

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

6th Quarterly Report | January to March 2017 | Issued June 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 share some of the significant achievements and successes coming out of the January to March 2017 quarter for the Girls and Boys Town Legacy Projects of The 702 Sun International CEO SleepOut™ 2015.

Projects that were particularly active during this period were Community Outreach, Preparation for Life, and Live, Love, Laugh.

In the section on Preparation for Life, you'll be able to read about the key variables and factors that have been identified as the

most critical focus areas of our work with youth entering and exiting care: Our 'Well Managed Classroom' training was provided to 52 educators, benefitting more than 3000 learners from three schools.

As the next quarter approaches, we anticipate that Buildings as Foundation of Family Life will kick into higher gear – pending receipt of Council's approval for the building plans.

Yours in appreciation,  
**Lee and all of us at Girls & Boys Town**

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

OUR PURPOSE

## THE FIVE PILLARS OF OUR SHINE™ PROGRAMME



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

HOW WE ACHIEVE IT

## GBT SHINE™ Goal: Significance Igniting the lights that help youth SHINE™

LEGACY PROJECT

**Live, Love, Laugh** – a two-year project with a R1 million allocation with an intended completion date at the end of 2017.



The beautiful gardens at Camp Caroline that our girls got to experience and enjoy.

We reported on the December 2016 girl camps expansively in the last newsletter, where it was clear that our young girls had benefitted extensively from the diverse growth opportunities offered to them.

We are currently working with our Gauteng teams to identify and select the girls who will be attending the camps during the July 2017 school vacations, obtaining agreements and permissions from parents, guardians and the Department of Social Development – and most importantly, preparing the girls themselves for their exciting adventures.

## GBT SHINE™ Goal: Home

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

### LEGACY PROJECT

**Buildings as Foundations of Family Life** – this 18-month project has an allocation of R7.88 million and an estimated completion date at the end of 2017.

The plans have been submitted to the Council for approval, and while we await this decision, planning for the tendering phase is underway, being managed by Boogertman and Partners:

1. Preparation of tender packs, consisting of plans already produced for Council submission, along with supplementary information. Timeline: early July 2017.
2. Distribution of tender packs early to mid-July 2017. Interested parties will have two weeks to submit a response. Timeline: mid to end July 2017.
3. Two week evaluation of applications.
4. Tender awarded. Timeline: early to mid-August 2017.

It is hoped that within that time, the plans will have been approved in order for construction to begin immediately following the awarding of the tender.

## GBT SHINE™ Goal: Independence

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

### LEGACY PROJECT

**Preparation for Life** – a three-year project with a R10.4 million allocation and completion date by 2018.

Residential Youth Therapeutic Interventions

Family Interventions

Educational Interventions

GBT research outcome will impact on all GBT programmes

### RESEARCH

The joint GBT/University of Johannesburg (UJ) research study began in 2009. Youth leaving care were tracked on disengagement and their outcomes measured relative to identified success and resilience indicators.

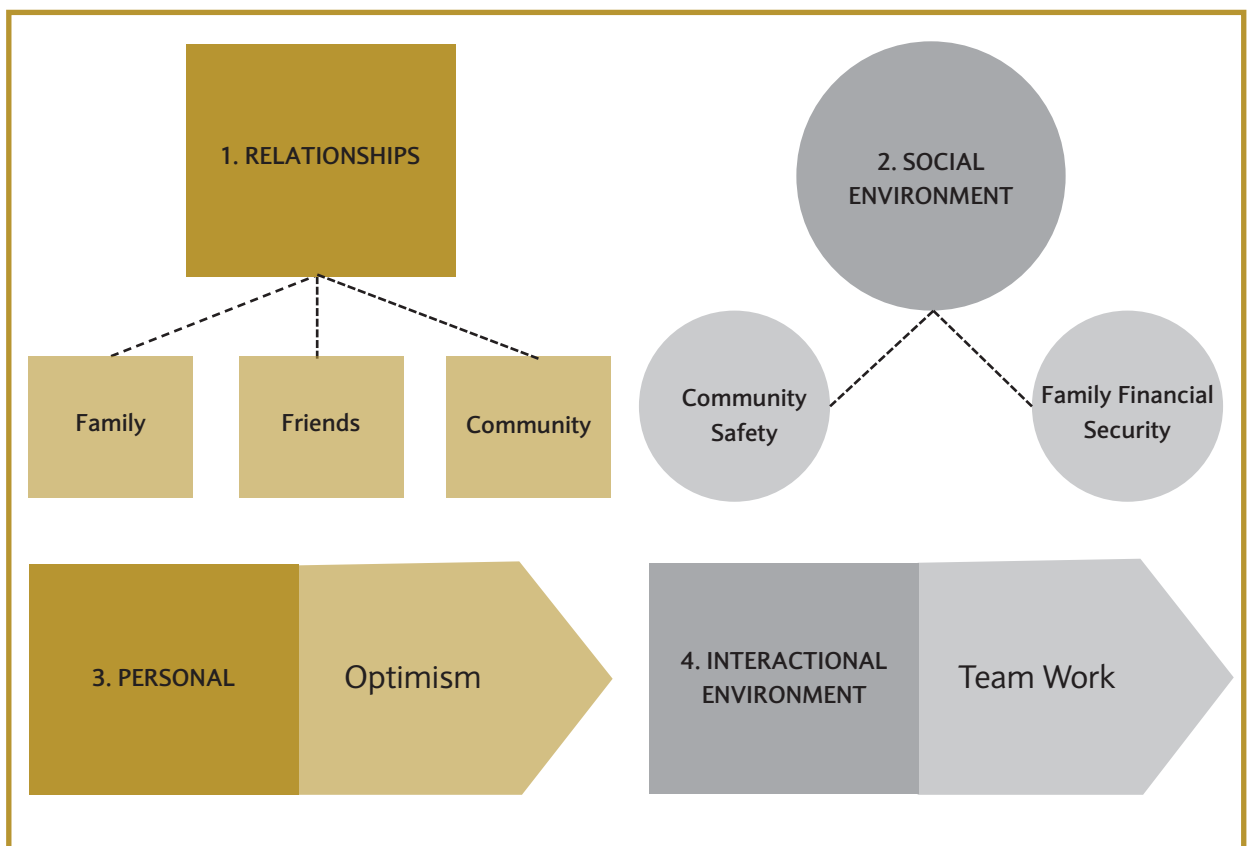
This work enabled us to identify initial year-on-year trends and indicators of resilience and success for our youth in transition, following which we developed our Youth Ecological Resilience Scale (YERS). YERS is based on validated and reliable data gathered and analysed

