

PROJECT REPORT

YOUTH FOR SAFER COMMUNITIES

OCT 2012 – FEB 2014



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YOUTH FOR SAFER
COMMUNITIES

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**YOUTH FOR SAFER COMMUNITIES:
IGNITING YOUTH TO PLAY A ROLE**

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INTRODUCTION

FOREWORD

Jonas Schumacher



For my personal liking, education in South Africa is still way too much of a one-way traffic affair. Very often teachers try to spoon feed their learners with information, while the learners are mostly resisting just like my three year old daughter when I try to spoon-feed her. Regardless whether pasta, porridge or veggies, she just would not see the thrill in me telling her to open, chew and swallow. The solution with my daughter was to stop forcing her, but making the eating experience exciting by giving her the power over the spoon and the speed she wants to eat in, while sitting with us at the table – just like an adult.

In the “Youth for Safer Communities” project we are making use of a very similar dynamic. We got 45 of our oldest learners together, all from Walmer Township, to work on the topic of community safety. We put the topic into their hands, let them research on it in their own speed, interact with experts in workshops and field trips, and we told them that they will have the task to facilitate workshops with their peers about community safety, too. All of a sudden they had the spoon in their hand and they were thinking of facilitating a workshop – just like an adult. Their relationship to the topic changed and they made it their own. They chowed more than we could have ever spoon-fed them and they performed as facilitators in a mature manner which made us question whether these are still the same kids.

The 45 learners reached over 2.000 of their peers through workshops, trying to activate them to play a more vital role in making their communities a safer and more pleasant place to be. Our evaluation shows what impact the workshops had on the participants: the fact that they were “taught” by learners in the same age, by learners from Walmer Township, they realized that this was about them and for them. They were not spoon-fed in the workshops but engaged together as the youth of the Mandela Bay about the role the youth could and should play! As a result they started different projects within their schools and will reach out to many more learners.

Imagine education wasn’t one-way traffic, but learners had full ownership over the content: it was their topics, they would identify with it because they were treated like adults, on eye-level with the teacher, working together on whatever the topic may be – wouldn’t that be exciting?

And wouldn’t it be breathtaking to give learners and the youth more often the chance to have their voice heard and their intervention of choice being implemented – with them, not for them!? I am sure we’d be able to pull out the root-causes of some of our society’s problems.

Let the youth be the difference that makes a difference!

Jonas Schumacher giving a thank you speech to the YSC facilitators at the “Youth for Safer Communities” Awards Ceremony.



Jonas Schumacher doing a welcoming speech at the launch of the “Youth for Safer Communities” project.



FOREWORD

Dr Tina Silbernagl



Dear learners of the YSC project,

Many people say that young people like you are the future of a country. We say no, you are not just the future, you are also very important right now, today. Young people like you are the key to changes in your own lives and the lives of people around you. With your very different talents, your drive and motivation to create a better future for everyone, things will just not work without you. And this is not just with regards to the development of South Africa as a whole but also in the field of creating safer communities.

Why? It is because you know very well the problems and opportunities in your communities. You are in the middle of it, with your eyes and ears wide open. Every day you are there and can see how people you know – family, friends and neighbours – are struggling with the problems caused by the lack of safety.

But you not only know the problems that your community faces, you also know the people, the neighbourhood and the local institutions well enough to realise where there are opportunities for making communities safer.

Of course, young people cannot change the world in one day either. And also they should not endanger themselves by trying to take over the role of the police or local leaders. However, the fact that you know the reality of your lives like nobody else provides you with knowledge and insights that other people just do not have.

With the knowledge and skills you have accumulated with a lot of hard work over the last months, you are equipped to make contributions to creating safer spaces around you. The contributions might not be huge, however, since you are many, just imagine if everyone makes one small contribution. When you look at them together, you will see how powerful you can be. In addition to making small changes yourselves, you now also have an understanding of the factors that make young people engage in violence and criminal behaviour (risk factors), but you have also heard about those factors, that protect people from moving in the wrong direction. Therefore, by passing on your knowledge to other young people, you are now adding to the many small changes initiated by yourself. With our GIZ-programme “Inclusive Violence and Crime Prevention for Safe Public Spaces (VCP) we support an approach where the creation of safety is not left to the police or private security companies anymore, but something that many people have to achieve together. As you all know, violence and crime in your communities have many root causes. Some people may resort to violence and crime because they are poor and desperate. Others might be under the influence of drugs. Many people have experienced violence throughout their lives in their families and relationships. For them violence became a normal part of their life. In order to address all these challenges different role players have to work together and make their contribution. Politicians, NGO’s, social workers, health workers, town planners,

community organisations, individual community members – old and young, male and female – and of course the police – they all have a contribution to make. We call that a “systemic approach”.

What is also important to note, is that all over the world young people are the main victims – but also the main perpetrators of violence. This is also true for South Africa, where almost 30% of the whole population is considered as youth (15–34 years). This means that change really has to start with you and your peers! We are therefore glad to see that in the “Youth for Safer Communities”-project – you – as young people, engage your peers in addressing the pressing challenge of violence and crime in your communities. You can show your community, your city and your country that young people are not the problem – they are the solution!

Moreover, by participating in this project you will:

- ✓ learn to develop important life skills,
- ✓ discover your strengths and potentials,
- ✓ realize that you can make a difference in your community,
- ✓ act on this and make a contribution towards a safer community,
- ✓ pass on the knowledge and skills so that other youth can do the same.



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Therefore, we are excited about this project and look forward to meeting some of you at the youth conferences or workshops or exchange thoughts on the Facebook page of “Youth for Safer Communities”.



Dr Tina Silbernagl mesmerised by a speech given by one of the YSC facilitators. From left: Dr Tina Silbernagl (Head of Inclusive Violence and Crime Prevention Programme), Lihleli Kutas (Youth for Safer Communities facilitator), Linda Zali (Youth for Safer Communities coordinator).



Dr Tina Silbernagl discussing the current state of crime and violence prevention in South Africa at the Youth for Safer Communities' project launch.



THE YOUTH FOR SAFER COMMUNITIES PROJECT

The Youth for Safer Communities (YSC) Project is a project that aims to encourage young people to recognize the role they can play in the creation of community safety. In addition to that the YSC projects aims to activate young people to come up with ideas where they see themselves playing a role in community safety. This project uses the peer to peer education approach, where young people are trained to be peer educators of community safety. 45 young people from Walmer Township were trained to develop and run community safety workshops. The plan was to run workshop to 2000 grade 10 learners in 25 high in Nelson Mandela Bay.

To prepare for the workshops, the youngsters from Walmer Township went on a research phase to find out the different causes of crime and violence in the Nelson Mandela Bay. Using the ecological model they researched the different causes of crime and violence at the different levels of society. They visited a number of places, which included the National Institute for Crime Prevention and Re-integration of Offenders (NICRO), to learn about the causes of crime and violence. After visiting these organizations they went on an 8 day summer camp to consolidate the information they obtained from the research phase and created their own community safety workshop plan.



YSC learners discussing the risk factors that young people are subjected to in Walmer Township in one of the lessons they had during the research phase.



YSC learners interviewing residents from Gelvandale about their perceptions on crime and violence in their area.

Since all the learners came from Walmer Township, they were not familiar with how other people in the Metro perceived crime and violence prevention and the issues of safety. As a result they embarked on field research to find out what the people, especially the youth, of Nelson Mandela had to say about crime and violence. They visited areas from the townships to the so called Northern Areas.

Parallel to the field research phase media material was produced for the workshops: a song to activate the youth was written and professionally recorded, and a video clip was created together with a local heroes documentary. In addition to that a magazine with the practical tools to help the youth of Nelson Mandela Bay in their quest for a safer Metro, was published.

After the two research phases the learners had vast information about the causes of crime and violence in the Metro, plus views of the general public about the issues of safety. In addition to that they had a workshop plan with modern media material. Last but not least, the learners received three days of professional facilitation training ahead of their workshop series. The workshop plan was amended straight after the training and test run with grade 10 learners of Walmer High School.



A YSC facilitator, Sanelisiwe Dick, giving instructions to her fellow grade 10 learners from Walmer High School during the Community Safety Workshops.

The workshop series started in July 2013 where the YSC learners went to different high schools in the Nelson Mandela Bay to activate the youth to play a role in the creation of community safety. A month after the workshop series started the schools in the Metro knew about the project but the general public was not aware of the project. The YSC project was then officially launched in September to introduce the project to the stakeholders in the Metro and the general public.

During the workshops the participants were encouraged to come up with ideas for projects which increase safety within their schools or community. In each school one winning idea was selected and two representatives per school were nominated. The winning ideas were taken to a youth conference where in total 60 representatives from the schools were taking part. The conference gave the youth a platform to discuss ideas of how the Nelson Mandela Bay could be made a safer and a better place.

The participants selected three projects which will be implemented in 25 schools in 2014:

- ✓ Debate Club;
- ✓ Drama;
- ✓ Empowerment.

Due to its success, the workshops will also continue in 2014 and the Masifunde team will work on ways how the project could be replicated by other organisations, too.



YOUTH VIOLENT CRIMES IN SOUTH AFRICA

South Africa is one of the countries with the highest rates of violent crimes in the world. How violent South Africa is, has been a debate in international news especially after the deaths of Anine Boosen, Reeve Steenkamp and Mido Macie that occurred in different but under merciful circumstances. According to an article written by the Institute for Security Studies (ISS) the clearest indicator of how violent South Africa is, is to compare the country's murder rate to other countries: During the year 2011 and 2012 South Africa had 30,9 murders per 100 000 people. This means that South Africa has a murder rate four and a half times the international average which is 6,9 murders per 100 000 people. However it should be noted that South Africa is becoming less violent over time. Since 1994, the murder rate has decreased by 54% (Institute for Security Studies, 2013). Some of the violent crimes that occur in South Africa are perpetrated by young people. The Centre for the Study of Violence and Reconciliation (CSVR) revealed that 31% of the suspects in crime related murders were 19 years old or younger.

Violence has become a part of the South African culture. This could be the results of what happened during the apartheid era. Some South Africans view violence as a legitimate way to resolve conflict. One school of thought believes that most people in South Africa believe that one should act in a violent manner for change to happen. This has been made evident in the number of violent and destructive service delivery protest that had been happening in the country the years 2012, 2013, and 2014.

The Centre for the Study of Violence and Reconciliation (CSVR) identified the following factors that contribute to the high rates of violent crime in the country, and these include:

- ✓ Inequality, poverty, unemployment and marginalization;
- ✓ Vulnerability of young people, which is linked to poor child rearing and youth socialization;
- ✓ Values related to violent crime, such as ambivalence towards the law and the normalization of violence;
- ✓ Overdependence on an inefficient criminal justice system, and not enough emphasis on other approaches that could assist in preventing violent crimes.

There are other factors that create an environment conducive to crime and violence. The World Health Organisation (WHO) identified a number of factors in their 2012 paper of Country Assessment on Youth Violence, Policy and Programmes in South Africa. One of those factors is the gaps in the South Africa's legislative and policy framework. There is insufficient emphasis on crime prevention. South Africa has in place progressive legislation to address the socio-economic drivers of crime and violence, in the form of the National Crime Prevention Strategy (NCPS), this has not been implemented. This represents a lost opportunity for a proactive, integrated, multi-sectoral response to crime and violence in South Africa.

Another factor is that there is a gap in the range of programmes. Government programmes tend to focus on the economic empowerment and offender related initiatives. There are a few initiatives that intervene at the family level, or that link the home and school environments. There is little emphasis on creating supportive after-school options or opportunities for youth to explore their talents and potential.

OVERVIEW METRO



YOUTH IN GENERAL

The term youth in South Africa refers to people who are between the ages of 14 and 35 years. This range encompasses young people in different phases of life. It includes children and young adults who are in school, who are living with parents or guardians; people who are trying to find work; as well as those starting families of their own (The Social Development Department, The World Bank). According to census 2011, the youth in the Nelson Mandela Bay constitute 37,1% of the population.

