the wide variety of roles that NGOs play, the following six can be identified as important, at the risk of generalization:

*Development and Operation of Infrastructure***:** Community-based organizations and cooperatives can acquire, subdivide and develop land, construct housing, provide infrastructure and operate and maintain infrastructure such as flats/courts, halls, wells or public toilets and solid waste collection services (Jones, 2002). They can also develop building material supply centres and other community-based economic enterprises. In many cases, they will need technical assistance or advice from governmental agencies or higher-level NGOs (Cousins, 1991).

*Supporting Innovation, Demonstration and Pilot Projects***:** NGOs have the advantage of selecting particular places for innovative projects and specify in advance the length of time which they will be supporting the project - overcoming some of the shortcomings that governments face in this respect (Cousins, 1991). NGOs can also be pilots for larger government projects by virtue of their ability to act more quickly than the government bureaucracy (Cousins, 1991).

Facilitating Communication: NGOs use interpersonal methods of communication. They study the right entry points whereby they gain the trust of the community they seek to benefit. They would also have a good idea of the feasibility of the projects they take up (Cousins, 1991). The significance of this role to the government is that NGOs can communicate to the policy-making levels of government, information about the lives, capabilities, attitudes and cultural characteristics of people at the local level (Cousins, 1991). NGOs can facilitate communication upward from people to the government and downward from the government to the people (Davids et al, 2009). Communication upward involves informing government about what local people are thinking, doing and feeling while communication downward involves informing local people about what the government is planning and doing (Keengwe, 1998). NGOs are also in a unique position to share information horizontally, networking between other organizations doing similar work (Cousins, 1991).

*Technical Assistance and Training***:** Training institutions and NGOs can develop a technical assistance and training capacity and use this to assist both CBOs and governments (Cousins, 1991).

*Research, Monitoring and Evaluation***:** Innovative activities need to be carefully documented and shared - effective participatory monitoring would permit the sharing of results with the people themselves as well as with the project staff (Cousins, 1991).

*Advocacy for and with the Poor***:** In some cases, NGOs become spokespersons or ombudsmen for the poor and attempt to influence government policies and programmes on their behalf. This may be done through a variety of means ranging from demonstration and pilot projects to participation in public forums and the formulation of government policy and plans, to publicizing research results and case

studies of the poor (Cousins, 1991). Thus NGOs play roles from advocates for the poor to implementers of government programmes; from agitators and critics to partners and advisors; from sponsors of pilot projects to mediators (Cousins, 1991).

Even then, the NGO community remains a diverse constellation. Some groups may pursue a single policy objective - for example access to AIDS drugs in developing countries or press freedom (Cousins, 1991). Others will pursue more sweeping policy goals such as poverty eradication or human rights protection (Jones, 2002).

Some NGOs for example NWF prefer to focus at ground level, finding ways to bring communities together to provide basic services to those in most need. Many look to combine these roles within one organisation (Keengwe, 1998). Partnerships can struggle to accommodate these different visions, making it hard to harness the skills, abilities and local contacts that NGOs offer to best effect (Keengwe, 1998). NGOs themselves can be torn between engaging other stakeholders in order to provoke change from the inside and maintaining their independence from the outside (Keengwe, 1998). Similarly, how partnerships can engage and relate to poor communities is not straightforward. In some cases Community-Based Organisations are preferred to NGOs as partners.

Keengwe (1998) suggested that whilst an NGO could perform two roles simultaneously, three may engender a 'service provision' vs. 'consumer watchdog' conflict of interest. The 'service provision' role of an NGO could entail research and knowledge gathering combined with advocacy. Alternatively the NGO could assist a community/customer association which plays a consultative role. Other service-type roles include mobilising the community to adopt an alternative technology, health and hygiene education programmes, micro-credit schemes, and so forth (Keengwe, 1998). The question of whether NGOs really have a true voice at the concession level aside, two differing views as to the NGO role frequently surfaced: NGOs as representatives versus NGOs as intermediators. NGOs have the ability to fill gaps left by both sectors in the 'institutional and social development' aspects, especially where communities feel marginalized (Keengwe, 1998). NGOs also perceive their added value as adding greater transparency to the project debates.

2.2 About New World Foundation

New World Foundation (NWF) was established in 1980 in the midst of apartheid with the vision of "building a new world of hope, justice and peace and is still striving to be an activist and learning organisation. The political situation has changed in South Africa; however NWF is still fighting oppression. The socio-economic problems faced in areas such as Lavender Hill are huge. Poverty,

gang violence, substance abuse, domestic violence, school drop-out and HIV/Aids are part of everyday life.

According to the programme facilitators, despite the democracy in 1994, the situation in most of the Cape Flats has not changed in terms of access basic services such as health, education and employment opportunities. As a result NWF continues to work with the community organisations and members in the marginalised communities such as Lavender Hill with the hope that they will also be able to develop and realize their God-given human potential through life soft and hard skills development. This would help to mobilise their own resources to sustain themselves. NWF therefore assumes a facilitator role through funding and capacity building through training that enables youth skills development.

NWF as an activist organization

NWF can be viewed as striving to be an activist as it is involved in issues of eradicating gang violence, gender-based violence and creating safe spaces for children, elderly, the LGBTI group as well as educating community members to respect each other's rights and preferences, facilitating peace-building and conflict resolution through programmes offered at the organization and court committees. Activism consists of efforts to promote, impede, or direct social, political, economic, or environmental change, or stasis (Obar et al, 2012). Various forms of activism range from writing letters to newspapers or politicians, political campaigning, economic activism such as boycotts or preferentially patronizing businesses, rallies, street marches, strikes, sit-ins, and hunger strikes. In Lavender Hill, NWF is taking the activism role through educating the community members how to resolve conflict without using violence, as well as providing the youth with necessary life skills such that they can further develop themselves into employment or training.

Activists can function in roles as public officials, as in judicial activism (Obar et al, 2012). Activists are also public watchdogs and whistle blowers, attempting to understand all the actions of every form of government that acts in the name of the people, all government must be accountable to oversight and transparency. Activism is an engaged citizenry. In short, activism is not always an action by activists. The activism industry consists of organizations and individuals engaged in activism. Activism is often done full-time, as part of an organization's core business. Many organizations in the activism industry are either nonprofit organizations or non-governmental organizations just like NWF. NWF is acting as an activist in the sense that it liaise with the local government to ensure proper service delivery to the courts in Lavender Hill. Some of the issues that come up in court committees' discussion are the concerns that people have with regards to the maintenance of the area and safety issues. It has been

6

noted that the quest of the court committees through NWF is to ensure that local government take a more participatory role in the lives of people in Lavender Hill, thus enabling service delivery, and be held responsible if services are not met.

Learning Organization

NWF is striving to be a learning organisation. A learning organization is the term given to a company that facilitates the learning of its members and continuously transforms itself (Pedler et al, 1997). Learning organizations develop as a result of the pressures facing modern organizations and enables them to remain competitive in the business or projects (O'Keeffe, 2002). NWF can be viewed as a learning organization seeing that in the 2010 strategic document its new emphasis was on staff capacity building and staff training. Currently, there is an ongoing formation and training programmes in place for staff for example, leadership and management dynamics for individuals and organisations (LMD), the barefoot guide in working with organizations and social change.

NWF also offers opportunity of all training programs to staff members for them to develop skills in 'facilitation' and 'training' including facilitation accreditation. This also helps NWF staff to speak the same facilitation language, concepts and so forth. NWF staff would be in a position to explore themes that are relevant to the context and challenges as they arise. They are bound to develop deeper conflict resolution skills and deeper communication skills amongst staff. This is seen as an ongoing and permanent part of the organization's work and life, as can be noted from the staff development meetings that are held at NWF every Friday of second week. The learning organization concept was coined through the work and research of Peter Senge and his colleagues (Senge, 1990). It encourages organizations to shift to a more interconnected way of thinking. Organizations should become more like communities that employees can feel a commitment to (Chawla & Renesch, 1995:16).

