

GBT SHINE™ Legacy Projects: An Outcome of The 702 Sun International SleepOut™ 2015

5th Quarterly Report | October to December 2016 | Issued March 2017



Dear friends, supporters and partners,

Restoring the light.
Abandonment. Abuse.
Violence. Rape. Some of
the reasons that the lights
go out of our children.
Rage. Addiction.
Alienation, Suicide.
A few of the paths that
some youth choose to
cope with overwhelming
challenges. Significance.
Home. Independence.
Nurture. Education. The
things we focus on to
empower the young
entrusted to us to
overcome their difficulties
and **SHINE™** again.



It is our pleasure to report on the October to December 2016 quarter for the Girls and Boys Town Legacy Projects of The 702 Sun International CEO SleepOut™ 2015.

It was an exceptional three months for the projects and the entire Girls and Boys Town community.

As you will read from our feature story on the Live, Love, Laugh Legacy Project, 20 girls benefited from life-changing opportunities to attend camps – 10 of them encountered peers from across the continent and obtained valuable life-lessons through building social skills and context that allow us to reflect on our own lives, interests and abilities.

Please turn to the story on the Home project for details on how the living spaces at Kagiso and Magaliesburg campuses are

about to be reshaped into happy, inspiring and purpose-built living environments.

While they probably cannot compare in fun to these two projects, we're thrilled to share the achievements of our youth and staff in terms of academics, research, strengthening families through our work across Gauteng communities and the building of child- and youth-care capacity for educators and carers throughout our province.

Yours in appreciation,
Lee Loynes
CEO of Girls and Boys Town

GBT SHINE™ Goals:
Significance, Home, Independence, Nurture and Education

OUR PURPOSE

EMPOWERING OUR VULNERABLE YOUTH TO SHINE™



SIGNIFICANCE	HOME	INDEPENDENCE	NURTURE	EDUCATION
Tailor-made programmes that aim to enable youth to develop a sense of self-worth and unique value – helping our youth to Shine™.	The safety of a home and family environment and development of the skills to belong to a family – skills to Shine™ at home.	Enabling youth to acquire the courage and skills to cope as individuals in the real world – understand and perceive the world as a place worth SHINING in.	Equipping our youth to care for themselves and developing the sensitivity to care for others – helping others to Shine™ too.	Developing the will and skill to acquire knowledge and qualifications to be self-reliant and productive members of society – Shine™ through achievement.

HOW WE ACHIEVE IT

GBT SHINE™ Goals: Significance
Igniting the lights that help youth SHINE™

LEGACY PROJECT

Live, Love, Laugh – a R1 million allocation with an intended completion date by the end of 2017.

Many of the girls admitted to GBT are with us because their homes or community environments are unsafe. A consequence of this is that secure and developmental placements and opportunities for the long end-of-year school holidays need to be sourced for the youth. In the quarter under review, our girl residents from Kagiso attended a range of camps and other holiday arrangements designed to meet their individual needs. They were all a huge success.

We utilised a number of different camps and holiday arrangements in order to accommodate and meet the needs of the individual girls.

Five girls attended a Christian camp during December 2016 and benefitted enormously from the comradery, meeting new friends, discovering hidden talents and spending time in a different environment with different people.

We also had five girls attend a leadership development camp located in a nature reserve just outside of Johannesburg. One of our girls is likely to be selected to represent Girls and Boys Town as part of a national youth conference during July 2017.

Another 10 girls attended a camp catering for 600 youth from all over Africa during January 2017. They were significantly and positively affected by making new friends and sensitising themselves to the plight of other youth living through trials and tribulations throughout the continent.



I am strong! I have hope and faith!

(continued)



Going places where many cannot go!

One of the girls had an opportunity to connect and bond with a new family. She has worked hard at learning what it means to be part of a family. Her wish is that she will find happiness and love with them, and be able to learn from and spend time with them. And so, a new journey begins for her...

The learnings from the camps and experiences was significant for our girls, as evidenced by their feedback:

- "I learned that in order for a person to be successful, one needs to be surrounded by people who will empower them with positive things."
- "I learned not to quit."
- "One has to have vision to succeed."
- "You can make your goals come true."
- "I am strong."
- "I have hope and faith."
- "How to do teamwork and live with other people."
- "I learned to respect others more."
- "Love everyone the same, just like Jesus who loved us."

Each one of our girls was deeply grateful to The 702 Sun International CEO SleepOut™ 2015 who made these spiritual and learning experiences possible.