Like the youth of South African in general, the youth in Nelson Mandela Bay are seen as either perpetrators or victims of crime and youth violence. Emerging data shows that young people suffer much higher levels of victimization than adults. They are also often the perpetrators of violence against other youth and the population as a whole. According to a study by Centre for the Study of Violence and Reconciliation (CSVR), young people were suspects in 75% percent of murders of children, 83% of murders of other youth, and 61% percent of murders adults. While a study done by Centre for Justice and Crime Prevention (CJCP) showed that one out

Nelson Mandela Bay Municipality is located on the south-eastern coast of Africa. It is one of the biggest municipalities in South Africa. In 2001, the Nelson Mandela Bay Metropolitan Municipality was formed as an administrative area covering Port Elizabeth, the neighbouring towns of Uitenhage and Despatch, and agricultural areas. The Nelson Mandela Bay is a major support of seaport and automotive manufacturing centre.

The Nelson Mandela Bay is in the Eastern Cape Province. Like most provinces in South Africa, the Eastern Cap is battling with high rates of crime and violence. One interesting thing to note however is that the Eastern Cape is not as violent as the rest of South Africa. In a paper written by Corene de Wet from the University of Free State, the Eastern Cape together with the Gauteng province had violent rates that were less than the national average of 22%. However that does not mean that the people in the Nelson Mandela Bay are not affected by crime and violence. In fact most people in the metro do not feel safe. It does not matter whether people are from formal settlement or informal settlement, shack or a mansion. One thing many people have in common is that they do not feel safe in the Nelson Mandela Bay.



© by Berthold Gabel (left); Stefan Schäfer (right) @Wikimedia Commons



of every four youngsters between the age of 12 and 22 have been victims of violent crime in the 12 months preceding the survey (The Social Development Department, The World Bank).

The World Health Organization (WHO) defines youth violence as the involvement of young people whether as victims or perpetrators, in incidents involving threat or use of physical force in the context of interpersonal or inter-communal or other conflict or crime.

Research has shown that violence and crime is for many young people a part of life; it is a feature of their homes, schools and communities, and has become an accepted component of youth people's social interactions. Many children are also growing up in home environments where they lack developmental investment needed to be-

come healthy and well adjusted adults. (The Social Development Department, The World Bank, 2012).

One of the major challenges faced by young people in the metro is unemployment with the youth unemployment rate being 56,3%. This problem then leads to other problems in the metro which include poverty, gangsterism, etc. The youth of Nelson Mandela Bay use gangsterism as a way to escape the challenges of living in poor condition due to being unemployed.

Being part of a gang has become a norm for the youth of Nelson Mandela Bay, especially the youth in the northern areas. According to an article done by the local newspaper, The Herald on the 2nd of September 2013 page 6, school pupils as young as 12 years are starting to form their own gangs in Port Elizabeth's northern areas and



Gang Turfs: A graphic indicating the areas in Port Elizabeth affected by gang activity, and which gangs operate there.



Walmer Township

CRIME HOTSPOTS IN THE BAY

People in all areas on the Nelson Mandela Bay at one point in their lives complain about the metro not being a safe place. According to youth of NMB, areas that seem to have currently the most challenges with crime and violence include:

- ✓ Helenvale
- ✓ Gelvandale
- ✓ Schauderville
- ✓ Central
- ✓ New Brighton
- ✓ Summerstrand
- ✓ Humewood
- ✓ Gamble Street
- ✓ Motherwell
- ✓ Walmer Township

they are responsible for a number of unrest in the Bay. In some instances one might find these gangs operating within the school premises. A high school principal in Gelvandale was forced to close his school when several gangsters entered the school premises and threatened teachers with a firearm (Algoa FM News, 2013).

The issue of gangs does not only affect the youth of the northern areas. New Brighton and surrounding area are also battling with the issue of gangs. The youth of New Brighton look up to these men who drive fancy cars and wear expensive clothes. They refer to gangsters in New Brighton and surrounding areas as "Amagintsa". In these areas being in a gang is seen as a lifestyle. Hence, most young aspire to be part of these gangs.

Poverty, high youth unemployment rate, and the idolization of older gangs are factors that attract the youth to the life of crime. Other factors include the following:

- ✓ Domestic violence and gender based violence
- ✓ Anti-social peer pressure networks and role models
- ✓ No parental supervision or parental skills
- ✓ The situation of dropouts who cannot find other forms of employment

The following figure shows a graphic indicating the areas in Port Elizabeth affected by gang activity and which gangs operate there.



WALMER TOWNSHIP

Walmer Township¹

inhabitants: 26,445

70% in the age of 0–34

20% finished grade 12

30% did not finish primary school

35% are unemployed

89% of the employed earn less

than R 1,600 per month

50% informal settlement

As a young person in Walmer Township you are faced with enormous socio-economic challenges that come with the poverty and unemployment due to very low levels of education and lack of job opportunities. Driven by these factors most young people dropout of school at a very early age. They struggle to find proper employment due to a lack of minimum qualifications like a matric certificate. Peer pressure is another major challenge that the youth has to battle with as most of the peers engage in alcohol and drug use. This is partly a result of the lack of opportunities to take part in extramural activities in Walmer Township, such as sport, arts and music. Many taverns and sheebens in the township have become the only alternative for young people to

¹ All data is taken from the Census 2011, conducted by Statistics South Africa.

Sinnikiwe Sali posing for the camera while she is doing her homework at the homework club.



THE INTERVENTION

MASIFUNDE'S GENERAL APPROACH TO YOUTH WORK

Masifunde believes strongly in the empowerment of children and youth through holistic high quality education to allow and enable them to make the necessary life-changing changes in their own lives themselves and at the same time become the agents of change in their direct social environment. None of Masifunde's programs make use of traditional teaching methods, instead the learners take ownership of their lessons and lesson-content. They assist in generating the facts themselves – e.g. through surveys, interviews with experts, field trips, or online or library research. They are not spoon-fed the content and thereby develop an increasing hunger for knowledge. At the end of each term, Masifunde's learners go out into their communities to share whatever they consider worth sharing from their lessons' findings. This develops the eagerness within the learners to be so knowledgeable that they can apply and implement the content instead of just learning by heart and reproducing it afterwards. At the same time, the level of concentration and participation of learners who are taught or informed by Masifunde's learners of the same age during project work activities is visibly higher than when interacting with their much older class teacher. The variety of topics as well as the level of personal engagement through peer to peer teaching – informally as well as structured and systematic in a class room setting – is also way higher than with a class teacher, which makes the approach very suitable for life skills topics which aim at initiating behavioral changes of the learners.

MASIFUNDE'S METHODOLOGIES

Masifunde managed to develop its own pedagogic approach (consisting of an innovative term- or program- and lesson structure) of interactive and learner-centered learning.

Term and program structure:

1. Learners are involved in setting goals!

This ensures they work towards something which is of value to them and establishes the foundation of ownership for the topic. In YSC this happened at the beginning of the project during the research phase.

2. Learners are involved in generating the content and learnings!

Either through handouts, online or library research, expert interviews, surveys or excursions, the learners assist in getting the answers to their questions and towards achieving their goals. In YSC this happened during the Research- and Field-Research-Phase.

3. Learners experience what they are talking about!

Study trips and excursions are compulsory of each term for each topic which gives the learners exposure to the world outside the township and which allows them to get practical input about theoretical topics. In YSC this happened during the Research- and the Field-Research-Phase.

4. Learners share what was of value to them!

The learners decide what was the most eye-opening learning to be shared with their peers.





Mrs Mbopha, the homework supervisor at Masifunde Learner Development, assists Siyolo Makasi with his homework.

They decide on a creative way to share their findings, prepare their project and implement it together, e.g. a school presentation, drama play, poster, or pamphlet. The learners apply what they've learned, improve their project management skills and have a mutual feeling of success which boosts their self-confidence. In YSC the learners developed their own intervention during the eight-day Summercamp and implemented their intervention (the community safety workshops) in the workshop phase.

5. Learners evaluate critically!

At the end of each term learners evaluate their own performance, the performance of their peers and facilitators. They learn to give and receive constructive feedback and to work towards goals. In YSC this happened at the end of each phase.

Lesson structure:

1) Each lesson is divided in different parts. For example: A short ice-breaker is followed by an online research which leads to group work. The results are discussed in a plenary or fishbowl discussion. Since the learners are exhausted from school and school work, the facilitators make sure that lessons are interactive and entertaining. Each lesson is individually designed to be stimulating and different to what they are used to from school.

2) Innovative media usage

Children in a township have usually no access to computers although it is of high importance to be computer literate these days. Therefore, besides computer classes, the usage of computers, internet, photo- and video-cameras, is woven into the curriculum to make sure it becomes a



The grade 11s learning about personality types with Anele Gqirhana presenting his – using a picture.

norm for the learners. Whether they type and layout their own pamphlets or posters with self-taken pictures, or shoot a short film which sends out their message, whether they have to do an internet research or prepare a PowerPoint presentation: At a very early age media usage becomes part of their daily life. In YSC the learners developed their own youth magazine and assisted in the shooting of the YSC-documentary.

3) Innovative priorities

As from the beginning, Masifunde followed the philosophy to rather train fewer learners in a holistic and life-changing manner instead of training as many learners as possible a little bit. Although, it is challenging to resist to implement mass-participation programs which produce high numbers, Masifunde concentrated on their core focus group to take them to the current level at which they are able to do changemaker activities on mass-participation level themselves, e.g. the YSC workshops in which 45 Masifunde learners (core group) reached over 2.000 learners (mass-participation).



The film group interviewing a resident of Walmer Township for their documentary series called Izimvo Zethu. From right: Wonga Mankeli & Andisiwe Mbelekan

THE ROLE PLAYERS

MASIFUNDE LEARNER DEVELOPMENT

Masifunde Learner Development is a youth development organization in Walmer Township, Port Elizabeth. We currently train over 200 motivated and talented learners to become change makers in our communities. In all our activities we consider youth neither as victims nor as perpetrators but as a solution to social challenges. We utilize an all embracing training process which focuses on personality building, life skill training, academic support as well as extra-curricular activities. Our team consists of a young and dynamic staff of 12 full- and part-time employees, 6 full-time volunteers and 25 part-time volunteers. We are also supported by an interactive network of students and young professionals in South Africa, Europe (Germany) and USA.

"LEARN4LIFE!"

All learners at Masifunde, starting from Grade 3 up to Matriculation, take part in an educational and interactive life skills training program named "Learn4Life!": Weekly lessons, study trips and an annual summer camp make sure that learning is life changing yet fun. In our carefully designed curriculum the learners work on one topic (e.g. Health & Hygiene, Environment, Business Orientation, Personality Training, Social Environment & Culture) for one full term. Each term highlights in project work through which our learners get activated systematically on a peer-to-peer basis, for example they run workshops in their schools (such as during the Youth for Safer Communities project), do drama performances, put up posters, hand out flyers and brochures, do presentations or get hands on in clean ups or renovation work.

The Masifunde team, back from left: Mareike Thieben, Jonas Schumacher, Almut Hoffmann, Lennart Mörsstedt, Mfana Stout, Jasper Ncube, Kevin Kimwelle, Laura Klapper. Front from left: Msikeleli Moli, Nomtha Ndyoko, Shane Mangangaza, Fatima Klett, Linda Zali, Robin Loh, Dainess Munyenembe, Zena Bally.





The drama group, Born Free, performs their drama piece called the adventures of Nkosi.



The Masifunde learners report for lifesaving duty at Sardinia Bay, from left: Olwethu Mabele & Tobela Bailey.