Staff members will work harder for an organization they are committed to. According to Peter Senge (1990) a learning organization exhibits five main characteristics: systems thinking, personal mastery, mental models, a shared vision, and team learning. This is a conceptual framework that allows people to study businesses as bounded objects (Senge, 1990). Learning organizations use this method of thinking when assessing their company/ organization and have information systems that measure the performance of the organization as a whole and of its various components (Agyris, 1999). Systems thinking state that all the characteristics must be apparent at once in an organization for it to be a learning organization (Senge, 1990). The absence of some of these characteristics means that the

organization will fall short of its goal. However O'Keeffe (2002) believes that the characteristics of a learning organization are factors that are gradually acquired, rather than developed simultaneously.

The commitment by an individual to the process of learning is known as personal master (Senge, 1990), which is the second characteristic of a learning organization. There is a competitive advantage for an organization whose workforce can learn more quickly than the workforce of other organizations (Wang & Ahmed, 2003). Individual learning is acquired through staff training, development and continuous self-improvement (McHugh et al,1998), however learning cannot be forced upon an individual who is not receptive to learning (Senge, 1990). Research shows that most learning in the workplace is incidental, rather than the product of formal training (O'Keeffe, 2002). Therefore it is important to develop a culture where personal mastery is practiced in daily life (Senge, 1990). A learning organization has been described as the sum of individual learning, but there must be mechanisms for individual learning to be transferred into organizational learning (Wang & Ahmed, 2003). NWF does have monitoring and evaluation training sessions for staff member that helps them to understand data collection, capture and analysis in executing their theory of change to make a positive impact to Lavender Hill community members.

The third characteristic of a learning organization is mental models. These are the assumptions held by individuals and organizations (Senge, 1990). To become a learning organization, these models must be challenged. Individuals tend to adopt theories, which are what they intend to follow, and theories-in-use, which are what they actually do (Senge, 1990; Agyris, 1999). Similarly, organizations tend to have 'memories' which preserve certain behaviours, norms and values (Easterby-Smith et al, 2000). In creating a learning environment it is important to replace confrontational attitudes with an open culture (McHugh et al, 1998), that promotes inquiry and trust (O'Keeffe, 2002).

To achieve this, the learning organization needs mechanisms for locating and assessing organizational theories of action (Agyris, 1999). Unwanted values need to be discarded in a process called 'unlearning' (Easterby-Smith et al, 2000). Wang and Ahmed (2003) refer to this as 'triple loop learning.' As can be noted, NWF was established in the midst of apartheid therefore during this time the apartheid government has its own ideas of 'development' and there were constant efforts to make those ideas the only acceptable ones (NWF, 2011). The government was also willing to pay handsomely for those ideas to be embraced and implemented. An organization like NWF could have had considerable government support, much better infrastructure, money, police protection, as long as

it would be willing to work with the apartheid regime and as long as 'development' remained firmly within the parameters of the sub-humanity apartheid prescribed and so desperately needed.

However, NWF as an activist and a learning organization risked its freedom and its people found support elsewhere and struggled to define development in a way that responded to the demands of human dignity and fulfilment. Despite this being difficult, the value of a critical consciousness and those who learn to think in this way (e.g. NWF staff) become liberated, better equipped to do what is necessary in order to serve the people. It is because of this liberating, critical consciousness that NWF could do a lot in many ways to help the people. For example, it slowly taught communities (and donors) that development did not just mean bricks and mortar, sewing and planting, farming and construction only. But it has to be understood as discovering, cherishing and then developing our God-given talents or human potentials fully; what Sen (1999) might call human capabilities.

The development of a shared vision which is another characteristic of a learning organization is important in motivating the staff to learn, as it creates a common identity that provides focus and energy for learning (Senge, 1990). Similar to NWF's goal of providing training programmes to staff members so that they can speak the same facilitation language and concepts. The most successful visions is built on the individual visions of the employees at all levels of the organization (McHugh et al, 1998) thus the creation of a shared vision can be hindered by traditional structures where the company vision is imposed from above (O'Keeffe, 2002). Therefore, learning organizations tend to have flat, decentralized organizational structures (Agyris, 1999). The shared vision is often to succeed against a competitor (Wang & Ahmed, 2003). However Senge (1990) states that these are temporary goals and suggests that there should also be long term goals that are fundamental within the organization or company.

Team learning is the last characteristic of a learning organization, the accumulation of individual learning constitutes team learning (O'Keeffe, 2002). The benefit of team or shared learning is that staff grows more quickly (O'Keeffe, 2002) and the problem solving capacity of the organization is improved through better access to knowledge and expertise (McHugh et al, 1998). Learning organizations have structures that facilitate team learning with features such as boundary crossing and openness (Agyris, 1999). Team learning requires individuals to engage in dialogue and discussion; (O'Keeffe, 2002) therefore team members must develop open communication, shared meaning, and shared understanding. Learning organizations typically have excellent knowledge management structures, allowing creation, acquisition, dissemination, and implementation of this knowledge in the organization (Wang & Ahmed, 2003). NWF has a culture of teamwork during their staff development meetings; they

are divided into different groups every session such that social or team learning is achieved for the improvement of knowledge to every staff member. Some of the activities that have been done in the staff development meetings include teaching focus group facilitation skills, advanced computer skills and life skills training, conflict resolution and mediation, health and HIV, youth leadership training.

Where NWF works

New World Foundation is facilitating human development/ community development with over 30 years of experience operating from its own community centre covering an area comprising Lavender Hill, St. Montague Village, Hillview, Seawinds, Vrygrond/Capricorn (formal settlements) and Cuba Heights, Military Heights, Village Heights and Overcome Heights (informal settlements). These are some of the areas in Cape Town bedevilled by social ills or socio-economic realities of the apartheid and new democracy era. These realities have created a state of dysfunction, isolation and marginalization of the people (syndromes of a multiple-wounded society (NWF, 2011).

NWF's approach

NWF is involved in various programmes from early childhood development, youth development, women empowerment to the elderly support. Therefore in those programmes it adopts approaches that best suit the strategies of intervention offered. NWF uses a human development approach to community empowerment and development. However one would assume that it also adopts a basic human needs approach in intervention programmes such as early childhood development considering the nature of support offered by the organisation. According to Mr Bluemel, the organisation believes the community is in dire need of basic human needs which include biological material needs, social psychological needs, productive-creative needs, security needs, self-actualization needs, spiritual needs. An adequate level of fulfilment of these needs yield human survival, development and physical, emotional & social health & wellbeing of people. Therefore their programmes are mainly directed at enhancing the social wellbeing and empowering the community members through their capabilities.

NWF believes that without development of understanding and skills people would be ill-prepared for meaningful participation in a society to claim their rights as citizens. Thus, the youth programme helps them through their school years and peer pressure, equips them with life skills, career guidance, and computer skills sharpening their career paths. The organisation believes that through these projects a human development approach is used to make the youth human needs understandable and operational for social and economic development. The human scale development theory speaks about nine fundamental human needs of Max-Neef's matrix which are: subsistence, protection, affection,

understanding, participation, leisure, creation, identity, and freedom (Max-Neef, 1991). Max-Neef's set of needs is envisioned to be comprehensive, to indicate all dimensions of human need that are universal in all cultures despite they may not all be observable in all communities due to poverty.

This theory is people-centred and entails that human needs become a resource in themselves and if not met lead to human poverty. The ultimate objective of the organization's action in Lavender Hill is the enhancement of human capabilities. These human capabilities consist of the basic capacity to avoid ignorance, under-nutrition, disease, early mortality and lead to a fuller, longer life and the ability to participate in decision making in the community. The organization has core areas and strategies of work, these are children and early childhood development; youth development; woman work and mobilization; men work and absent male-role model work. These core areas are described below.

2.2.1 Children and early childhood development:
In this strategy the overall objectives are for NWF to develop the children holistically with intellectual, emotional and spiritual expansion or growth and also to acknowledge within the context of Lavender Hill the important role of parents or legal guardians –and therefore to offer programmes to develop parenting skills and support them with direction. So there are three specific programmes under this strategy Educare or Kindergarten which aims to offer children a combined informal and formal holistic programme in a safe environment, to prepare them for primary school. The programme of the Educare is in line with the National Curriculum of the Department of Education and the children are supervised and taught by trained Educare teachers. The second is parenting training which aims at giving direction and support to the parents of children in Educare the training is offered in co-operation with RAPCAN, a children's rights organization. The third one is early childhood development which is offered in co-operation with partner organizations to interested women and men of the community. The successful participation will improve the chance of employment in the field of the child care industry.