This is how some of them expressed their appreciation:

- "I want to say may God bless you for a wonderful job."
- "They made it possible for me to go on an awesome camp."
- "We got to go places where other children don't go."
- "An opportunity to go and experience new things."
- "We could enjoy ourselves as a youth."
- "Thank you – there was so much to do and learn – and it kept us away from bad things and makes me a better person."
- "Through this opportunity, I felt unity. I was able to be free and experience new things and meet different people with different energy. I felt loved and respected by the other youth, so thank you."
- "It was the best thing ever in my life – God bless you."



GBT SHINE™ Goals: Home

Help youth experience a sense of belonging to a family and nurture the inter-relationship skills to SHINE™ at home

LEGACY PROJECT

Buildings as Foundations of Family Life – a R7.88 million allocation with an intended completion date by mid to end 2017.

We were excited to host The 2015 CEO SleepOut Trust and partners at the Girls and Boys Town Kagiso Therapeutic Residential Centre for girls and boys for the sod-turning ceremony on 9 December 2016.

It is at this and the Girls and Boys Town Magaliesburg Therapeutic Residential Centre for boys that we will complete the major family-style renovations to the youth's living environments during the course of 2017.

The design and architectural plans for upgrading the Kagiso Campus are complete and have been lodged with the Council for approval – which we eagerly await.

The design elements applied to Kagiso and Magaliesburg homes capture the essence of warm and caring environments and support the free movement of youth not only in their interactions with peers, but with therapeutic staff as well.

The communal lounge living areas are designed in line with the belief that 'Home is not a place ... it's a feeling', where the feeling can be evoked through appropriate use of finishes and colours to create a warm, homely atmosphere where people feel safe, secure and loved. Aim is to have a space that is both warm and comforting and therapeutic and practical.

The shared bathroom areas have been designed to create a fun, quirky, youthful space by bringing in colour.

To make our kitchens the heart of the home, these designs will combine serenity and calm with a pop of colour for fun and stimulation – at the same time, ensuring it is a safe space.

Bedrooms are the place where our youth should find peace, harmony and solace when they need to think through their lives or consider their actions as they grow and mature into responsible young adults. The design intention is to create a fun, inviting space that is individual to the person living within it. A space that they can express themselves in, personalise, and feel at home.

"A house is made of bricks and beams, a home is made of love and dreams." Care will be taken to ensure that texture is brought into each room with wall finishes that are both stimulating, but also practical and age-appropriate for our young residents. Finishes will include painted brick walls, black boards and elements for colour, such as mosaic tiles.



Lee Loynes (second from right) joined at Kagiso Campus by the 2015 CEO SleepOut Trust members (from left): Darren Olivier, Cynthia Schoeman and Ashley Truscott.



GBT SHINE™ Goals: Independence

Youth transition from GBT understanding and perceiving the real world as a place worth SHINEing™ in

LEGACY PROJECT

Preparation for Life – a R10.4 million allocation with an intended completion date by mid to end 2017.

GBT research outcome will impact on all GBT programmes

Residential Youth Therapeutic Interventions

Family Interventions

Educational Interventions

RESEARCH

The purpose of GBT's evidence-based approach is to utilise research outcomes in adapting and sustainably building both its own practice and that of other partners in alternate care for children and youth.

Findings from research enrich our perspective and strengthen these strategies and programmes.

Apart from these direct benefits and outcomes, research also unites us as practitioners dedicated to the welfare of children and youth – the result of which will be better social services for vulnerable groups. This is an area of work and advocacy that GBT will continue to spearhead.

Activities during this quarter included:

October to end of December 2016: Data collection was completed via interviews and activities with 100% of Girls and Boys Town youth about to transition and 57% of those already in transition since 2012.

The data collection and interview processes this quarter included:

- A. Youth/new research participants to be disengaged at the end of 2016:
 - a. Orientation workshops for all new youth research participants.
 - b. Disengagement interviews:
 - i. Therapists raw data feedback.
 - ii. Semi-structured interviews with new participants.
 - iii. Completion of resilience questionnaires with research participants.

- B. Follow-up interviews and activities with 57% of the research participants already in transition between 2012 and 2016:
 - a. Completed the one 'connection' contact per research participant per annum.
 - b. Contacted and arranged times and venue for follow-up interviews per research participant.
 - c. Completed annual follow-up interviews per research participant:
 - i. Completed outcomes questionnaire.
 - ii. Completed semi-structured interviews.
 - iii. Completed open-ended 'story' processes.
- C. Fieldworker administration:
 - a. Completed consent forms.
 - b. Uploaded all interview data.