BURSARIES

Masifunde gives out full bursaries for learners to attend former model-C schools outside Walmer Township. Currently 46 learners attend schools such as VP Grey, Clarendon Park or Victoria Park High School. They receive full bursaries which cover all school related costs, plus transport and daily homework support. These learners become core participants in above mentioned "Learn4Life!" programme, where we recruit three learners from the township schools for each learner with a bursary.

TALENT FACTORY

In addition, Masifunde offers a variety of extra-curricular activities to all of its participants as well as to all interested learners of Walmer Township:

- ✓ Computer courses on beginners, intermediate and advanced level
- ✓ Drama group "Born Free" which tours through the schools of Port Elizabeth once a year
- ✓ Journalism group which publishes the youth magazine "Walmer's Own"
- ✓ Film group which produces short documentaries on their community
- ✓ Arts classes for beginners intermediate and advanced learners
- ✓ Children- and youth-choir
- ✓ Swimming lessons highlighting in the training of lifesavers
- ✓ Fitness- and self-defense classes

YOUTH FOR SAFER COMMUNITIES FACILITATORS

The drivers of the Youth for Safer Communities (YSC) project are members of three "Learn4Life" groups. When they started the project in 2012 they were doing grade 9, 10, and 11. They have been with the YSC project for almost two years. In total there were 36 facilitators who facilitated at least one youth for safer communities workshops. Lihleli Kutase and Sanelisiwe Dick are two of our best "Youth for Safer Communities" facilitators who have been with Masifunde for many years.



The grade 9 learners learn about gender stereo types, from left: Katrin Grunwald-Delitz, Lulama Mpongsohe, Nkosinathi Qandana, Nomnikelo Veto, & Zanele Stout.



Grade 6 learners doing a topic environment went out to the beach to search for crabs with a help of an expert.



Grade 10 learners had a topic HIV/AIDS went out to a clinic to learn about how HIV testing is done. From left: Onela Lukwe, Bongani Mphongoshe, & sister Thumela.

LEARNER PROFILES

Lihleli Kutase, born in 31st July 1996, joined Masifunde in 2006 she has been part of our "Learn4Life!" ever since she joined. She is one of the learners who finished the first cycle of "Learn4Life!". Lihleli matriculated from Walmer High in 2013 with two distinctions. Throughout the years she has joined a number of our talent factory activities. She has been part of the young journalist group Walmer's Own, the Film Group and the Arts Group. Recently she has been a YSC facilitator which facilitated workshops in a number of schools which include, Alexander Road High, Gamble Street High, Walmer High and Victoria Park High School. One of the major highlights of her years with Masifunde was when she was one of the panelists in a panel discussion that occurred during the YSC launch.



Sanelisiwe Dick facilitating a workshop to grade 10 learners of Ithembelihle High School.



Lihleli Kutase doing the hopes and fears section with the learners from Victoria Park.

Sanelisiwe Dick, born in 4th October 1998, joined Masifunde in 2006 when she was in grade three. Sanelisiwe is currently doing grade 11 at Walmer High. She is one of the smartest learners in "Learn4Life!", she won the award for "Best Achiever" for two years in a row in our annual "Learn4Life!" price giving ceremonies. She has also been part of a number of our talent factory activities. She has been with the Learn2Swim and the Surf Group and she did her International Computer Driver's License (ICDL) in Masifunde's computer classes. She is currently with the Walmer's Own (WOM) high school magazine. One of her major highlights throughout her "Learn4Life!" career is being editor in chief for the WOM Youth for Safer Communities special edition and the Newsletter WOM produced for the Youth for Safer Communities Conference.





Sanelisiwe and Lihle in action preparing for a presentation at the facilitators training. From left: Lihleli Kutase, Gcobani Peter, Hlombekazi Breakfast, & Sanelisiwe Dick.

YSC TEAM

Almost every single team member at Masifunde Learner Development was involved, be it directly or indirectly, with the “Youth for Safe Communities” project. However the core team included the following people:

Linda Zali

“Youth for Safer Communities” Coordinator

Linda Zali is part of the Masifunde local team. She finished high school in 2004. She has a Bachelor's degree in Psychology as well as BA honours in Labour Relations and Human Resources which she obtained at the Nelson Mandela Metropolitan University (NMMU).

Shane Mangcangaza

“Learn4Life” Facilitator

Shane Mangcanga is one of the facilitators that are from Walmer Township. He has a Bachelors degree in Sociology which he obtained from the Vista University (now formally known as NMMU Missionville Campus)

Jonas Schumacher

Masifunde's Managing Director

Jonas Schumacher finished High School in 1998. He has a Master Degree in Political Science with Business Management and African Anthropology from the University of Mainz, Germany, as well as a BA Honours in South African Politics and Political Economy from the University of Port Elizabeth.



Extended Team Members:

Simone Strobel, *Walmer's Own Coordinator*

Racheal Chikadaya, *Events and Web*

Sarah Halbauer, *Photographer*

Noxolo Mali, *Catering*

Sebastian Kuhn, *Filmmaker*

Zingisa Sofayiya, former *“Learn4Life” Coordinator*

And many more

GIZ

The wide range of services offered by the **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH** are based on a wealth of regional and technical expertise and on tried and tested management know-how. We are a German federal enterprise and offer workable, sustainable and effective solutions in political, economic and social change processes.



Most of our work is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ). However, GIZ also operates on behalf of other German ministries and public and private bodies in Germany and abroad. These include governments of other countries, the European Commission, the United Nations and the World Bank. We are equally committed to helping our clients in the private sector attain their goals.

Facts and figures

GIZ operates throughout Germany and in more than 130 countries worldwide. Our registered offices are in Bonn and Eschborn. We have more than 17,000 staff members around the globe, some 70% of whom are employed locally as national personnel. GIZ's business volume was about EUR 2 billion as at 31 December 2011.

“Inclusive Violence and Crime Prevention for Safer Spaces” (VCP)

People's mobility and quality of life and their participation in public life and in sustainable development processes greatly depend on the

safety of public spaces. South Africa's safety issues are one of the obstacles to the country's development. Although the situation has slightly improved over the past few years, the country's violence statistics remain disconcertingly high. A lack of access to public services, a high rate of unemployment and a lack of prospects, particularly for young people, are factors conducive to violence in society. In 1996, in response to the alarmingly high violence rates, the Government adopted a National Crime Prevention Strategy.

The objective of this strategy was that public sector, civil society and community based organisations cooperate more effectively to promote the safety of particularly vulnerable population groups in disadvantaged communities.

On behalf of the German Government, GIZ is implementing a project on “Inclusive Violence and Crime Prevention for Safe Public Spaces (VCP)”, which follows a comprehensive, systemic approach. The project strengthens cooperation between practitioners who work in violence prevention and promotes collaborative thinking and action by public sector and civil society organisations at all levels of governance. This is achieved through dialogue events, study trips, sharing good practices and the creation of exchange platforms.

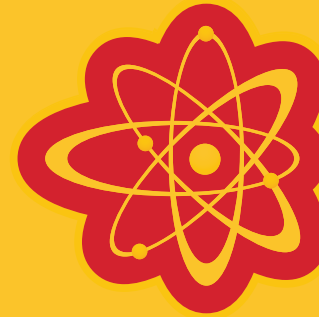
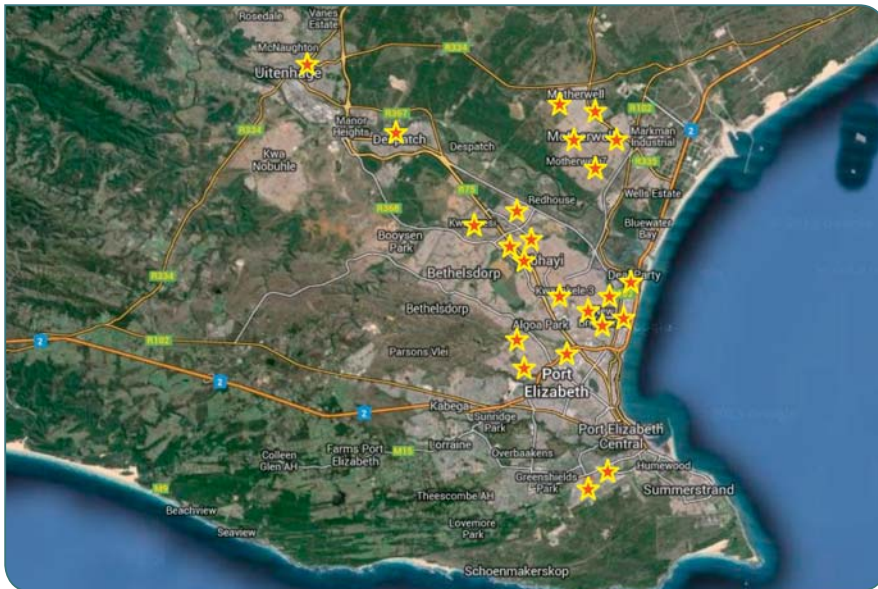
Another priority area of the project involves training various practitioners including police officers, urban planners and government representatives, in the prevention of (youth) violence and in urban development that specifically addresses the safety needs of women and girls. Local government authorities are given support in networking practitioners more effectively and in recognising how joint initiatives can help to enhance safety. In addition, the project helps mainstream violence prevention in relevant processes and institutions in the Nelson Mandela Bay Municipality and other selected municipalities. Other measures promote the social involvement of young people and enhance their employability in order to strengthen social cohesion in the communities and harness the particular potential of young people in developing sustainable violence prevention measures.



PARTNER SCHOOLS

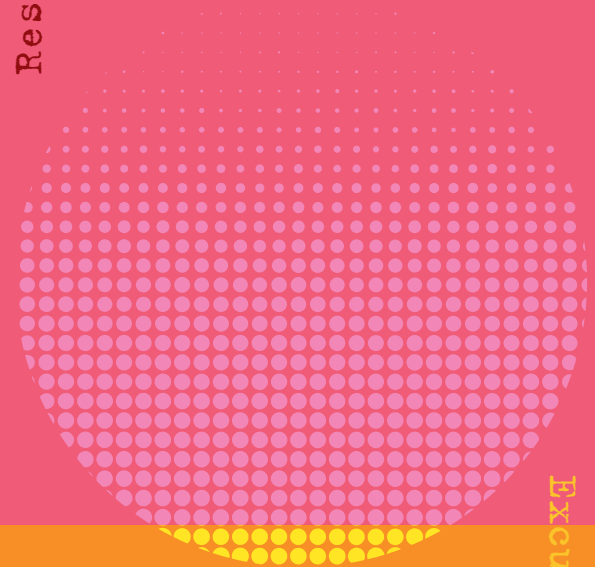
For the YSC project Masifunde partnered up with 25 high schools in the Nelson Mandela Bay. The schools were selected using some, not necessary all, of the following criteria:

- ✓ The area in which the school is situated to have at least one school in each area of the Nelson Mandela Bay.
- ✓ The schools that have learners who come from diverse areas. The reason behind this was to reach as many young people from all areas of the Nelson Mandela Metro as possible.
- ✓ The rate of crime and violence in the different areas to ensure that the workshops would be implemented in at least one school of each of the crime hot spots around Nelson Mandela Bay.
- ✓ The number of risk factors that the learners are subjected to. In the areas where the youth is subject to a high number of risk factors the plan was to visit more than one school.
- ✓ The background of the learners, looking at the socio-economic status of the area they come from.



Experts

Research Phase



Excursions



PHASE 1

PHASE 1

"THE RESEARCH PHASE"

08 OCTOBER – 07 DECEMBER 2012

45 learners from Walmer Township, members of Masifunde's "Learn4Life!" programme, from grade 9, 10, and 11 as well as young journalists (learners from Grade 8 – 12) of the Walmer's Own Magazine researched on the topic of crime and violence prevention and safety in the Nelson Mandela Bay.

Objective:

The 45 learners become young experts in the field of crime and violence, its root-causes and potential prevention and understand systematic approaches to public safety.