over the years. Phase 3 of the research study was supported by The 702 Sun International CEO SleepOut™ 2015 funding and it began in 2016. Phase 3 entails an extension of phase 2, where youth resilience levels are measured as they enter care and once they disengage.

Each youth's initial resilience measures are communicated to the therapeutic staff, where interventions are then individualised and designed to strengthen his or her resilience.

The year-on-year outcomes achieved by youth will continue to be measured, as part of the ongoing longitudinal research study. This will continue to progressively impact on the design of increasingly more effective and targeted interventions to strengthen programmes by the practice-based GBT clinical teams, as youth move towards and through achieving successful independence.

Our joint GBT/UJ partnership research outcomes, between 2012 and 2015, have shown that the most significant predictors of better independent living outcomes for care-leavers after one year includes youth who have and/or positively experience:



These findings suggest that meaningful and more positive outcomes for youth transitioning into independent living are more likely if specific resiliencies in youth (in line with factors illustrated in the graphic) are fostered during care and before youth are disengaged.

These variables have already and will continue to influence GBT programmes and intervention designs. The outcomes and developments are shared with and communicated to those working within the field of child development both nationally and internationally through workshops and we hope that in the future, it may provide content for formal practice-based publications. All qualitative interviews are consistently transcribed from the voice recordings into transcripts and all quantitative data is imported into our SPSS database for storage and ongoing analysis.

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



## GBT SHINE™ Goal: Nurture GBT and youth helping others to SHINE™ too

### LEGACY PROJECT

**Community Outreach** – a two-year project with a R3 million allocation for completion in 2018.

GBT has long recognised the importance and significance of family, school and community and their impact on the healthy development and ultimate successful independence of vulnerable young people.

This GBT 'helping others to SHINE™ too' Legacy Project encompasses:

- Activities engaged in by our GBT youth where they are afforded the opportunity to experience and learn the value of generosity by reaching out and helping others.
- Supporting the public sector through family support and educational training and mentoring programmes offered to schools and educators in less resourced areas.

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: Organisational & 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, 17 schools and 619 educators have been trained in the GBT 'Well Managed Classroom' workshop, impacting positively on 20 231 learners.



Between January and March 2017, the following SACE-accredited workshops, trainings and consultation processes were conducted by the GBT trainers and consultants:

**Well-Managed Classroom:** Training at three schools, Mphe-Thuto, Magalies State School and Kwaggafontein Primary, were attended by 52 educators, benefitting 3 070 learners.



Educator delegates attending the GBT accredited "Well Managed Classroom" training.

Within the Girls and Boys Town methodology, consultation services constitute on-line (ongoing, in the classroom) training.

**Effective Staff Development Through Consultation Services:** Supportive and mentoring processes were engaged in with educators from schools which had previously completed the 'Well Managed Classroom' workshops, including Unity Primary, Freedom Park, Munsinville Primary, Zakariya Park Primary, Sapebuso and Rafaelletse Primary.