The collaborative training and educational workshops included:

- A. 'Bringing research to practice' with Girls and Boys Town staff: The purpose was to highlight youth leavers' needs, challenges and achievements per research outcome, and then explore what it is that needs to be emphasised with young people while still in our care in order for them to be successful once they have transitioned. Workshops have been conducted with our staff and we have begun introducing Transitional Support Programmes into our programmes.

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B. Peer Research Training: Peer research has been introduced and initiated. This is an aspect of research that is steered and conducted by people with lived experience of the issue being studied. The first of our alumni youth was trained in our research methodology during October 2016. He has conducted and completed his first follow-up interviews with another youth involved in this longitudinal study.

The GBT/University of Johannesburg strategic planning meeting addressed key areas including:

- Funding strategy post-2018.
- Strategies to prevent participant 'drop-out' from the longitudinal study.
- Updating existing research tools.
- Translation of the resilience questionnaire into isiZulu.
- Training of staff for Phase 3.
- Planning for other key outputs for 2017.



Flow diagram depicting work reported on previously (black blocks) and progress this quarter (gold blocks).

GBT SHINE™ Goals: Nurture GBT and youth helping others to SHINE™ too

LEGACY PROJECT

Community Outreach – a R3 million allocation with an intended completion date by 2018.

This GBT ‘helping others to SHINE™ too’ Legacy Project has training and education within the communities as one of its core components. This social service sector recognises and appreciates the importance of support for educators in the more remote and outlying areas – often also the least-resourced.

This area of work began as a community outreach project linked to the Department of Social Development (DSD), and has since evolved into a support and mentoring programme for school educators in less-resourced areas. It is a valued additional service for the DSD and a significant area of partnership between GBT and the public sector.

Three tiers of holistic outreach interventions make up the Community Outreach Legacy Project:



Training and education

GBT trainers work directly with and support schools and the training of educators in order to transfer skills for the behavioural management of children in a school environment – so that the overall scholastic achievement is improved



Community-based family work

GBT out-of-office Family Workers support and strengthen vulnerable and at-risk youth and families in their own homes and communities, to develop sustainable family independence and prevent family disintegration



Outreach: Organisation & Youth Generosity

GBT youth reach out to and impact positively on those less fortunate than themselves

▶ TRAINING & EDUCATION

Since the inception of this Legacy Project in June 2015 to the end of the period under review, 14 schools and 567 educators have been trained in the GBT 'Well Managed Classroom' workshop, impacting positively on 17 161 learners.



“Affirmation – praising the learners is good.”

“The need to focus around children’s well-being.”

Between October and December 2016, the following SACE-accredited workshops, trainings and consultation processes were conducted by the GBT trainers:

Well-Managed Classroom: Training to Freedom Park Primary was attended by 48 educators benefiting 1250 learners.

Effective Staff Development Through Consultation Services: Supportive and mentoring processes were engaged in with Klopper Park, Sapebuso and Rafaelletse Primary school educators. These schools, representing 2 625 learners, had all completed the Well Managed Classroom workshops. The consultation process engaged trained staff and, through strength-based feedback and skill development, ensured the adoption and implementation of the new information and systems, as per the process design. The strength-based approach by the GBT trainers addressed feedback received from the educators regarding the learning and challenge areas.

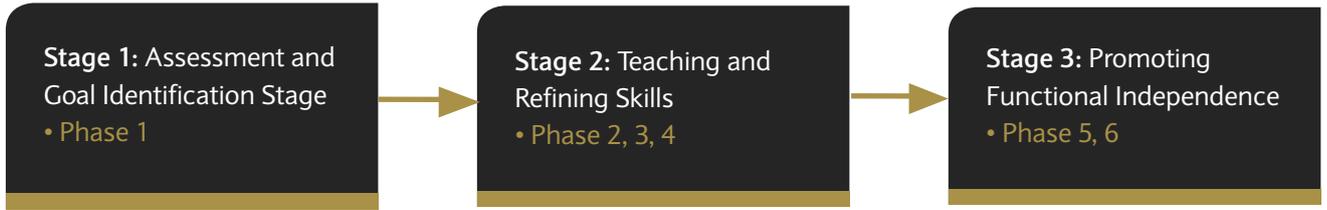
The following provides participating educators’ feedback regarding what they learned during training – and identifies areas of support that they will need going forward as they implement new learnings. GBT consultants utilise this information when consulting and mentoring to the educators and schools.