Methods:

Each grade with each 15 learners worked in 10 weekly "Learn4Life!" (life skills training programme) lessons which last 90 minutes, take part in excursions and workshops. To understand the many different causes of crime and violence the ecological model proposed by the World Health Organisation was used during the "Learn4Life!" lessons. The ecological model looks at the dynamic interrelations among personal and environmental factors that increase the likelihood of a young person to engage in criminal and violent activities.

THE ECOLOGICAL MODEL

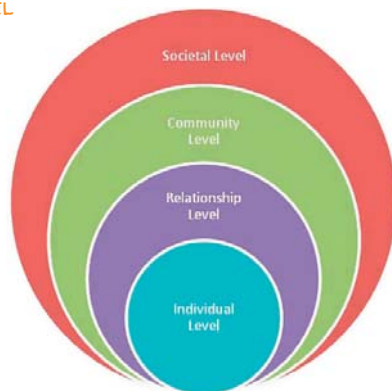


Figure 1: The Ecological Model

The ecological model has four levels; the first one is the individual level which identifies biological and personal factors that increase the likelihood of becoming victims or perpetrators of crime and violence. Some of these factors include education, age, substance abuse, personality traits and previous exposure to crime and violence.

The second level is the relationships level which examines close relationships that may increase the risk of experiencing crime and violence as a victim or perpetrator.

The community level is the third level of the ecological model explores the setting, such as schools, workplaces and neighbourhoods

in which social relationships occur and seeks to identify characteristics of these settings that are associated with becoming victims or perpetrators of crime and violence.

The fourth level is the society level which looks at the broad societal factors that help create a climate in which violence is encouraged or inhibited. These factors include social and cultural norms. They also include the health, economic or social inequalities between groups in society.

Before a term starts, the learners together with their facilitator they come up with a plan for the term. The following table shows a term plan the they came up with for term four 2012:

| STRUCTURE OF THE TERM | LESSON DATE |
|---|------------------|
| Introduction - Introduce the project - Introduce the systematic approach to crime and violence prevention and the Ecological Model | 08. October 2012 |
| Individual Level - Identify risk factors - Identify role players | 15 October 2012 |
| Excursion National Institute for Crime Prevention and Reintegration of Offenders (NICRO) | 19 October 2012 |
| Youth violence and crime prevention at the Individual Level | 22 October 2012 |
| Relationship Level introduction - Identify risk factors - Identify role players | 29 October 2012 |
| Excursion Families South Africa (Famsa) | 02 November 2012 |
| Youth violence and crime prevention at the Relationship Level | 12 November 2012 |
| Community Level Introduction - Identify risk factors - Identify the role players | 12 November 2012 |
| St Albans Education Centre | 16 November 2012 |
| Youth violence and crime prevention at the Community Level | 19 November 2012 |
| Societal Level introduction -Identify risk factors -Identify role players | 26 November 2012 |
| Workshop with Business Against Crime | 30 November 2012 |
| Youth violence and crime prevention at the Societal Level | 03 December 2012 |



As reflected in the table above, three weekly lessons were designated for each of the ecological mode levels. On the first week the learners were taught the theory, using methods such the role plays, debates, discussions and world café. The idea was to identify risk factors that increased the probability of crime and violence at the difference levels. In addition to that, key role players that are active at a particular level would be identified. These were people or organisations that decrease the probability of crime in Nelson Mandela Bay. The content that grade 9, 10 and 11 were taught was the same, however facilitators had to tailor make the lessons plans to fit the needs of their respective “Learn4Life”! groups. The following shows an example of one of the lesson plans that were used during the research phase.

TERM TOPIC: YOUTH FOR SAFER COMMUNITIES
LESSON TITLE: INDIVIDUAL LEVEL

| LESSON AIDS (WHAT IS NEEDED? WHAT TO BUY? HOW MUCH DID IT COST?) | | |
|---|------------|-------------------|
| <ul style="list-style-type: none"> • Small cards • Pens • Table and chairs | | |
| LEARNING OUTCOME | | |
| <ul style="list-style-type: none"> • At the end of the lesson learners should identify the risk factors that increases the probability of crime in the Individual Level • At the end of the lesson the learners should be aware of the role players involved at the Individual Level | | |
| EMPHASIS / EDUCATIONAL FOCUS | | |
| Individual Level - Identify risk factors - Identify role players | | |
| PREPARATION (WHAT DO YOU PLAN? HOW TO DO IT?) | DURATION? | WHO IS IN CHARGE? |
| Name of activity: Ice breaker (big buddy) Goal of activity: to get the learners ready for the lesson. How to do it: standing in a circle. The group will form a rhythm and sing “big buddy big buddy big buddy” oh yeah! Each and every member who will be in the group will be given a number from one to the last person in the circle. Now the rules are that if your number is called out. You have to call someone’s number and the one who is called must call out her number fist and then call out another number. If the person makes a mistake then that person goes to the end of the line and then everyone points at that person and says “oh no, big buddy big buddy big buddy” and the game goes like that. | 10 minutes | Linda |

| PREPARATION (WHAT DO YOU PLAN? HOW TO DO IT?) | DURATION? | WHO IS IN CHARGE? |
|---|------------|-------------------|
| Name of activity: Reflection Goal of activity: to get the learners to reflect on the excursion they had last week How to do it: the facilitator will ask the learners some questions about the excursion they had last week. The facilitator will give the learners scrap to write their responses to the following questions: What did you learn from the excursion? What was the good thing about the excursion? What was the bad thing about the excursion? How was your overall experience? For this activity the learners will work individually so that everyone will give feedback about his or her experience at St Albans. | 20 minutes | |
| Name of activity: Asikhulumelets Talk Goal of activity: to discuss the risk factors at the individual level that increase the probability of crime How to do it: the facilitators will group the learners into three groups. In their groups the learners will discuss the question following this scenario: Siphon and Lihle both in Neighbourhood A. Both their parents work in Company A earning roughly the same income. Siphon is more into school and rugby whereas Lihle is more into doing criminal activities like stealing and robbing people. What makes Lihle to more into crime than Siphon whereas they live in the same neigh-bourhood and roughly under the same circumstances? Indentify some factors that make Lihle more prone to crime than Siphon. Plus identify any key people that might play a role. The learners will be given 30 minutes to discuss and after that time has lapsed they will select representatives from their groups who will present. The way the learners will do their presentations will resemble that of a talk show where the audience will be allowed to ask questions or comment on what is being said. The facilitator will be the host of the talk show. The facilitators are hoping the learners will identify the following factors: <ul style="list-style-type: none"> - Lack of respect - Learning difficulties - Previous experience to violence - Greediness -Low self esteem - Lack of confidence | 50 minutes | |



In the second week the learners had an excursion to get first-hand information from the experts. The excursions were organised to be on Friday afternoons as schools ends early Fridays. In the third week the lesson started with a reflection round so as to give the learners an opportunity to reflect on what they had learnt. Using the information they obtained from the theory session and the excursion, they would then come up with ideas of how youth violence and crime could be prevented at the level they were focusing on. In their respective "Learn4Life!" groups the learners would be divided in to groups of four or five. In their groups they would come up with ideas on how youth violence could be prevented.



YSC learners are all smiles after a presentation done by social workers at Families South Africa (FAMSA).



YSC learners listening attentively to a presentation done by Nombeko Nqweniso from Families South Africa (FAMSA) about dysfunctional families.



A picture taken before the YSC learners engaged with the inmates of St Albans Correctional Services' education centre, about the things that led them to the life of crime and violence.

EXPERTS AND EXCURSIONS OCTOBER – DECEMBER 2012

19 October 2012 National Institute for Crime Prevention and Rehabilitation

Objective:

- To find out what factors at an individual level influenced the youth of NMB to engage in criminal activities

2nd November 2012 Families South Africa (FAMSA)

Objectives:

- To research about the relationship between dysfunctional families and the young person's decision to engage in criminal and violent activities
- To find out about how the communities that the young people of NMB live in affect their decision to do crime or be violent

13th November 2012 GIZ Workshop

Objectives:

- To find out about the different approaches to crime and violence prevention.
- Plus to find out more about the systematic approach to crime and violence prevention

16 November 2012 St Albans Prison Education Centre

Objective:

- To find out about what caused the inmates to engage in criminal or violent activities that led them to be incarcerated.

02 December 2012 Business Against Crime

Objective:

- To find out what the business sector was doing to curb the issue of crime and violence in the NMB.



YSC learners posing for camera after a workshop with Business Against Crime managing director, Mr Bryan Howard. Back from left Shane Mangcangaza, Banathi Adams, Lulama Mpongsohe, Bryan Howard, Siphosethu Dwane, Ayabonga Badi, Xolisa Mose, Janina Hentschel. Front from left: Abangile Bula, Zanele Stout, Amanda Mncono, Asanda Ngwendu, Sanelisiwe Dick, Lihleli Kutase, Sarah Fina, Miranda Maweni, Linda Zali.

RESULTS FROM THE RESEARCH PHASE

During the research phase the learners managed to have the following results:

Information about the different factors that make the youth of Nelson Mandela Bay to engage in crime and violence:

- Peer pressure leads young people to engage in criminal or violent activities. Most young people who are incarcerated or have been incarcerated before have been put into that position due to the pressure they get from friends.
- Families play an important role in the youth of Nelson Mandela Bay's decision to engage in criminal or violent activities. If a young person comes from a dysfunctional family where he or she is exposed to a lot of violence or substance abuse the chances of that person engaging in criminal or violent activities are very high. If the family is supportive then that has an opposite and desirable effect than the former.
- The community in which the young person lives in plays an important part in the decision to or engage in criminal or violent activities. The learners who live in areas where crime rate is sky high and gangsterism and drugs are dominant become more prone to being violent than those who live in areas where the situation is not as bad.
- Our society sees being violent as an acceptable way of resolving conflicts.

As a result some young people view it as a legitimate way of resolving conflict. Especially the youth that lives in areas that have a high crime and violence rate

A common understanding about how youth could contribute in the creation of safer communities:

They should:

- Look out, speak out, be aware of their areas safe and unsafe spots, create positive free-time activities...
- Be involved in school and community activities.

They shouldn't:

- "play police"
- "get hands on"
- Engage in mob justice

A list of organisations that could help the youth of Nelson Mandela Bay in their quest for safer communities was obtained.

- National Institute for Crime Prevention and Reintegration of Offenders
- Families South Africa
- Child line
- Safety and Liaison Office (Community Police Forums)
- Business Against Crime
- GM SA Foundation



The research showed that little positive role models exist and that existing role models usually influence their peers through negative behaviour. A concept of local heroes was born and developed by the learners, which could be used in 2013 to inspire the grade 10 learners around Nelson Mandela Bay to play their role in creating safer communities. The idea behind this concept was to find learners and youth who are already engaged in community work and directly or

indirectly/consciously or unconsciously in the creation of safer spaces. These local heroes shall be made visible to celebrate their work and to motivate others to follow their example.

Tips and ideas were collected on how to safely create safety in their communities without bringing themselves in to danger. These tips could be given to workshop participants on safety awareness.

Workshop Development Phase

Summer Camp

Local Heroes

PHASE 2

Community Safety
Workshop

PHASE 2

“THE WORKSHOP DEVELOPMENT PHASE”

08 – 15 DECEMBER 2012

About 70 learners from Walmer Township, members of Masifunde’s “Learn4Life!” programme (grade 9, 10, 11, Walmer’s Own Magazine, Masifunde Choir, Hip-Hop Artists Geniuses, Born Free Drama Group, Film Group), developed interactive school workshops for grade 8 learners during the eight day Summer Camp in Hobbiton.

OBJECTIVES:

- ✓ To transform the results of the research sessions into tools necessary to run school workshops.
- ✓ School workshops to be developed and tested
- ✓ The foundation work of a magazine is completed
- ✓ To write a song on crime prevention which will be performed by jazz band Vudu, Hip-hop crew Geniuses and the Masifunde choir.