2.2.2 Youth development:
The youth development comprises of seven programmes. These programmes are as follows:

The Aftercare programme: aims at children or youth in the ages of nine to fifteen to create a safe environment where formal and informal learning take place-homework support, dancing, drama, sport, games, life skills and computer training. The programme offers children/ youth lunch, outings and excursions. It also tries to build relationships with the parents or legal guardians and offer knowledge and skills, to enable them to better support their children. In co-operation with RAPCAN, they identify children and youth who need therapeutic support.

The Girls and Boys Club: the main goal is to offer specific programmes targeted separately at girls and boys aged eleven to fifteen years in a safe environment to have discussions about gender roles and gender equity including LGBTIQ matters. Additionally, various life skills training modules and healthy/ sexuality issues are also part of the programme.

Afternoon/Recreational programmes at schools and in public areas: the main goal of this programme is to provide a life skills, arts and culture as well as sports programme, aimed to teach life skills or social competencies by utilizing the enthusiasm of the youth for arts, culture and sports. Some of the topics included are peer pressure, conflict management and teambuilding amongst other teammates, self-concept-self motivation or goal setting, HIV/AIDS-sexuality and health care. The training programme is currently offered at five primary schools in Lavender and surrounding areas. Ten youth leaders were trained as Life skills and soccer coaches to run the training sessions. Currently, about 200 children / youth in the age of ten to fifteen years participate in the programme. The programme is currently supported by Youth Development through Football (YDF) and runs throughout the year. NWF provide Art and Culture programmes at one primary school in Lavender Hill to teach arts and craft, drama, dance combined with life skills. The programme is implemented by local youth volunteers and is running throughout the year.

Holiday Programme: is provided as a sport, arts and culture, fun holiday programme during school vacations for children and youth at Hilwood Primary School. It is not clear whether research has shown this school to be the neediest or more collaborative. The target group is children and youth in the age of six to fifteen years. The programme is implemented with the help of 30 volunteers under the supervision of NWF staff members. The programme gives the children and youth the opportunity for them to engage in something, since most of the families cannot afford to go on holidays, thus this programme offers recreational activities and chance to network with other youth organizations during school holidays.

Youth Leadership Programme/ Training: aims to provide a life skills and computer training for High School learners in the ages 16 to 18 years. The main goal is to train participants to become youth leaders, take on responsibilities in their communities as change-agents and to improve the living conditions for children and youth. This is crucial in communities such as Lavender Hill as a lot of young people have given up on life and are living in apathy, hanging around on the streets.

Youth Volunteer Training Programme: this programme provide life skills and training in the area of children and youth development for youth and young adults in the age 18 to 25 years. It is aimed at

local volunteers involved at NWF, who assist with children and youth programmes. These volunteers are paid a basic stipend by NWF because most of them are supporting their families financially.

Support of Youth Forum: the goal for this programme is to offer training to the organizations who offers leadership training, management skills and life skills. In co-operation with other organizations and groups NWF played an integral part in setting up the forum. Currently, the forum consists of 15 member groups and there are also adults who act as youth forum advisors.

2.2.3 Women work and mobilization:

The overall objective of this strategy is the support and facilitation of the development of community /church/mosque women groups for instance soup kitchens, environmental or discussion groups in Lavender Hill, Vrygrond/ Capricorn and surrounding areas. It also aims to train and facilitate development of women in the areas of broad life education, work/employment, basic and advanced skills in various aspects such as computer knowledge, Adult basic education and training, catering and home based care. Lastly, targets development and establishment of a women forum with the aim to address women specific topics to strengthen the role of women in the communities and churches, and to give women a voice to raise their concerns and address their needs.

2.2.4 Men work and absent male role models

The programme is aimed at addressing the issue of absent male role models. The overall objectives is to begin a process to research and explore the way forward that should put NWF in a position to better understand the extent of the problem. This enables NWF to identify the kind of interventions and programmes that will address the absent male role models challenge in most communities. The ultimate hope is to for this programme to contribute in the healing of every important part of the multiple-woundedness of the Lavender Hill community. This healing would challenge the men who 'lost the way' to 'stand up again' and ensure that the younger generation of boys as they grow up will break down the pattern of fathers 'disappearing' from their communities and from the lives of their families. Additionally, the programme would aim at unpacking gender stereotypes and reinforce gender equity in this regard.

2.2.5 New World Foundation Vision:

- To build a new world of hope, justice and peace.

2.2.6 Mission Statement:

- Creating change in the communities of Lavender and Vrygrond/ Capricorn.

SECTION 3: THE SOCIAL PROBLEM

3.1 Youth development, unemployment, poverty and inequality in South Africa

In the first decade of development after WW2 economic growth was the main objective and yardstick for development with an industrialization and investment emphasis. These orthodox economic theorists have viewed poverty only as income poverty and inequality was just seen as income inequality (Thorbecke, 2006). It became clear that the industrialization drive resulted in inequality and huge private capital accumulation as there was an increase in capital formation more than increase in capital stock. New problems like underemployment, unemployment and rural-urban migration (congestion) necessitated a shift in thinking. New ways of thinking about poverty have made scholars to acknowledge that poverty is multidimensional and there is need for a multiplicity approach in dealing with poverty and inequality and its manifestations. It has been noted that there is gender, racial inequality, age and geographical inequalities in South Africa all which resulted from the legacy of apartheid (Pillay, 2000). Post-apartheid South Africa continues to show a persistent correlation between poverty and the following factors: (i) race (ii) age (iii) gender (iv) poor education (v) unemployment (vi) large household size (with a high dependency ratio) and (vii) inadequate access to basic services (Mbuli, 2008). South Africa is the most unequal in the world which shows a greater need for redistribution and promotion of equity (Triegaardt and Patel 2005). The creation of pathways out of poverty and inequality remains one of the country's fundamental challenges, and in a skills-biased economy, proper education and training offers pathways to employment and the prospect of an improvement in life chances (Hofmeyer 2011). This shows that there are numerous problems structuralising unemployment, poverty and inequality especially for the youth in South Africa.

Booyens & Crause (2012) mentioned some of the barriers to youth economic participation which include the quality of their education, a mismatch of the job seeker and employer expectations, the current economic climate in which insufficient jobs are being created. In sub-Saharan Africa, some of the obstacles experienced include poverty, inequality, limited access to electricity and finance, poor or no education, HIV/AIDS, poor housing, food insecurity to mention but a few. A number of communities in South Africa are burdened by entrenched poverty and highly dysfunctional communities and families as a result of historical legacies-with vulnerable children and families that are trapped in hopelessness, manifesting in poor self-esteem and apathy (NDP, 2012). Strong evidence of a deeply 'woundedness' in the communities is exhibited (Post-traumatic stress and multiple-wounded society syndrome). This is also part of the problems for Lavender Hill community in Western Cape. All attempts and interventions at facilitating development and building sustainable, happy communities are extremely undermined by the extreme levels of unemployment (NWF, 2011). The burden of poverty and inequality in South Africa

is hence a major problem due to the failure of the economy to absorb the unskilled workforce (Mbuli, 2008).

Additional elements explaining the challenge are mostly as a result of the core problem, but often develop into problems in their own, and no longer directly related to the core cause; these include high levels of alcohol and drug abuse especially *Tic,* poor living conditions (housing) and poor health, gang related dysfunctionality, violence and vandalism as well as diminishing importance of the male role model as a result of 'absent male' in the communities (NWF, 2011). The issue of lack of sufficient educational facilities and resources (entertainment and sport) especially for the youth exist as another problem exacerbating the challenge of youth unemployment, poverty and inequality. Education and skills determine one's competences and the nature of job that one can get in the labour market, however the education systems has left less to be desired. The dysfunctional government service delivery and lack of strong competent policing is aggravating the social decay of communities such as Lavender Hill (NWF, 2011).