Within the Girls and Boys Town methodology, consultation services constitute on-line (ongoing, in the classroom) training. This ensures that newly learned skills are actually put into practice, and GBT consultants implement strength-based feedback and skill development activities.

Participating educators provided the following feedback after the training and consultations:

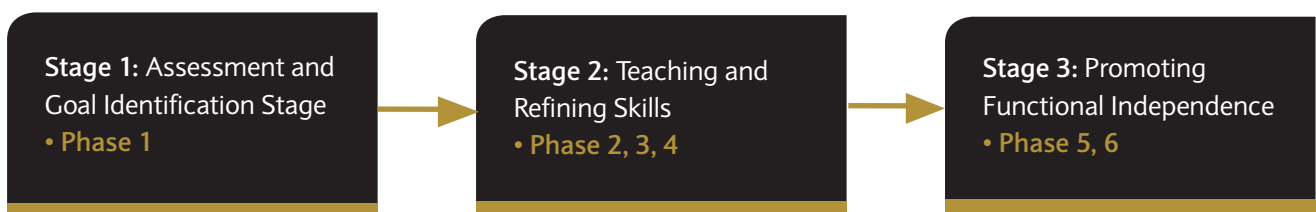
What stands out from this educator feedback are the learnings regarding their own growth and confidence ...

- I will now try and make it work.
- Approach situations more positively.
- I will use the buttons to calm out-of-control behaviour.
- I have learned to appreciate the little efforts that the learners make.
- I will try to stay calm in stressful situations and be at the level of the learner.
- I will now be more skill-orientated, and teach it to the learners.
- To praise learners more often and be more focused on the positive.
- I will now start praising my learners more often because I saw the importance of praise.
- I will stay calm and not shout at learners.
- I need to get to know my learners more so that I know how to help them.
- I need to stay calm in stressful situations in my classroom and reinforce the appropriate behaviour.
- To be patient with my learners and talk nicely.
- We need more of this training so that we maintain discipline at school.
- This was truly a gift from above as we had a need to buckle up on teaching our learners to behave better.

What stands out from this educator feedback are the learnings regarding their own growth and confidence in interacting with learners in a calm, patient, dignified and strength-based manner – all interactions that will lead to relationship-building between educator and learner – and a positive culture of education and learning environments. These are all welcome outcomes for both learners and educators.

## ▶ COMMUNITY-BASED FAMILY WORK

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



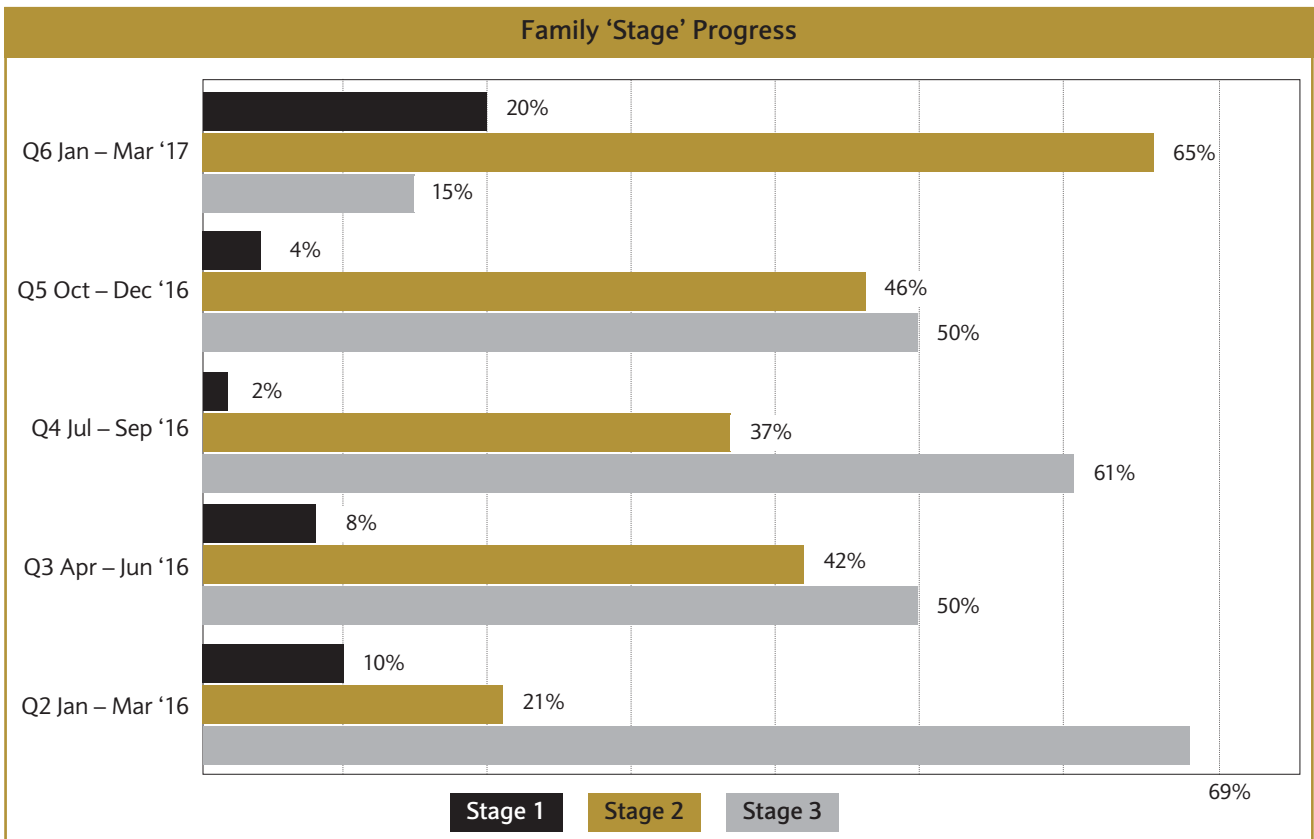
The Family Services team therapeutically works with families in their own homes and communities, continuously assessing for risk and building on the skills that address critical referral challenges and facilitate progress towards the families' functional independence and disengagement from the GBT Family Strengthening programme.