PROGRAMME OF THE SUMMERCAMP:

| WORKSHOP DAY | 09 DEC. 2012 | 10 DEC. 2012 | 11 DEC. 2012 | 12 DEC. 2012 | 13 DEC. 2012 | 14 DEC. 2012 |
|--------------|--|--|--|--|--|---|
| Objective | <ul style="list-style-type: none"> - To consolidate information obtained from the research phase - To know the importance of having a systematic approach to crime and violence prevention | <ul style="list-style-type: none"> - To understand the concept perceived safety - To establish safety visions for Walmer Township and to be aware about the role they can play in community safety | <ul style="list-style-type: none"> - To understand the approach of local heroes and the role the approach can play in the creation of community safety - To understand what facilitation means | <ul style="list-style-type: none"> - To understand the different phases of a workshop | <ul style="list-style-type: none"> - To come up with the first draft of the workshop plan | <ul style="list-style-type: none"> - To test run the workshop plan to grade 8 learners |

| WORKSHOP DAY | 09 DEC. 2012 | 10 DEC. 2012 | 11 DEC. 2012 | 12 DEC. 2012 | 13 DEC. 2012 | 14 DEC. 2012 |
|-------------------------------|---|--|--------------------------------------|--|-------------------|--------------|
| Morning Session 9:00–13:00 | Research Phase Summary Systematic Approach | Reflection Day 1 Safety Mapping | Reflection Day 2 Local Heroes | Reflection Day 3 Phases of Facilitation | Workshop Planning | |
| Afternoon Session 15:00–17:00 | Protective Factors “Dear Me” Letters | Safety Vision Project Ideas | What is facilitation? | Phases of Facilitation | | |

METHODS

During the course of the 8 day the 45 learners from grade 9, 10, and 11 had 2 two hour intensive workshops where they had to develop the interactive workshops for grade 10 learners. The main focus was on workshop development, basic facilitation skills and the introduction of the local heroes’ concept. The learners had an extra hour a day where they had to look at the concept for a short film.

THE SUMMER CAMP WORKSHOPS

Sunday 09th December 2012

At the summer camp the 45 learners were divided into three workshop groups. That means at the camp three workshops were running parallel to each other. The learners had four workshop days at the summer camp. The first day focused on consolidating the information. Within the three workshop groups the learners were further divided into smaller groups. The learners were tasked with summing up what they learnt during the research phase. The main reason for this was

for the learners to understand that they did the ecological model to know the different causes of crime and violence. After the summary of the research phase, the facilitators re-introduced the concept of having a systematic approach to crime and violence prevention. The facilitators also introduced the concept of protective factors. Up until summer camp the learners have been unpacking the risk factors at the different levels of the ecological model. At the camp they got introduced to factors that could be increased in our society that could lead community safety. The facilitators used case studies to introduce the protective factors to the learners. The learners were divided into groups where they had to read a cased study and identify the protective factors. To ensure that they understood the protective factors, they learners were tasked to come up with role plays. Before the end of day one the learners were asked to write “dear me” letters. Each learner was asked to write a letter to his or her self where they write about the feelings about the YSC project ahead of the test run workshops. The dear me letters were a monitoring and evaluation activity.





Sarah Fina presenting community safety protective factors that exists in Walmer Township.

Monday 10th December 2012

The main focus on the second workshop day was perceived safety and the introduction of the safety mapping activity. The day began by doing a reflection round where learners gave feedback on what they learnt on the first day. After the reflection round the facilitators introduced the concept perceived safety. In a plenary the learners what they thought perceived safety was. At the end of that discussion the learners were divided into groups of four or five learners. In their groups they were asked to do the safety mapping activity. The safety mapping activity involved drawing a picture of your community. Once the learners draw the picture of everything that exists in their community from streets, parks to local shops, they will identify the places where they feel safe and unsafe. They put positive signs on areas where they feel safe and put negative signs on places where they do not feel safe. When the learners presented their safety maps they had to give reasons why they feel safe and unsafe in their communities. In the afternoon session of the second day the learners were asked to continue working in their respective groups. They were tasked with coming up with their community safety visions. For this task the learners had to envision their communities in 2020 where they are crime and violence free. In their vision everyone feels and is actually safe from crime and violence. Once they were done with the vision they had to discuss what their role would be to ensure that they achieve their vision. To help the learners in their discussion the facilitators asked the following questions:

Sarah Fina present YSC learners presenting a safety map they drew about Walmer Township. From left: Xola Myoyo, Lufefe Phillip, Siphosethu Dwane and Chuma Nangu. ing community safety protective factors that exists in Walmer Township.



- a. What knowledge do the learners have that could help them achieve their community safety vision?
- b. What skills did they have that can assist them in the process of achieving their community safety vision?
- c. What resources did they have that could help them achieve their vision?

At the end of the discussion round the learners had to select representative that were going to present the community safety vision and the role they are going to play.

Tuesday 11th December 2012

On the third workshop day the learners were introduced to the concept of local heroes. They were given theory input about what a local hero is. For the purposes of this project a local hero was defined as a person with outstanding abilities and characteristics which lead him or her to particular outstanding and excellent achievements in his or her immediate area. Using frozen pictures they were introduced to the characteristics of local heroes. These characteristics included the following:

A local hero is a person who...

- a. serves as an example to others
- b. acts (innovative) after a personal vision or mission



YSC learners enjoying the outdoor scenery while preparing for their local heroes frozen pictures.

- c. feels passionate and responsible for a particular area/topic/issue
- d. adds something valuable to the community and its individuals
- e. inspires and motivates other people to change.

After the theory input the learners were asked to identify at least two local heroes in their community. They given facilitation cards where they had to write who the local hero was and why did they consider that person to be a local hero. All the learners were given an opportunity to present their local heroes. The facilitators had prepared a power point presentation with the local heroes from Walmer Township, the

activities they were doing and how those activities were related to public safety. After the learners presented their local heroes, the facilitators presented the local heroes' presentation. In the afternoon session the learners were taught basics of facilitation. This session began with a question that the learners had to answer on facilitation cards. The question was what is a facilitator?

The definition that was prepared for this activity was that facilitators are people that guide a learning destination together with the participants, but not as one of them. A facilitator is



Sigqibo Kutase presenting about local heroes that exist in his community and their contributions.



YSC learners explaining to grade 8 learners during the test run workshops at the summer camp. From left: Siphosethu Dwane, Ziyanda Cuba, & Pamela Speelman.





Tobela Bailey leading a reflection round after the test run workshops at the summer camp using the scale method.

responsible and accountable to the participants. Using role plays the learners were taught the different roles that a facilitator holds. These roles are group leader, agenda manager, content expert, role model and a consultant.

Wednesday 12th December 2012

On the fourth day the learners began the morning session by reflecting on what they learnt during the first days of the camp. The facilitator informed them that everything they were learning was building up to a point where they had to come up with a workshop plan. The main focus for the fourth day was to give the learners tools they could use to develop their community workshop plan. The facilitators presented to the learners the different phases of facilitation which are the opening, central and ending phase.

The opening phase involved welcoming the participants into the workshop and doing the introduction rounds. The introduction round involves

getting to know the participants' names and also telling them why they have attended the workshop. This phase lays foundation for all integration, trust and participation to come in the workshop.

The central phase is where the learning and working happen best. This phase involves the participants receiving new knowledge and generating new ideas. The facilitator's role in this phase is to arouse the participants' curiosity and motivation for the topic they are dealing with in the workshop.

The ending phase involves two important concepts. The first one is transfer, which means connecting the participants' experience of the workshop to their real lives and adapting the newly acquired ideas and skills to their own situation. The second concept is evaluation, which happens when a facilitator compares the achievements with the targets that were set for the workshop.

After the presentation of the phases of facilitation the learners were divided into three groups. In their groups the learners had to prepare a short facilitation on a topic of their choice. In the facilitation they have to show roles of a facilitator and the different phases of facilitation. Each group had to prepare a facilitation which they were going to run on the other two groups.

After all the groups had an opportunity to facilitate, the facilitators asked the learners to brainstorm ideas of the community safety workshops. Using everything they had learnt thus far at the camp the learners had to discuss and come up with the structure for the community safety workshops. They also had to brainstorm methods they were going to use during the workshop. Using suitcase brainstorming the learners gave examples of methods they knew. The facilitators



Siphesanda Nyanga, one of the workshop participants, at test run workshop presents indicators of safety in his community.

were guiding the learners in this process. The structure that the learners came up with will be discussed in the following chapter.

Thursday 13th December 2012

The fifth workshop day was a day before the learners had to run the community safety workshop. The only thing the learners focused on was the development and preparation of the workshop plan.

RESULTS FROM THE WORKSHOP DEVELOPMENT PHASE

During the 8 day workshop development phase the learners managed to produce the following results:

1. Test Run Workshops

The first draft of the workshop plan was developed and tested. On the 14th of the December 2012 the YSC learners had test run workshop with the grade 8 learners. As mentioned in one of the above sections that the 45 grade 9, 10 and 11 learners were divided into three workshop groups. Each group was developing its own workshop plan. Each group receive a plus minus 12 grade 8 learners. The workshop plan included the following on the agenda:

COMMUNITY SAFETY WORKSHOP PLAN 2012

a. Ice breaker

b. Safety Mapping

This is an activity that raises awareness about the areas that are safe and not safe in our respective area. Working in groups the learners had to draw pictures of their communities.

c. Safety Vision

In this activity the grade 8 learners were encouraged to come up with visions of safety. The learners continued working in their groups they came up with a community safety vision where their communities are free of crime and violence.

d. Energiser

e. Project Ideas

This activity is a follow up activity after the safety vision. Still working in their groups the grade 8 learners were encouraged to come up with project ideas of safety. In this activity they (grade 8 learners) also had to state what role they were going to play in ensuring that the vision comes to reality.

f. Reflection

In the reflection activity the grade 8 learners gave feedback on how the workshop was for them.



YSC learners together with all the Masifunde learners who went to the Summer Camp 2012



2. Facilitators Duty List

At the camp learners who were capable of facilitating a workshop were identified. Out of the 45 learners, 25 learners were able to run the workshop in English, 10 learners were capable of running the workshop in Xhosa. The other learners were not yet ready to run a workshop. The plan for the latter was that they could take over other tasks during the workshop, such as assisting with setting up, handing out hand-outs or looking after catering and equipment.

3. Local Heroes

A concept for a local heroes' documentary was developed. Already in the GIZ Workshop with Anna Rau and Philip Kuehl we had decided to use the concept of "Local Heroes" as the key thread throughout the workshop. Reason being: The topic was pretty complex and not easy to grasp immediately. The Local Hero approach gave us a chance to showcase real life examples of how youth can make a difference. We therefore decided to rather shoot a short documentary on real life local heroes for the end of the workshop instead of showing a movie which might not bring across the right message to all cultural and social groups in South Africa's society. With the local hero documentary we could not go wrong: We portrayed youth from all backgrounds and tell their story. The message was: You can be a local hero too.

4. Song

A theme song for the "Youth for Safer Communities" project was written. Masifunde's partner a professional jazz band VUDU and a local Hip Hop Crew "Geniuses" together with the choir wrote a song and lyrics which motivated the youth to take a stand for safer communities. The activating song "I believe" was scheduled to be recorded in 2013. The bands stayed for two days at the camp and opened the first evening with a concert that got everybody dancing.

5. Magazine

Foundation work was done on the special edition of Walmer's Own Magazine about community safety. The concept and approach of the magazine as well as its content was developed by our learners from the journalism group.

6. Videos' Concept

The concept for the video clip was developed: The idea was that at the beginning of the song four to six young local heroes got introduced. They will then move their mouths on the music and song performed by Vudu and Geniuses. The chorus: "I believe that I can make a difference" they would sing it together with the bands. In the end, when the choir joins the song, the chorus changes to "We believe we can make a difference".