3.2 The strategies responding to unemployment, poverty and inequality in South Africa

This section focuses on poverty reduction through various strategies implemented by the Republic of South African government. There were various policies and programmes that were implemented in South Africa in responding to structural unemployment and inequality in South Africa. Due to the fact that apartheid legacy caused the high incidence of poverty especially for the non-white group, it is in this context that the government decided to endeavour to curb the apartheid legacy of endemic poverty. Hence, there are a plethora of poverty reduction strategies that this government has embarked upon ever since the start of the democratic era. These various strategies can be divided into the following categories: (i) measures that foster pro-poor economic growth; (ii) job creation measures; (iii) infrastructure programmes earmarked to address household consumption basic needs; (iv) contributory and non-contributory social security measures; and (v) asset building or redistribution measures (Mbuli, 2008).The table 1 in appendix 1 illustrates some strategies adopted to respond to poverty and inequality in South Africa.

3.2.1 The South African Constitution:

The constitution elaborates on equality that it includes the full and equal enjoyment of all rights and freedoms. Section 9 of the Constitution of the Republic of South Africa states that everyone is equal before the law and has the right to equal protection and benefit of the law. To promote the achievement of equality, legislative and other measures designed to protect or advance persons or categories of persons, disadvantaged by unfair discrimination may be taken. One would see that the constitution

favours non-discrimination in social, political and economic life. This constitution speaks to the gender issues that there should not be discrimination in terms of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth. This is a response to the legacy of apartheid which left employment on principles of racial discrimination.

3.2.2 National Youth Policy 2009-2014

The goal of the rights-based South African National Youth Policy 2009-2014 is to enhance the capacities of young people by addressing their needs, promoting positive outcomes, and providing integrated coordinated package of services, opportunities, choices, relationship and support necessary for holistic development of all young people particularly those outside the social, political and economic mainstream (National Youth Policy, 2009). The National Youth Policy 2009–2014 is an essential planning tool guiding the country on its approach to youth development. However, despite the good intentions of the policy, it can be noted that only a few are aware of this policy, there is lack of awareness of youth programmes. This policy depend on information of the specific needs and conditions of the country's youth to address identifiable gaps and challenges (National Youth Policy, 2009:5–6) and relies on the National Youth Commission Act, No. 19 of 1996, the White Paper for Social Welfare, 1997; the National Youth Policy, 2000; the National Youth Development Policy Framework, 2000–2007; and the Draft National Youth Policy, 2008–2013 for its implementation (Statistics South Africa, 2012).

SECTION 4: POLICY ANALYSIS

There are as many definitions of Social Policy as there are authors. However what is common is that social policies seek to improve the living conditions of the general masses. It is clear that social policy is change/action oriented as well as problem oriented as it seeks to address the social problems bedeviling communities in an attempt to improve the social wellbeing of communities or individuals. According to Baldock et al (1999; XX1) in Kennet (2001:3), a social policy is a "...deliberate intervention by the state to redistribute resources amongst its citizens so as to achieve a welfare objective"

Titmuss (1994:27) argues that social policies draw from multi-disciplinary fields and are identifiable by their objectives which include that they are beneficent as they provide welfare for citizens as well as that they are progressively redistributive in nature as they transfer material and non-material resources from the rich to the poor.

In an attempt to address the issue of youth development and youth unemployment, it is crucial to look at the policies put in place to address the problem under scrutiny. In analyzing the programmes offered

at NWF one would note that most of the programmes offered at New World Foundation are linked to other regional, national and local policies that are aimed at improving youth skills development.

The African Youth Charter as a regional policy guided by the Constitutive Act of the African Union, the States Parties to the present "African Youth Charter" pointed out the major aspects that need to improve for African youth. The Charter comprises of rights and duties of the youth as well as African states in an effort to address the socioeconomic concerns faced by African youth. Noting with concern the situation of African youth, many of whom are marginalized from mainstream society through inequalities in income, wealth and power, unemployment and underemployment, infected and affected by the HIV/AIDS pandemic, living in situations of poverty and hunger, experiencing illiteracy and poor quality educational systems, restricted access to health services and to information, exposure to violence including gender violence, engaging in armed conflicts and experiencing various forms of discrimination; the Charter obligates the state parties in article one of the Charter to recognize the rights, freedoms and duties enshrined in this Charter. In article 12, the Charter obligates every State Parties to develop a comprehensive and coherent national youth policy that would be a guide to the youth development programmes for each state.

South Africa developed its national youth policy in 2009 that responds to the changing conditions of young people in the 21st Century. While this policy speaks to the particular needs and circumstances of South Africa's youth, it locates them within the African family and the global community. As countries worldwide engage in a process of continuous policy renewal, the National Youth Policy 2009-2014 seeks both to contribute to this process and be informed by it. The policy acknowledges that the future of the South African youth and that of the country as a whole is affected by this policy's disposition.

SECTION 5: LEARNING OBJECTIVES

5.1 The link between NWF programmes and National programmes

NGOs do operate in line with certain approaches and social or economic policies that are intended to address the specific problem under scrutiny. As can be noted at NWF, which is involved in various programmes from early childhood development, youth development, women empowerment to the elderly support, in those programmes it adopts approaches and policies that best suit the strategies of intervention offered. As a way to achieve the first learning objective one had to understand the link between their programmes and the policies at macro level. This was done by observing the programs at NWF and reading the regional, national and local policies that are related to youth development such

17

as African youth charter, National youth policy, National development plan and Department of trade and industry (Youth Enterprise Development Strategy 2013-2023).

The policies emphasize fulfilling of rights, freedoms and duties that must be recognized in order to facilitate youth inclusion. These rights, freedoms and duties include non-discrimination, freedom of movement, freedom of expression, freedom of association, and the right to protection of private life, protection of the family, youth participation, education and skills development, socio-economic integration of youth, sustainable livelihoods and youth employment, peace and security, youth and culture, leisure and recreation. The NWF organisation engages in life skills training programs that impart knowledge to the youth on social inclusion in all spheres of life. This is done in partnership with service providers such as St Johns, South African Red Cross and the City of Cape Town that is currently running life skills programs at NWF. This assist the youth in knowing and respecting their rights and that of others to preserve the spirit of non-discrimination, freedom of movement, freedom of expression, freedom of association, and the right to protection of private life, protection of the family.

Lavender Hill youth participation, education and skills development is promoted at NWF by the organisation bringing in various stakeholders together into the community such that they reach the targeted group. NWF offers a platform in the community where colleges and organizations come and recruit youth into various opportunities. This facilitates socio-economic integration of youth, sustainable livelihoods and youth employment because the youth have direct information, assistance and contacts with regards to whatever aspirations they might have. NWF is there to help the youth apply for bursaries to those who want to further their education, learnerships and jobs into various sectors. The organisation brings in other organisations such as Dreamworker that facilitate job search for the youth based on the talent, skills and knowledge of the person.

NWF uses a human development approach to community empowerment and development. However one would assume that it also adopts a basic human needs approach in intervention programmes such as early childhood development considering the nature of support offered by the organisation. According to Mr Blumel,(program manager) the organisation believes the community is in dire need of basic human needs which include biological material needs, social psychological needs, productive-creative needs, security needs, self-actualization needs, spiritual needs. An adequate level of fulfilment of these needs yield human survival, development and physical, emotional & social health & wellbeing of people. Therefore their programmes are mainly directed at enhancing the social wellbeing and empowering the community members through their capabilities. NWF's approach attempts to address

the human needs comprehensively, starting from ECD to the elderly; the aim is to prepare children to be ready for next levels of education, (university and training) and eventually work and/or businesses.

NWF is also facilitating court committees in the Lavender Hill area in which the leaders of each court are trained about conflict resolution and mediation so that they can also train the residents and the youth to reduce violence in the area and reinforce peace and security. NWF also values the youth and culture, leisure and recreation aspect in the personal development of the youth. Therefore, with the help of Western Cape department of cultural affairs and sport, NWF has a holiday program that invites the youth to partake in various activities to test their personal limits and discover strengths and weaknesses as well as develop teamwork skills. During this youth holiday program they engage in hiking, abseiling, kayaking, and rock climbing only to mention a few. They also have soccer clubs for boys and have a girls club in which the youth participate in various activities after school. I realised that this ties in with the principles of human development theory which speaks about nine fundamental human needs, as part of the exercise most of the needs are being met through these activities. Such needs as protection, affection, understanding, participation, leisure, creation, identity, and freedom can be found through participating in these programs mentioned above.