- Patience in dealing with different behavioural challenges
- Tolerance levels must be intentionally put in place
- I must be consistent
- Affirm the learners’ positive mind and focus on the strengths rather than weak points
- To know that you are able to make a difference
- Knowing that change in my approach is possible
- Tolerance and understanding of each other
- The need to focus around the children’s well-being
- Concentrate on the positive
- Take the different behaviour as normal
- Ideas on dealing with calming the learners
- Ideas to improve discipline at school level
- Do not get drawn into the content
- I have developed new teaching strategies
- To be polite, have humility and a good approach
- How to deal with different types of learners

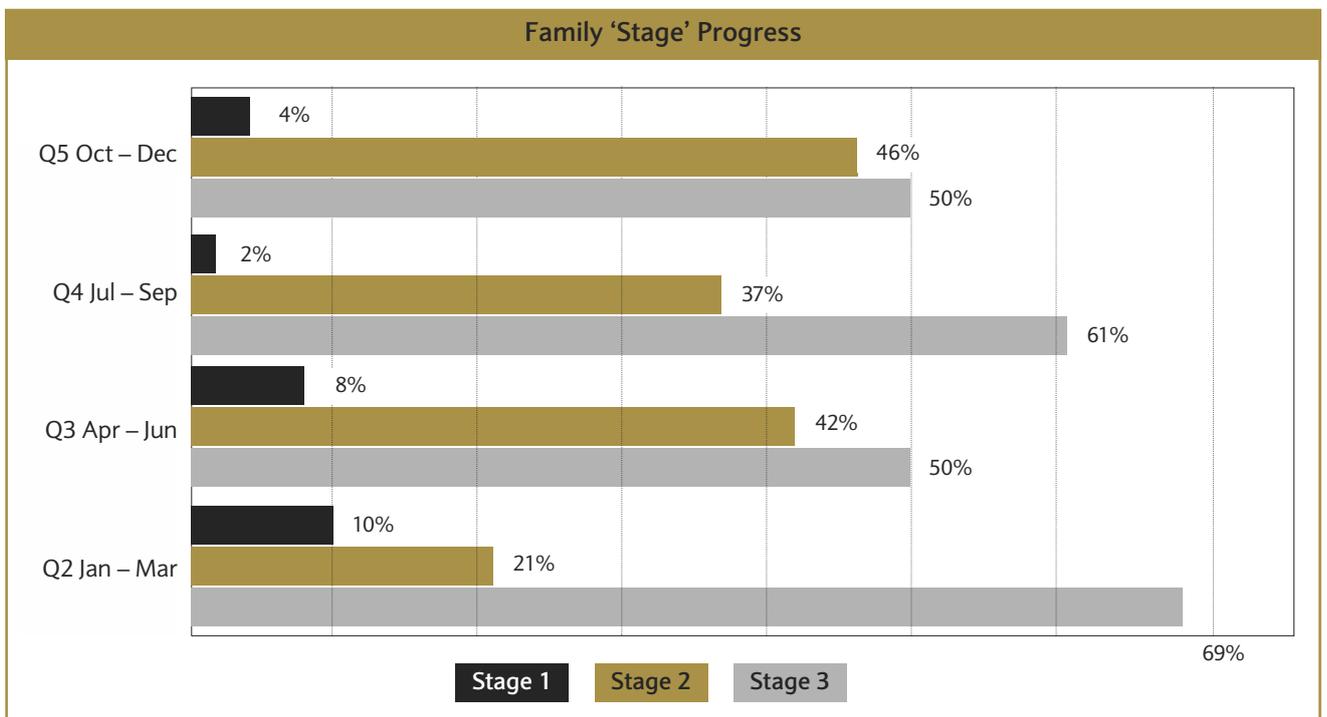
- Communication with learners
- Corrective teaching intervention/interactions/ techniques
- Classroom management and crisis teaching
- Effective teaching and behaviour management
- How to respond to level 4 situations
- Classroom skills
- Praising/affirming behaviour
- How to diffuse confrontation
- Giving an instruction
- How to instruct learners to behave before a problem arises
- How to get through to difficult learners in terms of making them adhere to discipline and school rules
- How to handle problematic learners
- Teaching learners appropriate skills in doing things
- Affirmation – praising the learners is good
- I have developed skills of discipline for my school

COMMUNITY-BASED FAMILY WORK

The GBT family workers work with and strengthen families against an evidence-based three-stage methodology:



The Family Services team therapeutically work with families, continuously assess for risk, identify and build on the skills that address critical referral challenges and facilitate progress towards the family’s functional independence and disengagement from the GBT Family Strengthening programme. This quarter, the Girls and Boys Town Family Workers travelled 5 223 km to work with families in their own communities and homes within Gauteng, and dedicated some 314 hours healing and strengthening these families in direct interventions. As families and members move through the phases, approaching more independent functional safety and health, so the direct type contact interventions and intensity of those contacts from the GBT Family Workers fade out.