Preparation Phase

Facilitation Training

Walmer's Own Magazine

Field Research

I believe

PHASE 3

PHASE 3

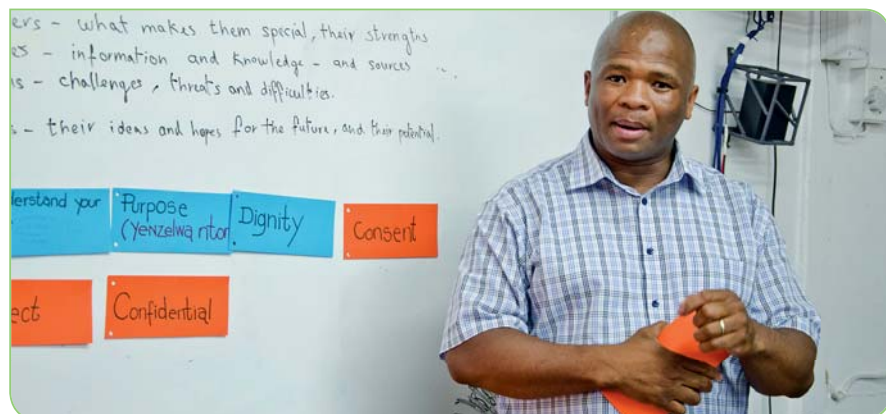
“THE PREPARATION PHASE”

16 JANUARY – 21 JUNE 2013

All involved parties used their weekly sessions as well the school break and weekends to finalise their workshop contributions namely the song, magazine, films, workshop-facilitation. Furthermore the Masifunde back office team established contacts to roll out at least 40 workshops in at least 25 schools.

One of the major objectives for this phase was for the YSC facilitators to be acquainted with the Nelson Mandela Bay's different areas. They needed to be aware of how the people in the NMB perceived safety in their respective areas. In addition to that they also needed to identify young people who play a role in the creation of safety in spite of the risk factors they are subjected to in their communities.

Mr Vuyo Msizi, the field research expert, gives the YSC learners tips on how to do field research.



The YSC facilitators had a first draft of workshop that they developed at the camp in 2012. They needed to finalise the workshop plan and polish their facilitation skills. Another objective for this phase for the YSC facilitators to have a facilitation training, with an expert facilitator.

The parties involved in the making of the workshop material and handouts were planning to finalise their parts ahead of the workshop series. The parties involved making of the “I believe” song were planning to rehearse and record the song. While the young journalists from the Walmer's Own magazine focused all their energies on producing the “Youth for Safe Communities” special edition magazine. The two videos, the local heroes’ documentary and the “I believe” music video were scheduled to be filmed during this phase as well.

METHODS OF THE PREPARATION PHASE THE FIELD RESEARCH TERM 1 2013

The YSC learners were divided into their respective “Learn4Life!” groups, namely grade 10, 11, 12. Each group was given an area which they will do field research on. Before embarking on their field work journey they were first equipped the necessary skills they needed to do field research. At the beginning of term 1 in 2013, all these three group had a term planning sessions with their facilitators. The following is the results grade 10 learners’ term plan session with their facilitator, Linda Zali.

MAIN TOPIC: YOUTH FOR SAFER COMMUNITIES SUB TOPIC: FIELD WORK

| LEARNING OUTCOME |
|--|
| At the end of this term the YSC learners should be acquainted with the communities they will run their interactive workshops in. They should be aware of the people's perceived safety in their communities. In addition they should identify any local heroes, preferably youth, which exist in the communities that play a role in ensuring that their communities are safe. Another thing the learners need to participate in a facilitation training to ensure that have the necessary skills they would need to run the community safety workshops. |

| EMPHASIS / EDUCATIONAL FOCUS |
|---|
| <ul style="list-style-type: none"> - Introduction to field research - Interview questions - Action Plan - Facilitation training |

| PROJECT WORK / PRACTICAL TERM RESULT (DESCRIBE: IDEA, TO DO'S, WAY OF PRESENTATION...) |
|--|
| |

| IDEAS FOR EDUCATIONAL TRIPS? | TO DO'S + WHO | DEADLINES |
|--|---|----------------|
| Grade 10 will visit Sub-district A | Linda to contact the municipal office and NGOs at Zwide & New Brighton | Before week 10 |
| Grade 11 will visit the Northern Areas | Zingi to contact the municipal office and NGOs at Schauderville & Helenvale | Before week 10 |
| Grade 12 will visit the Suburbs | Shane to contact NMMU & the municipal office at Humewood | Before week 10 |
| All YSC learners will have a workshop with Mr Vuyo Msizi, an expert field worker | Linda to contact Mr Vuyo Msizi to organize the workshop | 15 Feb 2013 |



| STRUCTURE OF THE TERM | WHICH LESSON | WHO IS IN CHARGE? |
|--|--------------|-------------------------------|
| Lesson 1 - Summer Camp Reflection - Introduce the plans for the year | 21.01.13 | Linda |
| Lesson 2 - Introduce Field Research - Divide learners into their respective areas | 28.01.13 | Linda |
| Lesson 3 - Parents Meeting - Introduce YSC to the parents | 04.02.13 | Linda |
| Lesson 4 - Conduct research on respective areas - Using internet & news paper articles | 11.02.13 | Linda |
| Lesson 5 - Continue Background check | 18.02.13 | Linda |
| Lesson 6 - Field Research Workshop Reflection - Findings of the Background Check - Good vs Bad Field Research Experience | 25.02.13 | Linda |
| Lesson 7 - Finish action plan - Task Allocation - Draft interview questions | 04.03.13 | Linda |
| Lesson 8 - Field Research Day - Get familiar with community | 11.03.13 | Linda |
| Lesson 11 Reflection on Field research days | 18.03.13 | Linda |
| Facilitation Training Workshop 1 | 19.03.13 | Natasha, Linda, Shane & Zingi |
| Facilitation Training Workshop 2 | 20.03.13 | Natasha, Linda, Shane & Zingi |
| Facilitation Training Workshop 3 | 21.03.13 | Natasha, Linda, Shane & Zingi |
| Facilitation Training Workshop 4 | 22.03.13 | Natasha, Linda, Shane & Zingi |
| Lesson 11 - Reflection on the workshops - Revise workshop structure | 25.03.13 | Linda |

For weeks the YSC facilitators, in their respective "Learn4Life!" groups, focused on theory of doing field research. They were first introduced the definition of the concept field research. They were then divided according to the areas that they focus on for the research. The grade 10 learners took the Sub-district A areas which includes New Brighton, Kwazakhele, Zwide, and Motherwell. The grade 11 learners planned to do their field research in the Northern Areas in Helenvale and Gelvandale. The grade 12 learners planned to do their field work in the suburban areas of Nelson Mandela Bay and Uitenhage.



Vuyo Msizi leading the workshop about the dos and donts of doing field research.

Using the internet and news paper articles the YSC facilitators conducted a background check on the areas they were planning to go and do their field work. The main reason for the background was to know where the area was located, the language spoken and to check whether the area was a formal or an informal settlement.

After the background check sessions the learners had a workshop with a field research expert, Mr Vuyo Msizi, who is a field worker for Social Change Assistance Trust (Scat). The workshop was done on the 15th February in 2013. All the YSC facilitation invited to join the same workshop. The workshop focused on what to do and what not to do in field research. The idea was for the learners to be aware of the things they should expect when they go to the different areas of Nelson Mandela Bay.

TERM TOPIC: YOUTH FOR SAFER COMMUNITIES LESSON TITLE: GOOD VS. BAD FIELD RESEARCH

| LESSON AIDS (WHAT IS NEEDED?, WHAT TO BUY?, HOW MUCH DID IT COST?) |
|--|
| <ul style="list-style-type: none"> - Handouts with the background information of different areas - Highlighters, Pens and exam pads - Facilitation cards - Flip chart paper with the reflection suitcase |
| LEARNING OUTCOME |
| <ul style="list-style-type: none"> - At the end of this lesson the learners should reflect on the workshop they had last week Friday - At the end of this of lesson the learners should present their findings on the background check |

| EMPHASIS / EDUCATIONAL FOCUS |
|--|
| Lesson 6 Field Research Workshop Reflection Findings of the Background Check Good vs Bad Field Research Experience |





The YSC learners learn about the crime and violence in sub-district A areas at Kwazakhele's councillor's office.



Zanele Lamani, Hlombekazi Breakfast together with their facilitator Linda Zali interview a resident from Zwide Township.

| PREPARATION (WHAT DO YOU PLAN? HOW TO DO IT?) | DURATION | WHO IS IN CHARGE? |
|---|---|-------------------|
| Name of activity: Energiser Goal of activity: To get the learners to be more attentive in the lesson How to do it: The learners will all be given a postcard which has a name of a celebrity or a public figure. There will be two learners with the same name. The aim is that the each pair must find each other. | 10 min. | Linda |
| Name of activity: Reflection Goal of activity: To reflect on the workshop the learners had last week Friday How to do it: The facilitator will draw a suitcase on a flipchart paper. She will give the learners facilitation cards which they will write down every that they learnt from the workshop. They need to write everything they remember about the workshop. Each learner will write on his or her facilitation cards one or more learnings. They will then put their learning/s into the suitcase. After everyone has had a chance to put their facilitation cards in the suitcase. The facilitator will ask the learners to take the facilitation cards that represent the learning they got from the workshop. The learners will have to state reasons why they choose their facilitation cards. | 20 min. | |
| Name of activity: Read Research Material Goal of activity: For the learners to read the information they got from their background check session How to do it: The facilitators will give the learners their respective handouts. The learners will have to read the information they obtained from their research last week. They will have to read and summarise important parts. Then they will have to present a summary of their research to the other learners. The learners will be given 30 minutes for reading then after that they will do presentations. While the learners are busy reading the facilitators will have their mini meeting. The new co-facilitator is not familiar with how Masifunde and L4L work. The facilitator has printed handouts about Learn4Life which she will explain to the co-facilitator. | 30 min. | Linda |
| Name of activity: Role Plays Goal of activity: To discuss act a good and a bad field research scenario How to do it: the facilitator will divide the learners into two groups. One group will go out while the other group will remain in the room. How to do it: The group that goes outside will act out a scenario or role play that shows a good field work experience. They will have to apply what they learnt from the workshop plus use their own discretion as to what will make a good field work experience. The group that stays inside will act out a scenario that shows a bad field work experience. Like the other group they will have to use their own knowledge plus the knowledge they obtained from the workshop. The learners will be given 10 minutes to prepare the role play, and then they will present it for 5 minutes. The other 5 minutes will be for discussion and analysing the role plays. | 20 min.: 10 min. preparation 5 min. role playing 5 min. discussion | Linda & Markus |

The table above shows a lesson plan for a lesson that followed the field research workshop. With the knowledge they obtained from the workshop the learners went back to their respective "Learn4Life!" groups to develop actions plans. They started by developing interview questions that they were planning to ask the residents of the Nelson Mandela Bay. They then did task allocation, looking at things like who was the research of the group, the scribe, the person taking pictures, etc.

FINDINGS OF THE FIELD RESEARCH

Due to the challenges faced by the grade 12 learners, it was only grade 10 and 11 learners who had the opportunity to do field work. The latter partnered up with South African Police Services (SAPS), Community Police Forums (CPF) and ward councilors to organize a two day field trips to the Northern Areas, the Sub-district A areas (areas which include New Brighton, Kwazakhele, Zwide) and Motherwell.