Bearing in mind the rights, freedoms and duties mentioned in the policies aforementioned, I understood that these activities offered at NWF were aimed at fulfilling the tenets of the policies that were put in place to promote youth inclusion and development. I also realized that NWF was inclusive of all aspects including the LGBTI group into their youth programs, acknowledging human diversity and integrating the minority into the programmes at the organization.

Strengths

With regards to the above learning objective, one can note that the strengths of the organization activities lies in its ability to provide a chance for the children and youth of Lavender Hill to explore their talents and find opportunities to education and training and eventually job opportunities, creating a youth bulge that is employable in the area.

Weaknesses

The weakness of NWF lies within its inability to attract a lot of the youth who are roaming around the streets of Lavender Hill to come join the programmes offered at the organization. Even though a number of youth attend some of the programmes offered, a considerably high number of the youth in the area do not partake in any of the programmes. However, it must be noted that the willingness of the

youth to attend the programmes is also influenced by one's agency and also their types of friends and family, whether they are positive role models or supportive for one to do something positive.

5.2. Planning and executing youth development workshops and training

In order to ensure the development of youth in terms of education, training, work and life skills, there is need to have proper planning and implementation of workshops and training that ensure positive outcomes for the youth. The workshops and training should ensure that all young people access the opportunities that enable them to grow, develop and prosper as fully engaged, responsive and productive citizens. It helps the youth to feel motivated to apply / enrol in studies, bursaries, training & job opportunities so that they can achieve medium term goals of completing studies or training, find work within field of study, if applicable, and retain work. The long term goals include youth becoming role models of positive behaviour and to be able to able to support families independently. As a way of learning how to run a workshop on youth development, soft skills & hard skills, I had to attend most of the workshops and trainings, so that I can observe, assist and understand the organization's way of developing the youth. Some of the workshops that are offered include CV writing workshop and computer training.

The CV writing workshop was very crucial in terms of educating the youth how to present the story of their lives and stand out to qualify for a job interview. It also educated the youth on how to prepare for a job interview which was very important for their personal growth in terms of interpersonal skills and preparedness. These programmes empower the participants such that they can be confident and manoeuvre in different social and economic aspects in search for opportunities. Thus, empowerment is the key tenet in the youth development workshops and training. I observed that running a workshop requires preparedness and the ability to summarize the most important areas so that the youth can master main points and be able to use them. These programmes are aiming to meet the requirements of rights and duties that were pointed out in the African Charter (African Union, 2006) and National Youth Policy (2009) which talks about strengthening participation of youth in and the quality of training in science and technology. This also helps them in improving their social networks through use of internet facilitating their chances of finding opportunities to work or studies.

Strengths

One of the key strengths of these programmes is their ability to facilitate the personal development of the youth and young adults. The participants receive computer training, literacy and life skills. There is more interpersonal contact and interaction with other participants. In my observations, the key to making the one to one support work is to ensure that the facilitator is able to respond to the individual

concerns of participants. This I witnessed in most of the training programmes offered at NWF. This will mean listening and asking questions that enable participants to better understand the issues they are addressing and what actions can be taken. It also means ensuring that the facilitator is fully engaged with the power frameworks and is able to draw on these to help participants more forward. In my experience at NWF the facilitators knew how to work with the participants and created a safe learning space for them.

Weaknesses

Some weaknesses on the workshop and training programme, the inability of the organization to invite or attract more participants. The organization might use an effective form of communication flyers, word of mouth and posters but if the people do not know the value of the programmes they could be reluctant to come. The organization might use resources and travel to Vrygrond to conduct a workshop and then one person pitches for the workshop. This shows lack of agency or willingness of the community members to participate, and this calls for a comprehensive research to investigate what limits people from coming to the workshops and training.

5.3. Partnerships as a learning objective

Partnerships between non-governmental organizational or non-profit groups and businesses provide invaluable opportunities. Too often, non-governmental or non-profits look to these joint efforts mainly as a source of contributions toward their social mission (Fulbright-Anderson et al, 2001). Collaboration can increase funding but sometimes, even more importantly; it can increase access to knowledge-based resources and improve the relevance and effectiveness of programs and services (Fulbright-Anderson et al, 2001). The third objective required me to learn and understand the partnerships or different organisations that fund or work with NWF. Partnerships are proving popular mechanisms for working towards development goals. While the term 'partnership' is as widely used as ever, different relational arrangements are increasingly being acknowledged (Compassion Capital Fund National Resource Center, 2009). Constructs ranging from networks to joint ventures and including partnerships, clearly require differing levels of accountability and risk (Condy et al, 2001).

Normally, in the business world, a partnership is a tailored business relationship based on mutual trust, openness, shared risk and shared rewards that yield a competitive advantage, resulting in business performance greater than would be achieved by the firms individually (Bend ell, 2013). This definition of partnership tells one that a partnership is highly flexible (tailored business) and that requires efficient information exchange between the buyer and the supplier. However, nongovernmental organizations

not involved in manufacturing and selling of goods also engage in partnerships aimed at addressing a common goal such as poverty.

5.3.1. **Types of partnerships**: There are different types of partnerships however most partnerships share common characteristics. Nonetheless, there is no ideal relationship that is appropriate in all situations. Each partnership has its own motivating factors, its own environment, its own duration and its own strength; this is why there is not a magic partnership for every situation. The three main types of partnerships according to (Bendell, 2013) include:

TYPE I: It is the most used kind of partnership. Firms involved recognise each other as partners. They co-ordinate activities and planning usually in a short-term focus and it involves only one division within each organisation.

TYPE II: It implies integration of activities rather than co-ordination of activities. Multiple divisions are involved in a long-term horizon.

TYPE III: It is the least used kind of partnership. Firms share high level of operational integration. Each firm views the other as an extension of their own firm. There is no end date to this kind of partnerships.

5.3.2. Influencing policy through partnerships: Many partnerships focus on getting services to where they are needed, leaving policymaking to public sector decision makers (Condy et al, 2001). Yet partnerships can serve policymakers too, linking policy with actual practice and helping to drive change. Policymakers themselves have crucial influence over local-level partnerships, with their decisions affecting who can partner, how they are funded and what approaches are permissible (Condy et al, 2001). Changes in policy can drastically affect existing partnerships.

5.3. 3 New World Foundation and its affiliated organizations: The organisations that support NWF are referred to as partners. These organisations act as catalysts and organs for social change and development in the communities where they operate. NWF work with these organisations because they provide support to marginalised communities that may not be able to access resources needed for youth development and other areas of human development. New World Foundation has so many people and organizations that plays or played such an important role in the life of New World Foundation over the past years. Some of these include the Uniting Reformed Churches of Lavender Hill and Steenburg, St Marks Anglican Church, the Evangelical Reformed Church in Germany, World Vision in South Africa, EZE in Germany, EED in Germany, EMW in Germany, Diakonia in Sweden, Christian Aid in London, HEKS in Switzerland, the Presbyterian Church in the USA to mention but a few. These

are some of the old partners of NWF in the past years. New World Foundation has historically had strong ties with the German Reformed Churches. Some of their congregations still support NWF's work today, as do other foreign and South African organisations. The organisations that make it possible for NWF to do their work include Brot fur die Weld (BfdW) which is the oldest main funder, Joint Gender Fund which started in 2014, Lotto and Department of Social Development which gives a minimal amount to NWF.

NWF has managed to form new relationships with other organizations recently. In order to implement its work in the most efficient and effective way, New World Foundation cooperates and networks with the following organisations, RAPCAN (Resources Aimed at Prevention of Child Abuse and Neglect), South African Red Cross Society, St Johns, The Trauma Centre for Victims of Violence and Torture, SANCA (South African National Council for Alcoholism and Drug Dependence), Journey Back 2 u. In order to be more efficient and effective, New World Foundation shares information with, refers to and sometimes coordinates and/or cooperates in joint activities with organisations such as Steenberg police station, Mosaic, Training, Service and Healing for Women as well as Rape Crisis. A detailed discussion about the affiliated organizations will be provided in the sections to follow.