We are encouraged by the positive feedback we receive from the families we work with:

“No matter what you ask her she helps. She even came to my house on the weekend so she really went out of her way to help me.”

“She is the best social worker ever. She is supporting me physically, emotionally. She goes the extra mile to make sure that you have everything you need. If you have any questions she is always available, even on whatsapp. She gives me a lot of support and really goes the extra mile.”

“I can always talk to her, even late at night.”

“I think you do an excellent job. You really helped my child a lot ... and you are still helping me with her and helping me cope with everything. I take my hat off to them, they do an incredible job.”

“He is always there when the going gets tough in my life, not only supportive towards my child’s case, but my life’s journey too.”

“You were born for this job, please keep up the good work and excel in all aspects of your life. Never get tired of helping people like me, we really do appreciate your humanity. Thank you!”

“He is all you can ask for in a social worker. Very understanding, supportive and sympathetic in every situation that’s challenging in my life and my child’s life.”

COMMUNITY OUTREACH

Youth were not involved in any outreach activities during this last quarter (October to December 2016). The emphasis was on academic studies and successful outcomes.

GBT SHINE™ Goals: Education Helping youth SHINE™ in the classroom

LEGACY PROJECT

Home Schooling – completed.

Although this GBT Legacy Project was concluded during the last quarter, we thought it appropriate to share the achievements of learners at the end of 2016.

We held our annual Academic Awards Ceremony for our Gauteng learners during November 2016. This formal evening celebration was held at Mount Grace, Magaliesburg. We had 85 guests, including the youth receiving awards and their parents and guardians, our own and local school educators and principals, GBT therapeutic staff and the local counsellor.



The achievements of these young people are especially noteworthy when considering the disadvantages they faced when first entering the GBT therapeutic and academic programme. They have achieved not only significant academic progress and focus, but did so while concurrently managing emotional and personal obstacles. We were all very proud of them.

Our young achievers themselves were so proud and excited to be receiving their awards and looked splendid dressed in their formal attire, including graduation gowns and caps. This was an especially significant experience for them as they were recognised in the presence of their parents and vocal about their gratitude while delivering speeches.



They sincerely thanked all donors who contributed to The 702 Sun International CEO SleepOut™ 2015, acknowledging that there is no real hope without education and that these donors' help gave them opportunity. The learners were also very emotional in their expressed appreciation to GBT staff "who never gave up on us, no matter what. You made us believe that we could – and we did."



Principals from our local community-based schools shared the sentiments of our youth when they recognised the commitment by GBT staff to young people, where others had given up – and congratulated the learners on their achievements. The evening was a wonderful illustration of what partnerships can achieve – with and for our young people.

After hours of positive sharing, expressions of hope and joy at what the future holds and a great deal of gratitude for each person's role in the growth and development of young people and all those who care for them, the evening concluded with a delicious dinner.

Legacy Project Spending Report

31 December 2016

PROJECT DETAILS

Goals	Description	Project	Allocation
Significance	Develop a sense of self-worth & unique value	Live, Love, Laugh	R1m
Home	Provide the safety of home & family	Buildings as Foundation of Family Life	R79m
Independence	Acquire the courage & skills to fare in the world	Preparation for Life	R10.4m
Nurture	Harness the sensitivity to care for self & others	Community Outreach	R3m
Education	Cultivate the knowledge & practical skills to compete	Home Schooling	R1.7m
Ad Hoc	Vehicles	Vehicles	R2.4m
	Brand Activation	PR and Event Marketing	R0m

FINANCIAL ANALYSIS

Allocation	Net of PR and Marketing R	First Tranche Spending R	Second Tranche Spending R	Third Tranche Spending R	Fourth Tranche Spending R	Fifth Tranche Total Spending R	Total Spend	Spend %
1 000 000	943 000	586 553	-	-	243 538	30 048	860 139	91
7 900 000	7 449 700	-	-	-	-	-	-	0
10 400 000	9 807 200	-	919 755	1 909 589	2 121 143	2 046 203	6 996 689	71
3 000 000	2 829 000	-	336 229	316 527	792 722	309 442	1 754 920	62
1 700 000	1 603 100	-	677 989	574 495	649 222	-	1 901 706	119
2 400 000	2 252 787	2 460 453	-	-	-	-	2 460 453	109
-	1 515 213	1 515 213	-	-	-	-	1 515 213	100
26 400 000	26 400 000	4 562 219	1 933 973	2 800 611	3 806 625	2 385 693	15 489 121	59

% Spending Progress Report to 31 December 2016 per project