The following points sum up the results of their field research days:

- ✓ The police and the residents of the sub-district A areas have different views about the safety of their areas. The police said the residents should feel safe because the crime rate has decreased. However the residents feel unsafe because crime happens on a regular basis and the police are not visible at all.
- ✓ The residents of the sub-district A areas and Motherwell try to work together in their quest for a safer community using the whistle blowing method. If one witnesses crime they will blow a whistle and alert the community. However that system is not working as it should.
- ✓ Alcohol abuse is prevalent among the youth of the sub-district A areas, the residents feel like it is the main cause for crime and violence that happen in their communities.
- ✓ A young learner from James Jolobe High school was identified as a local hero from Motherwell.
- ✓ The northern areas' crime rate is very high with the use of drugs as the main cause. There is a drug called Tik which causes the youngsters to do unimaginable things like rape, murder, theft.
- ✓ The schools in the northern areas are not safe because the learners themselves are the perpetrators. Youngsters are recruited to join gangs at a very young age.
- ✓ The Police try to be visible in the community so as to increase the feeling of safety. There is also a strong social cohesion within the community members. If they hear someone scream they all come out and check what is wrong. Regardless of how people from outside feel unsafe, the northern areas' residents feel safe and love their area.



The YSC learners interview the residents at Kwazakhele together with a law enforcement official.



Tobela Bailey interviews a young girl from Gelvandale about impact of gangsterism in her area.



- ✓ There are people in the northern areas who are dedicated to changing the situation of their communities. Eldon Smith, a young man from Gelvan Park, was identified as a local hero of the northern areas.

URBAN PIONEERS CONCEPT: THE LOCAL HEROES

The urban pioneers' concept was first introduced to the Masifunde team by GIZ during a workshop they did for the team in the research phase. The main theme of this concept is finding people or organizations at grass-roots level that started innovative activities that contribute to community safety. These activities could either have a direct or indirect contribution to the creation of a safer space or community. Masifunde decided to use this concept as an inspiration tool that could be used during the workshops in 2013. However they decided to change the name of the concept as it would make it easy for people to understand. So the concept, Local Heroes was born. The idea with this concept was to find the people in the Nelson Mandela who could be regarded as Local Heroes.

Since the target audience for the YSC project was the youth, the search was for young people who trying to change their communities for the better. As mentioned in one the above sections, during the field research phase the YSC were looking for young people who could be regarded as YSC Local Heroes. In total four local heroes were identified for the YSC project.

The first one was Nhlanhla Mntanase. Nhlanhla is a young learner from James Jobobe High school was identified as a local hero from Motherwell. He is one of the founding members of a group at his school called Jam Bam. The group meets regularly to discuss challenges that they are facing at their school. At the time he was also part of a youth show Live-wire at Nkqubela (KQ) FM. The show deals with social issues that young people are facing.

The second local hero was Eldon Smith who lives in the northern areas. Eldon is one of the people in the northern areas who are dedicated to changing the situation of their community. He is a young man from Gelvan Park. Eldon, together with his group "Enough is Enough" try to change people's mindsets. They are doing this by running a series of life skills programmes and motivational talks. The major goal for Eldon and his group is to alleviate poverty in the northern areas.

Nicolene Louw was the third local hero that was identified during the research phase. Nicolene is a young woman from Lorraine who teaches drama to young aspiring actors in Walmer Township. Nicolene has weekly session with her drama group. The group has recently done a tour to primary schools in the Nelson Mandela Bay, teaching the young learners about the importance of reading.

The fourth local hero was Tando Magenuka. Tando is trying to change people's perceptions through soccer. Since 2011 he is the Secretary of the Group and helps youngsters to join the Township Soccer League. Walmer Township and it's remote „Area Q“ are of special importance to him. Tando gets youth of the streets and turns a remote township area into a sporty area full if life and joy.



Tando Magenuka a local hero from Walmer Township who is making a difference through soccer.



Nhlanhla Mntanase a young local hero from Motherwell who started a social club at his school.



Nicolene Louw a local hero from Lorraine who started a drama group for youngsters in Walmer Township.



Eldon Smith a young local hero who is making a difference together with his group "Enough is Enough" at Gelvandale and surrounding areas.



The brains behind the Walmer's Own Safer Communities Special edition. Back from left: Chuma Nangu, Racheal Chikhadaya, Sanelisiwe Dick & Simone Strobel. Front from left: Sinethemba Tusua, Samkelo Koli, & Nomfusi Msizi.

MEDIA MATERIAL FOR THE YSC WORKSHOPS

The Making Of "Walmer's Own" magazine

The Walmer's Own group were approached with the task of creating a "Youth for Safer Communities" Special Edition early last year. Usually the group focuses on producing two editions per term, but this time they put all of their energy into producing the special edition.

The group started working on the special edition during summer camp 2012. The 12 young journalists from Walmer's Own Magazine had daily two hour workshops for six days. The plan was to write a special edition of their magazine focusing on crime and violence prevention, community safety as well as the importance of perceived safety. The magazine was going to be a practical referral guide filled with information, stories and interviews relevant for the youth.



One of the WOM journalists, Nomfusi Msizi, presenting her ideas to her facilitator Simone Strobel.

Then in the beginning of 2013 during weekly lessons with their facilitator they learnt the basics of writing and focused especially on crime reporting so as to widen their knowledge on issues of crime and gain awareness about their journalistic responsibility to highlight these issues. In two workshops conducted by their facilitators they learnt how to structure an article, proofread it, fact check, and ensure newsworthiness. Over some weeks they brainstormed about topics that they would like to cover using the input that they had received from the YSC Coordinators as a guideline.





Interview with one of the local heroes, from left: Nhlahlhla Mntanase, Saneliswe Dick, Hlombekazi Breakfast.

After various interviews with Richmond Hill Crime forum, the general public, YSC coordinators and many local heroes, they were able to start writing their articles. It was not an easy topic to cover and they felt a lot of pressure because it was, of course the special edition. A design concept was finalised by the facilitators and YSC coordinators. Once articles were written, peer reviewed and edited by the group facilitators, the group met with the designers at Fly Piggy Fly to give them input on how they wanted the magazine to look.

After a long period of back and forth with the designers, a final draft was ready. The designers then made a few changes and submitted the magazine to a printing house for printing. 2,500 copies were printed in full colour with space for the CD ("I believe" song and the Local Heroes' documentary). Everyone was happy with the final copy which was of high quality and reflective of the issues that were being addressed in the school workshops.



The bands Vudu and Geniuses jamming together with the Masifunde choir at one of the song rehearsals sessions.



An interview with the local hero from Walmer Township, from left: Simone Strobel, Banathi Adams, Tando Magenuka.

The Making Of the YSC theme song "I believe"

During the 8 day summer camp in 2012 the theme song for the "Youth for Safe Communities" project was written. A local jazz band Vudu and a Hip-Hop crew Geniuses from Walmer Township had sessions for two days with the Masifunde choir wrote lyrics and came up with melody for the song "I believe". The two bands brought all the music instruments assisted the choir with the process of song writing and implementations. The song was later rehearsed and recorded during the time frame of 16 January and 21 June 2013.

Vudu

Vudu is an urban fusion band from Port Elizabeth. The 4 piece band consists of drummer, Kristo Zondagh, vocalist, Sisanda Myathaza, pianist, Wesley Keet and bass guitarist Grant Alison. The Vudu sound is a fusion of traditional and African Jazz with urban contemporary genres.

Geniuses

The Geniuses is a hip hop crew which consist of three talented musicians from Walmer Township: Amlindile Mapitiza (Amza), Vuyile Semani (Rhenqe) and Luvuyo Stuurman (Luno). These talented young musicians mix different types of music, which include Rhythm and Blues, and soulful sounds to their deep and sometimes upbeat Hip Hop.



Sisanda Myathaza from Vudu records the vocals for the "I believe" song.



The Geniuses a local hip hop crew from Walmer Township at the recording of the YSC "I believe" song. From left: Luvuyo Stuurman, Amlindile Mapitiza, Sivuyile Semani.

Choir

The Masifunde choir was started in 2010. It gives young people in Walmer Township the opportunity to express their feelings through music. They usually perform at some of the Masifunde events and around Port Elizabeth. The choir has about 50 members

The Rehearsals

For the rehearsal each party was given three weeks in February 2013, to rehearse individually their respective part. The Masifunde choir met two times a week for three weeks to rehearse and polish their part. The idea was that by the time these three parties met, they should know how to sing their respective parts. Then after that the parties had joint rehearsals to finalise the song. Once per week for four weeks Vudu, Geniuses, and the Masifunde choir had joint rehearsals to finalise the song. Then on the 26 March 2013 there was an open rehearsal where the parties involved in the YSC project namely, the coordinators and the YSC facilitators, were invited to join and give feedback on the song. The idea behind that open rehearsal was to check if the song was congruent with the message of the YSC workshops.

With the assistance of a student from NMMU the song was then recorded in April 2013 during three recording session. The first recording session started with Vudu and Geniuses. Then choir had its own recording session. The last session was with the choir and Vudu's vocalist, Sisanda Myathaza.

The Masifunde choir together with their choir conductor Mr Kwande Cakata at a recording session of the "I believe" song at NMMU.



Song production done at NMMU studios with the help of a student MJ and Vudu member Wesley.





Practicing his lip syncing for the "I believe" lyrics, Eldon Smith is ready for his music video debut.

The Making Of the YSC Videos

The concept for the "I can make a difference" films was developed at the summer camp 2012. The two videos were done by a professional film maker, Mr Sebastian Kuhn. The concept for the documentary was that it would follow the lives of four young local heroes who do positive things for their communities. While the music video would feature the local heroes lip syncing the chorus of the "I believe" song. The time frame for these films was the end of May 2013 and the first week of June 2013.

As mentioned in one of the above sections that during the field research phase the four local heroes were identified. The idea for the filming of these videos was that each local hero would be followed for a day. They would start by doing the lip sync part of the film. Then after that they would be interviewed for the local heroes' documentary. For the latter they had to be at the place where they carry out their activities.

For Nhlanhla, the young learner from Motherwell, the plan was to have a two day shoot. The reason being he was involved in two things. The



One of the young learners who benefited from Eldon's and "Enough is Enough" workshops.



Nhlanhla and his Jam Bam group in action discussing current issues at his school at one of the local heroes' shoots.

first one was at school. The second thing that he is involved is a radio show which happens Saturday mornings. So that meant the first shoot was to be done at his school and the second one was done at the radio station.

Since Nicolene and Tando's activities happen in Walmer Township, the location for their shoots was Walmer townships. However their activities cater for different parts of Walmer Township, so that meant the shoots were done at their respective parts of activity in Walmer Township.

For Eldon, the young man from Gelvandale, his shoots were done at one of the schools he ran his "Enough is Enough" workshops and at his college. The lip sync shoot was done at the school and the interview was done at his college.



On air with Nhlanhla 'Lucky' Mtanase.

And action! Nicolene Louw with her drama group from Walmer Township.



The soccer stars smile for the camera after a practice session.



Tando Magenuka in action with his soccer club which he started in area Q Walmer Township.

Nicolene Louw giving her actors some feedback after the rehearsals.



Facilitation Training

The main objective of the facilitation training was to equip the learners with the skills they would need to open and run a workshop. In addition to that the learners needed to be equipped with skills they would need to deal with difficult or non-responsive workshop participants and the confidence they would need to run the workshops. During the school holidays in March 2013 the YSC learners had intensive four day training on facilitation training. The training started from the 19th of March up until the 22 of March. It was an intense training in that the learners would start their day at 08:00 in the morning and end at 16:00 in afternoon. The facilitator of the training was an expert on field, Mrs Natasha Walker.

Results of the Facilitation Training

The main themes at the facilitation training were the different stages involved in opening and running a workshop. At the facilitation training, one of the main things that the YSC facilitators learnt was that the opening of a workshop which involved four stages could either make or break a workshop. The first stage is the official start which legitimises the workshop. During the official start you get a person with authority who will introduce the facilitators to the workshop participants. Since the workshops will be in a school setting, this person could be a school principal, a deputy principal or a teacher, together with the Masifunde team. An introduction round or game immediately follows the introduction of



YSC facilitators brainstorming methods they could use when running their workshops. From left: Xola Myoyo, Busisiwe Sibuta, Zanele Stout, & Vukile Madolwana.