NWF is currently accommodating six NGOs in the Lavender Hill centre, rent-free and is co-operating with these organization with regards to programmes and development work. These are SANCA, Elements of Matrix programme, RAPCAN, Greater Retreat Youth Forum, Trauma centre and TB/HIV Care Association. Other networking partners include, church congregations and inter-faith groups, local primary schools and high schools, Western Cape Network for Community, Peace and Development, Sport for social change network, Department for social services, Department of social development, local government structures, to mention but a few. NWF maintains strong partnerships between different stakeholders. Additionally, private companies such as Pick n Pay deliver goods (eg. Candles, clothes etc.) randomly and trust that NWF will make use of it wisely. Various stakeholders are vital to address multiple traumas of the community.

Government in partnership with different role players such as New World Foundation must ensure that all young people access the opportunities that enable them to grow, develop and prosper as fully engaged, responsive and productive citizens. At the same time, all the role players must support young people who, by virtue of their vulnerability and other constraints, find themselves relegated to the margins of society and are unable to benefit from the policy privileges offered by the democracy. Additionally, the National Development Plan mentioned the importance of safety of youth as they are the future leaders and citizens of the country. It is undeniable that NWF is facilitating by all means

possible the accessibility of opportunities and skills development to youth mainly in Lavender Hill area through the aforementioned intervention programmes.

5.3. 4 Challenges in respect of partnerships: It is equally important to understand various challenges faced by organizations through partnerships and how to overcome them. NWF is an organisation that responds to diverse needs of the community therefore it does have a variety of strategies of intervention and also faces various challenges in the process. Some of the challenges that rise up sometimes include unprofessionalism of the companies that intend to hire the possible employee. It has been discussed that some companies that approach Dreamworker to find qualified employees for the advertised vacancy, they end up bailing out of the agreement without notifying Dreamworker in time that they no longer need the employee. This damages the integrity and credibility of both Dreamworker and NWF such that community members might feel that they are not reliable and cannot deliver on their promises. One of the home based care program partner organization, became unprofessional after ten years of good relationship, during tests of the home based care training, the invigilators would speak on the phone, and the facilitators were now turning in late without valid reasons. It is also difficult to have a variety of organizations seeing that only a few are willing to come to Lavender Hill community and offer their services because of the community's reputation of social ills such as gang shootings.

5.4 Addressing diverse community needs

I have learnt a lot regarding the role of nongovernmental organisations such as in the development of South Africa and her people because they have features that make them more appropriate than public and private sector institutions for the promotion of micro-level development (Davids et al, 2009). The basis of NGOs' comparative advantage lies within their ability to relate to the intended beneficiaries and their freedom in organizing themselves. Successful NGOs choose staff that sympathise and identify with the poor and they develop an administrative structure that is flexible, user friendly compared to the private or public sector. They also adopt an incrementalist and creative approach to development. They take note and respond sensitively to the needs of the beneficiaries (Davids et al, 2009). The fourth objective required one to learn how the NWF organisation responds to diverse needs of community and empowers the local community members. NWF is an organization that response to diverse needs of the community, hence there have a range of programs in place to address various issues and concerns. Some of the programs include counselling of people, story-telling of abused women leading to healing, youth programs, aftercare, early childhood development, elderly support group, and conflict resolution and so forth. It is important to understand how NWF respond to the diverse needs of community members for one to see the importance of the organization in the community. After discussions with a number of NWF staff members who live in Lavender Hill, most of their responses pointed out to the fact

that they live in a community of tremendous needs, be it social or economic, be it within families or individuals. NWF has always used the faith based organizations as well into its programs in which the preaching of the word of God is extended into social relief and help for the poor and needy.

It has come out from the discussions that the image of God as a caring Father really helps to soften the pain and to bring hope into all the despair. One could see the importance of the spiritual need from the basic human needs theory which entails discovering and giving meaningful and coherence to one's existence in relation to people, nature and the world. The incorporation of religion by NWF is not only because some of its funders and partners are faith based organizations but also their belief which reinforces their spiritual need to rely on a high power above as people find encouragement and strength to start helping themselves and those in need by identifying with this ethos.

One of the things that NWF has mastered is the fact that poverty is more than just statistics, but means unemployment or the vulnerability of gratuitous employment; lack of access to education and skills; poor health, deprivation of knowledge and communication and inability to exercise one's basic political and human rights despite the rightfully hailed Constitution. Thus, in sum poverty means the absence of dignity, confidence and self –respect; of security and the safety of parenthood and family life. In short the restrictions or 'unfreedoms' referred to by Sen (1999) relates to the lack of public facilities or effective institutions for maintenance of local peace and order. In other cases it links to the denial of political and civil liberties by authoritarian regimes. This reflects the absence of peace and development, because there is no development without peace and there is no peace without development. According to Galtung (1996) genuine peace means progress toward a freer and more just world.

Therefore it can be noted that unresolved political grievances and a lack of economic development is the absence of peace and freedom. As mentioned before, NWF is attempting to assist in addressing this challenge through programmes such as Aftercare to create a safe environment where informal and formal learning take place. In order to address the unemployment challenge, NWF is also involved in broad life education and training. Some of the projects in place include, basic computer and life skills training. Home Based Care training is another project which is done at NWF. Positive Parenting Skills Training is also one of the projects offered at NWF and it focuses on teaching parents to understand children's behaviour, feelings, self-esteem, assertiveness and engaging co-operation, effective discipline and problem solving. If the development process deals with these challenges, the end result is the provision of basic human needs. Gil (1992) noted that the growth of social order and social policies is motivated by the provision of basic human needs. This however does not view poor people

as passive recipient of development programmes but rather as active agents in the development of their own lives.

5.5 Personal Skills

- *Learning presentation skills:* this skill was used for the final presentation on the internship journey. It was great to learn time management when presenting and also keeping the audience in touch with what is being presented.
- *Organizational/ Professional Communication skills:* I learnt how to further improve my communication skills in an organizational setting and how vertical and horizontal communication can be maintained. This was done via emails and also my agency supervisor advised me on how to prepare an agenda before meeting with any of the supervisors.
- *Learn to work as a team member:* this was achieved through staff development meetings were we would be grouped into groups and brainstorm on various aspects such as data analysis and data coding.

5.6 Areas of Knowledge Further Honed

I was familiarised with numerous strategies that were put forward to respond to unemployment, poverty and inequality in Lavender Hill and South Africa as a whole. This gave me a concrete understanding of the structural inequality and how a well thought structural solution can end this structural problem. Unemployment is a major problem in South Africa and the government put up strategies to respond to these issues. I also learnt the importance of monitoring and evaluating projects.

5.6.1 Monitoring and Evaluation

Monitoring and Evaluation is the use of social research methods to systematically investigate the effectiveness of social intervention programs in ways that are adapted to their political and organizational environments and are designed to inform social action in ways that improve social conditions (Davies & Dart, 2005). Key features of M&E include application of social methods used to construct sound factual descriptions of social phenomena that is valid, reliable and precise characteristics of social behaviour (Davies & Dart, 2005). This is applied because without social research methods the program's accomplishments may be distorted and some shortcomings of the program may be overlooked. Any evaluation of the social programs must judge the quality of a program's performance as it relates to some aspect of its effectiveness in producing social benefits (Davies & Dart, 2005).

In adapting evaluation to the political and organizational context, evaluators must tailor the initial evaluation plan to the particular program and its circumstances and then typically revise and modify their plan as needed (Davies & Dart, 2005). The specific form and scope of an evaluation depend primarily: a. on its purposes and audiences, b. the nature of the program being evaluated, c. the political and organizational context within which the evaluation is conducted. Evaluation informs social action contributing for planning and policy purposes indicating whether certain innovative approaches to community problems are worth pursuing or demonstrating the utility of some principle of professional practice (Davies & Dart, 2005). Evaluations are conducted to ensure that the program is going to make beneficial contributions to society, also that resources are used effectively and efficiently.