The Girls and Boys Town Family Workers travelled 3,506 km to work with family members in their own communities and homes within Gauteng. They have dedicated some 274.5 hours to healing and strengthening these families in direct interventions.



It is clear from the graph below that family members, those who enter new and those who have been part of the process for a number of months, are progressing steadily through the stages towards functional independence.

The 15% of families in stage 1 are mostly newcomers that joined the programme since 2016. Most of the family members (65%) are in the ‘hard-work’ stage 2 of learning new ways of managing and responding to their life and child-rearing challenges. The 20% of families having reached stage 3 are now much stronger and more resilient and able to deal with their own situations, and are being prepared for disengagement from the programme in the next few months.



Concrete practical services were also delivered to families where 15% were assisted with food parcels, 5% were clothing, and others with job-seeking activities, securing of furniture and beds for children to sleep on, applications for RDP housing and child support grants, referrals to psychiatric and medical services, and obtaining medication and counselling. In one case of suicide attempt, GBT helped with assessments and completion of a lethality questionnaire.

The following case study provides an illustration of the kinds of real-life issues that affect our communities and that benefit from GBT interventions.

**The GBT workers first established hope and confidence with the key family members, then began to build up their strengths and skill levels.**

When the family workers initially engaged with the mother and her child, they spent significant time in the home environment, identifying the family strengths and what was critical to each member in the family in terms of outcomes. Mother wanted help to achieve a happy and healthy relationship with her child. The GBT workers first established hope and confidence with the key family members, then began to build up their strengths and skill levels. One of the biggest challenges for the worker and family was to keep focused and motivated through the more difficult times.

In just over a year following the intervention, the mother describes her child as a leader and someone upon whom she can and does rely. “Everyone has noticed improvement in my health and my joy. It is amazing and all thanks to the support and help from Girls and Boys Town.”

## COMMUNITY OUTREACH

Youth were involved in many inspiring outreach activities during this last quarter. Sharing and caring for others is not only joyful and fun, but also assists the giver and receiver to heal, feel worthy, worthwhile – and significant. This aspect of the GBT programme is critical as it forms part of our children’s learning, sense of generosity and appreciation for what they have now and in terms of their potential and future.

Our youth visited Othandweni Children’s Home and helped to feed and bath the babies and brought a shine to the environment by assisting with a clean-up. Our youngsters then spent time playing soccer and netball with the youth at Othandweni.

Our girls visited the Strathyre Girls Home in Kensington, Johannesburg and spent the day with the youth there. They had a picnic and played netball with the Strathyre team and thoroughly enjoyed the home’s playground! This home for girls is in Berea, Johannesburg where two of our youth previously resided. They decided that they wanted to give those girls a party. Our youngsters spent many excited and happy hours discussing and planning food, gift choices, cooking and pursuing positive activities with the home’s residents.

Sharing and caring for others is not only joyful and fun, but also assists the giver and receiver to heal, feel worthy – and significant.



**GBT SHINE™ Goal: Education**  
Helping youth **SHINE™** in the classroom

LEGACY PROJECT

**Home Schooling** – a two-year project with a R1.7 million allocation was completed at the end of 2016.

# Legacy Project Spending Report

## 31 March 2017

### 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	Sixth Tranche 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	2 137 955	9 134 645	93
3 000 000	2 829 000	-	336 229	316 527	792 722	309 442	402 520	2 157 440	76
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	2 540 475	18 029 697	68

### % Spending Progress Report to 31 March 2017 per project