As a way of understanding the M&E program of the NWF, I had to attend some of the monitoring and evaluation sessions at the organization to gain a deeper understanding on how they measure and monitor their impact to the community that they serve. NWF has also come up with a monitoring and evaluation tool that they use for their programmes and the tool is said to be effective in ensuring that NWF stick to their mandates. With the monitoring and evaluation tools, NWF has been able to identify some of the gaps in the implementation of the projects.

In order to achieve this objective I had to fully understand NWF's timing of evaluations as well as their focus as an organisation. I also had to look into how they ensure that the content of their programs is relevant to the beneficiaries. This is seen from how they evaluate their progress after every two weeks in the staff development meetings, looking at the attendance of participants, feedback forms from participants and behaviour change of the participants in every training session. From 2010 until the early months of 2014, NWF implemented an organisational change process with the aim of strengthening the organisation and safeguarding its relevance into the future. One of the main elements of this process was developing NWF's Monitoring &Evaluation system. NWF monitors and evaluate the implementation of the strategic plan and the organization's performance on a continuous basis-within different strategies and different units of the organizational support services. In order to have an appropriate monitoring and evaluation system in place, NWF work in collaboration with other specialists to finalize the development of expected outcomes with indicators that will assess if the outcomes were achieved. This includes putting in place the necessary management information system to be able to collect data and evidence both manually and electronically.

5.6.2 Theories in practice

5.6.1.1 The Human Development Theory: Human Development is the process of enlarging people's choices and raising levels of well-being (UNDP 1997). It is a holistic, integrated process in which economic and political forces continually interact with one another in dynamic and diverse ways to improve the lives of people and the opportunities available to the poorest people. NWF promote human development through providing education and training as well as computer skills to the local people to increase their human capital.

5.6.1.2 Social Exclusion: It is unequivocal that youth in Lavender Hill and South Africa as a whole are experiencing social exclusion which causes poverty and inequality; it is on this basis why youth inclusion should be promoted. One cannot discuss the concept of social exclusion without defining it. Social exclusion is a contested concept with multiple meanings. However it can be viewed as a situation whereby "an individual is socially excluded if (a) he or she is geographically resident in a society but (b) for reasons beyond his or her control he or she cannot participate in the normal activities of citizens in that society and (c) he or she would like to participate" (Burchardt et al. 1999:229). One can note that the location of Lavender Hill is geographically excluding the people from that area to access job hubs, proper educational facilities and housing.

5.6.1.4 Social and economic development in practice: The orthodox economic approach believed that there cannot be development without economic growth. Conventional approaches to development invariably focus on business growth through interventions such as incentives, infrastructure development, industrialization and economic growth. This approach did not consider human capital and community development issues. The paradigm shift from economic growth to human development brought the richness of the critical aspects of development for the people and by the people. In as much as businesses are to make profits they need to invest in human capital and social and community development projects. This shift to development with a human face came with the wave of realizing that investing in social development can sustain businesses as well in the long run. A health, educated and violence free community attracts investors hence social development and economic development go hand in hand.

5.7 Competences further Honed

Teamwork skills: I learnt how to participate in teamwork, respecting other people's opinions and giving out my opinions after careful thought through staff development meetings.

Communication skills: I learnt a lot on how to send professional emails, and communicate in a professional manner with the staff members.

28

Report writing skills: I wrote reports on every engagement that I did with my UCT supervisor, my agency supervisor. I learnt how to write reports in a summary format.

5.8 New Learnings

5.8.1 Structural and systematic barriers faced by organizations: As part of achieving learning objectives, I learnt how to identify and understand the structural and systemic barriers experienced by organizations like NWF functioning in 'multiple challenged' communities such as Lavender Hill. The geographical location of the community is in itself a structural barrier to both NWF and community members. Lavender Hill developed from Group Areas Act in 1981 and was labelled 'colored' area. This community was created to discriminate, such that people who stay there have limited access to resources such as schools, job hubs, shops and so forth. Another structural barrier can be noted from the underperforming schools in the area leading to poor education. The schools that were then established there are poorly resourced and the situation is exacerbated by the use of drugs by some of the youth there leading to violence and school drop-outs.

A cycle of structural poverty is increasingly maintained bearing in mind the socioeconomic profile of the Lavender Hill area, one can say that it is in dire need of educated youth who are going to have the capability to improve their community in terms of social and economic development. As stated in the NWF documents, the majority of the youth are unemployed with low skills and low education levels, most of them are getting involved in criminal activities. Other external factor that is playing a role of a structural barrier in the area is the **economy** of the country which is failing to provide adequate jobs for the ever-growing number of youth and young adults and also due to the poor education system failing to provide requisite skills for the youth.

Currently, the main structural barrier experienced by NWF which interferes with its work is the issue of **gang violence**. This has been an issue for over 30 years now as can be noted from the 1980s in which the NWF's temporary structure was destroyed by gangs. Gangs in areas such as Lavender Hill and mostly other Cape Flats areas are viewed as mechanisms for meeting needs of young people. However, they meet their needs through illegal activities such drug dealing, gun-running, money laundering, prostitution, protection rackets, shabeen operations and fencing stolen goods (BBC News, Cape Town's Gangs: Martin's story, 2010). All these activities contribute to the social decay of the area and make it difficult for organizations such as NWF to operate in the area; they also increase the burdens of the community apart from the existing poverty and inequality.

Some of the barriers are caused by poor parenting and poor mentoring and coaching of children from their **homes**. Children in Lavender Hill have fewer role models to aspire to. Most of the people in the

area have no jobs and the children just grow up knowing that their parents or siblings do not go to work. Therefore, it becomes normal for the child to not work, and to engage in gangs or criminal activities. Poor family environments characterised by deviance and drug use by family members who might be gangsters has an impact on the youth and in many cases results in them dropping out of school. As **individuals**, some of the barriers that actually hinder any progress put forward for them by organizations include drug addiction, the unending killings which might be triggered by revenge for gang killing; identity formation is also another factor especially if one chooses to be identified through gangsterism.

5.8.2 Ways to incorporate anti-oppressive strategies & skills in their work

One of the sub-objectives is to understand how NWF incorporate anti-oppressive strategies and skills in their work. I understood how NWF incorporate anti-oppressive strategies and skills in their work. This was achieved through personal discussions and reading NWF documents for clarity and better understanding of the world of work at the organization. From our discussions with Kim, one of the management from NWF; she said that most of the programs offered at NWF they make sure that they create a safe space for each individual group where the participants can feel comfortable to discuss their issues and express themselves to the people they identify with. Some of the groups are elderly support group, LGBTI and so forth.

NWF also makes sure that it accommodates people from different backgrounds and makes them feel comfortable in their own identities. NWF does not discriminate according to race, sex or sexual orientation, but accepts everyone for who they are and values their contribution towards the betterment of the community. This is evident from its diverse staff members from gender, sexual orientation, class, race and citizenry and so forth. It is through staff development that the staff members are educated on how to be aware of the various backgrounds people come from and to respect each other's choices or preferences. It has been said that an organization is only as good as its staff members and the people working at NWF are hugely committed and motivated to serve the community of Lavender Hill and its surrounding areas, despite the challenges heartaches and set-backs. Many staff members were born and raised in this area and still live here. They know first-hand problems that people here face which put them in a better position to be working for this organization addressing issues of their community.

5.9 Strengths weaknesses and Gaps

Strengths:	Weaknesses:
-NWF has qualified staff with appropriate	NWF has limited influence on the community

experience hence it has the potential to be the leading organisation in development programmes in Lavender Hill and surrounding communities

-NWF is deemed to be the one of the few organizations based in communities in Western Cape that incorporate LGBTIQ group in their programmes.

-The organisation has built credibility outside of the community and also internationally seeing that it has Germany funders and volunteers. It is a well referenced organisation in the area of youth skills and computer training in the area.

-The strategy of responding to diverse community needs makes NWF to have the potential to lead or help organisations to transform the communities.

-NWF is a learning organization which means that it is continuously developing knowledge through its staff members, debating and discussing relevant interventions to be better able to address issues of the community.

-NWF has strong partnerships with many organizations which strengthens the impact of their programmes.

-NWF has a reasonably strong effective M&E capacity necessary for every organization to check their progress in terms of meeting their organizational goals.

-NWF functions as an intermediary for

members to motivate them to come for training and other programmes.

NWF has limited engagement with adult male community members in its programmes. It is mainly focused on youth; children and women. The idea has been written in the strategic document but has not been implemented for a while now. Additionally, the men from the community are also reluctant to attend the programmes seeing that only a few men come to utilise the job search opportunities through information centre despite being unemployed.

Limitations in extending membership to geographically distant areas. That action requires strong financial support.

Difficulties in dealing with the gangs

community members reaching a network of local NGOs and CBOs. - Reasonable costs given heavy reliance on volunteer staff. -Any investment in capacity will stay in the community.	
Opportunities: With strong partnership system and clear understanding of maintaining relationships with partner organizations, NWF can attract more funders at the national and international level with good publicity. Through policy influence, NWF can also publish meaningful articles on youth development programmes in South Africa which can put them on the map. Through high profile of its staff and funders, the organization can partner with institutions such as, government bodies, universities and civil society organization to promote its projects.	**Gaps** There is absence of programmes targeted at disabled people. There is lack of a comprehensive research done on what hinders some of the community members to access NWF programmes. There is need to improve the marketing strategy of the organization to attract involvement of various people from different organizations and institutions such as universities.

Table 5.9 Strengths, weaknesses and gaps

SECTION 6: CONCLUSION

This report has summed up my engagement with New World Foundation and my involvement in their youth development programmes. I have gained insights on policies and theories how they are applied in practice. I have been engaged in their youth development programme such as career day and computer training while I was doing my internship as an assistant. The programme however is a micro initiative with positive impacts to the broader macro policies in South Africa. I would like to believe that I also added value to what they have already been doing, making them conscious of the importance of

their programmes and the need to constantly find ways to improve the intervention strategies given the continuously changing circumstances within communities.

SECTION 7: RECOMENDATIONS

7.1 Collaborative work:

The continuation of interactive, authentic partnerships among NGOs, public and private organizations are required for sustainable impact on development. Today's trend is towards improved partnership between NGOs, governments, and the private sector. This trend obviously helps NGOs develop core competencies, get advantage of different expertise, and influence policy actors.

7.1.1 Networks: There is a need to promote networking of the enterprise development beneficiaries with other entrepreneurial and small business support bodies to improve the programme. NWF should network with other government owned bodies that support micro enterprises. There are government organizations like National Youth development Agency which offer support to youth on issues around funding, linkages and networks, small enterprise Development Agency which support micro businesses with free training and other non-financial help. Research has shown that micro businesses fail because they lack social networks and they often lack funding and skills to run these businesses, enhancing social networks may promote long term sustainability of the micro businesses.

7.2 Capacity Building:

I strongly recommend the continuation of support for capacity building initiatives by NWF this also include the staff development training that take place at the organization to facilitate well-informed planning and execution of programmes.

7.3 Research*:* There is need to carryout research as to what extent the youth development programmes are impacting the community members, and also to research on what motivates or de-motivates people from accessing programmes offered by NWF.

7.4 Follow-ups*:* There is a need for follow ups to be done for NWF youth programmes if they benefitted the youth into job opportunities. This will give them a clue as to what to include and what to take off from the youth programmes. There is also the need to know what challenges the youth are facing as they are constantly changing, which will help them to provide relevant information and help needed for youth development programmes to be successful.

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APPENDICES

APPENDIX 1: A framework for poverty reduction in the post-apartheid era

Trickle-down effect	Job creation	Basic needs	Social safety nets	Asset building/redistribution
Macroeconomic stability:- (i) Budget deficit reduction (ii) Restrictive monetary policy (iii) Managed trade liberalisation (iv) Exchange rate and price stabilisation (v) Regulated flexibility of the labour market (vi) Productivity improvements.	*Human resource development:* (i)National skills development strategy (learnerships & SETAs) (ii) Further education and training (iii) Adult Basic Education and Training *Special pro-employment programmes:* (i) Clean Cities Campaign; (ii) Working for Water; (iii) Coastal Care; (iv) Land Care Campaign; (v) Municipal Infrastructure Programme; (vi) Welfare Programmes;	(i) Pre- & primary education (ii) Primary health care (iii) Water & sanitation (iv) Housing (v) Electrification or other alternative sources of energy	*Occupational insurance:* (i) Unemployment insurance Fund (UIF) *Social assistance:-* (i) Social grants, namely: • Old-age pensions • Disability grants • War Veterans' • Foster Care • Care Dependency •Child Support • Grant-in-Aid (ii) Other poverty alleviation initiatives: - •School Nutrition Programme • Social Relief of Distress Programme •Disaster Relief	(i) Land Reform Programme (ii) The delivery of housing

	(vii)community-Based Public Works Programmes; Extended Public Works Programme; (viii)Arts and Culture poverty relief projects Extended Public Works Programme; (ix) Arts and Culture poverty relief projects		Programme • Food Relief Programme	

Adapted from (Mbuli, 2008)

APPENDIX 2: INTERNSHIP PLAN & TIME FRAME

Activity	Week 1 08/09-12/09	Week 2 15/09-19/09	Week 3 22/09-26/09	Week 4 29/09-03/10	Week 5 06/10-10/10	Week 6 13/10-17/10	Week 7 20/10-24/10	Week 8 27/10-31/10	Week 9 03/11-07/11	Week 10 10/11-14/11	Week 11 17/11-21/11	Week 12 24/11-28/11
NWF Orientation	▓	▓										
Develop internship plan		▓	▓									
Desktop research& literature review on policies & theories		▓	▓									
Desktop Research youth dev & employment in		▓	▓	▓								

Task	1	2	3	4	5	6	7	8	9	10	11	12
South Africa		■	■	■								
Research youth dev & employment on a global level		■	■	■								
Research youth dev & employment government policies		■	■	■								
Attend Monitoring & Evaluation session				■	■							
Understand & analyze NWF's youth dev programs				■	■	■						
Understand & analyze the degree of involvement of other partners					■							
Design Vrygrond interview schedule						■	■					
Research in Vrygrond								■	■			
Understand impact of NWF on youth programs									■	■		
Identify limitations in the implementation of youth programs										■	■	
Develop recommendations										■	■	
First draft report											■	
Presentation												■
Final report												■
Supervision		■		■		■		■		■		■

APPENDIX 3: Evaluation tool
<u>**Evaluation tool**</u>

Computer Training Feedback Form

**Course
Name:** _____

**Facilitator
Name:** _____

Date: _____

Please tick the block that best describes how you feel about each of the statements below:

	Always	**Mostly**	**Sometimes**	**Never**
1. The facilitator was knowledgeable and experienced.	☐	☐	☐	☐
2. The facilitator engaged with all the participants on the course.	☐	☐	☐	☐
3. The facilitator presented in a clear, easy-to-understand manner.	☐	☐	☐	☐
4. I found the handouts / manual useful.	☐	☐	☐	☐
5. I was able to explain what I'd learnt to my friends / family.	☐	☐	☐	☐
6. I feel confident to use the knowledge/skills I gained from the course in my everyday life.	☐	☐	☐	☐
7. I feel I have acquired skills which make me more fit/ready for work.	☐	☐	☐	☐
8. The venue was suitable for this course.	☐	☐	☐	☐

9.   Any other comments?

_____

_____

_____

Thank you very much for your feedback! ☺

SESSION NOTES

Name of Client / Session:	*Computer Training*	Date:	*2 months*

The student demonstrated that they were understanding what they were being taught seeing that

some of them were even able to assist others. It was noticeable that some students were shy to ask

for assistance frequently and they would rather ask their colleagues who were also helpful from my

observations. Most of the students were comfortable to speak in Afrikaans which mean that they

were comfortable to speak to the NWF facilitator and not me. Some students have dropped out of

the computer training because they have found jobs and can no longer attend the computer training

classes which is a good sign because the medium term goal of these trainings is for the youth to find

work and be able to retain work. There have been request for NWF to start evening and weekend

computer training classes to cater for those that go to work. The attendance is good, even though

some are late comers.

Referrals:

Facilitator Name:		Facilitator Signature:	