Natasha Walker the expert facilitator who facilitated the YSC facilitators' training.



Sarah Fina presenting how she could facilitate the Vision 2020 part of the workshops.

facilitators. Once everyone had an opportunity to introduce themselves, the facilitators will play a "Transfer In" game. Basically the "Transfer In" game has two objectives. The first one is to transfer the learners into the workshops so that they can focus on what needs to be done in the workshop. The second objective is to transfer the learners into the topic so that for the duration of the workshop they can only focus on that specific topic. Once the participants have been transferred into the workshop and the topic, then the facilitator will allow for the workshop participants to discuss in a plenary their hopes and fears for the workshop.

Another theme that was prevalent at the facilitation training was how to deal with workshop participants that could be shy and reserved or dominating the workshops. During role play sessions the YSC facilitators got a chance to see what it would be like to deal with the above mentioned participants. Ahead of the role play sessions they were given skills they would need to work with such participants. After the role play they were given feedback by the facilitator of the training and by their peers. They would be given a second chance to improve using the feedback they received during the feedback session.



The YSC giving each other feedback on how well they are doing as facilitators. From left: Xolisa Mose, Xola Myoyo, & Busisiwe Sibuta.



Practice makes perfect. Xolisa Mose facilitating the workshop plan on the last day of the training.



PHASE 4

"THE YSC WORKSHOPS"

17 MAY 2013 – 26 FEBRUARY 2014

At the facilitation training that the learners attended in March 2013, the YSC facilitators came up with a finalised plan for the "Youth for Safer Communities" workshops. The plan was to have a two and a half hours workshop at the schools in the NMB after school hours. The target audience initially started as a 30 grade 10 learners per school. What would happen at the schools was that the contact teacher would organise learners from the different grade 10 classes at their school. The idea was to get representatives from all grade 10 classes that exist at a particular school. Then those representatives would share with their fellow class mates who did not take part in the community safety workshops what they learnt at the workshops.

However as time progressed in the workshop series then the numbers increased to 60 learners per school. Due to the demand of the YSC workshops, there were some schools that the YSC facilitators had to facilitate more the one workshop session. This demand was a result of a high crime rate at the particular area that the school is situated in and the success of the YSC workshops at the schools.

The YSC facilitators first ran the community workshops at Walmer High school. The main reason was to see if the plan would work for the target audience. So that should there be anything that needs to be remedied, that could be done way before the actual workshop series started. Therefore the first workshop served as a practice run for the YSC facilitators.

The community safety workshops had two major objectives. The first was to create awareness about the potential role the youth of Nelson Mandela Bay can play when it comes to the creation of community safety. The second objective was to activate the youth into playing their part in ensuring that their communities are a safer and a better place to be. To achieve the later, media such the "I believe" song, Walmer's Own magazine and the Local Heroes' documentary, was used. The YSC facilitators would also activate them to come up with project ideas that would not only see them playing a role, but that would contribute to safety.

THE COMMUNITY SAFETY WORKSHOP PLAN

The workshop was very interactive in nature. The workshop participants were kept activate throughout the course of the 2 and a half hours workshop. The following paragraphs briefly explain the elements of the community safety workshops.

Official Start

The first part of the workshop was the official start. During the official start the Masifunde team would introduce the YSC team and say a few words about the YSC project. Then the YSC team would state their names, age, and the school they go to. After that they had to play an introduction game with the workshop participants to give them a chance to get to know each other.



Once everyone had an opportunity to introduce themselves, the YSC facilitators would inform the participants about the objectives of the community safety workshops. They would explain the idea behind the workshops and the YSC project so that the participants know right from the beginning why they were part of the workshops. To get into the topic of community safety the participants would play a “Transfer In” game. The transfer in game was done using a scale method ranging from 0% to 100%. The YSC facilitators put the cards with scale range on the floor. Then inform the participants that based on how they feel about a particular statement they had to stand next to a scale range that best described their feelings. The statements that the YSC facilitators read to the participants included the following:

- ✓ “I feel safe in my school and my community”,
- ✓ “The youth has something to contribute towards community safety”
- ✓ “I feel like there is something to be done to ensure that my community is safer”

Then participants had to give reasons why there were standing at their respective scale ranges. Once the learners were done with the transfer in game, the YSC facilitators did a hopes and fears round with them.

Music Video

The second part of the workshop was watching the “I can make a difference” music video. In this part the participants had to watch the video then after that, in a plenary, they would discuss what they saw in the music video and the message of the music video. The objective of this part was to set the tone for the workshop.

Safety Mapping

The third part of the workshop was the safety mapping activity. Basically for this activity the participants were asked to draw a rough picture of their community. Then identify the places where they feel safe and/or unsafe. On the places where they feel safe they had to put a positive sign and



Sigqibo Kutase welcoming the young learners of Walmer High to the first community safety workshop.

write down the indicators of safety. They had to also put a negative sign on the places where they do not feel safe and write down the indicators of not feeling safe. For this activity the workshop participants were divided into groups of four to five learners, depending on the number of the workshop participants. Each group was given a flip chart paper and markers. Once all the groups were done, each group had to select two representatives who would present their safety maps.

Local Heroes

The local heroes’ documentary follows the safety mapping activity. The documentary is about the

lives of four young people who are doing activities that benefit their communities and the youth. The main idea behind this documentary is to showcase positive examples of young people who could inspire the workshop participants to start doing activities that would be beneficial for their communities. Like they did with the music video, they would watch the documentary and have a plenary discussion afterwards. The plenary discussion would focus on the message of the documentary and the workshop participants’ potential to be local heroes.

Community Safety Project ideas

The local heroes’ documentary set the tone for the project ideas activity. In this activity the learners were asked to go back to their respective groups. In their groups they had to envision their communities in 10 years, where they were crime and violence free. Then they had to come up with a project idea that would help them achieve their vision. This activity triggered their imagination and also gave them something to look forward to. The project ideas were supposed to be a stepping stone that would contribute to the realisation

Hopes and Fears of the community workshops. Sanelisiwe Dick (right) together with Abongile Bula (left) facilitates the hopes and fears round with the young learners of Walmer High.



Picture title Picture title Picture title Picture title Picture title Picture title Picture title Picture title. (YSC Workshops 1–2)

of their visions. It had to be something realistic, feasible, and something that involves the youth. To ensure that the learners came up with original and creative ideas, the idea of a competition was introduced. At end of the workshop the participants had to vote for a winning idea that would represent their school at a conference later in December 2013. Plus they had to select two representatives who would go with the project idea to the conference. After all the groups were done with the activity, they had to select two of their best speakers who would sell their idea to the plenary. After all the presentations the participants would vote, in confidence for a winning idea and the two representatives.



Asanda Ngwendu showing the workshop participants the agenda of the community safety workshops



Evaluation and Certificates

Once the participants reach consensus on which project would represent their school and the representatives at the conference, they were given an opportunity to evaluate the workshop and the facilitators. They were given questionnaires that they had to fill in. Once they were all done, the facilitators would thank them for their participation and give them their certificates.

OVERVIEW OF THE YSC SCHOOLS

School #1

| SCHOOL NAME | WALMER HIGH SCHOOL |
|------------------------|--------------------|
| Number of participants | 30 learners |
| Contact teacher | Mrs Ngozela |
| Facilitators | YSC Facilitators |
| Date(s) | 17 May 2013 |
| Area | Walmer |

School #2

| SCHOOL NAME | KHWEZILOMSO COMPREHENSIVE HIGH SCHOOL |
|------------------------|--|
| Number of participants | 30 learners |
| Contact teacher | Mrs Brodrick |
| Facilitators | Asanda Ngwendu, Xolisa Mose, Bongiwe Chuna, Xola Myoyo |
| Date(s) | 18 July 2013 |
| Area | Zwide |

School #3

| SCHOOL NAME | GAMBLE STREET HIGH SCHOOL |
|------------------------|--|
| Number of participants | 30 learners |
| Contact teacher | Mrs Isaacs |
| Facilitators | Manelisi Billy, Lihle Kutase, Amanda Mncono, Luthando Bailey |
| Date(s) | 2 July 2013 |
| Area | Uitenhage |

School #4

| SCHOOL NAME | TAMSANQA HIGH |
|------------------------|---|
| Number of participants | 197 learners |
| Contact teacher | Mrs Manona |
| Facilitators | Lobisa Pumelela Simo Ntweni |
| Date(s) | 25 July 2013 / 21 October 2013 / 13 February 2014 |
| Area | Kwazakhele |



Lulama Mpongsohe getting ready to ask questions about the music video.



Amanda Mncono showing the young learners of Gamble Street High School how to do a safety map.

School #5

| SCHOOL NAME | ITHUBELIHLI HIGH SCHOOL |
|------------------------|---|
| Number of participants | 50 learners |
| Contact teacher | Mrs Burnett |
| Facilitators | Miranda Maweni, Zanele Lamani, LusandaTyeke, Lufefe Phillip |
| Date(s) | 29 July 2013 |
| Area | New Brighton |

School #06

| SCHOOL NAME | KWAMAGXAKI HIGH |
|------------------------|---|
| Number of participants | 30 learners |
| Contact teacher | Mrs Mazomba |
| Facilitators | Xolisa Mose, Asanda Ngwendu, Amanda Mncono, Busisiwe Sibuta |
| Date(s) | 31 July 2013 |
| Area | KwaMagxaki |

School #07

| SCHOOL NAME | KWAMAGXAKI HIGH |
|------------------------|--|
| Number of participants | 30 learners |
| Contact teacher | Mrs Madikana |
| Facilitators | Sive Sifora, Onela Lukwe, Sigqibo Kutase, Phelisa Plaatjie |
| Date(s) | 07 August 2013 |
| Area | KwaDwesi |

School #08

| SCHOOL NAME | NCEDO HIGH SCHOOL |
|------------------------|---|
| Number of participants | 30 learners |
| Contact teacher | Mr Booysens |
| Facilitators | Lulama Mphongoshe, Lufefe Phillip, Banathi Adams, Gcobani Peter |
| Date(s) | 08 August 2013 |
| Area | Motherwell |



School #09

| SCHOOL NAME | PATERSON HIGH |
|------------------------|--|
| Number of participants | 30 learners |
| Contact teacher | Mrs Benjamin |
| Facilitators | Siggibo Kutase, Andisiwe Mbelekane, Amanda Noqoli, Onela Lukwe |
| Date(s) | 13 August 2013 |
| Area | Schauderville (Northern Areas) |

School #10

| SCHOOL NAME | TEMBALABANTU HIGH SCHOOL |
|------------------------|--|
| Number of participants | 30 learners |
| Contact teacher | Ms Nonkewuse |
| Facilitators | Siphosethu Dwane, ZaneleLamani, Gcobani Peter, Abongile Bula |
| Date(s) | 14 August 2013 |
| Area | Zwide |

School #11

| SCHOOL NAME | VICTORIA PARK HIGH |
|------------------------|--|
| Number of participants | 30 learners |
| Contact teacher | Mrs Jennings |
| Facilitators | Sarah Fina, Phelisa Plaatjie, Lihleli Kutase, Manelisi Billy |
| Date(s) | 15 August 2013 |
| Area | Victoria Park (Walmer) |

School #12

| SCHOOL NAME | INDYEBO HIGH SCHOOL |
|------------------------|--|
| Number of participants | 213 learners |
| Contact teacher | Mrs Tanda |
| Facilitators | Andisiwe Mbelekane, Onela Lukhwe, Zingisa Mbanga, Ziyanda Cuba, Xolisa Mose, Manelisi Billy, Xola Myoyo, Luthando Bailey |
| Date(s) | 21 August 2013 / 17 February 2014 |
| Area | Motherwell |



The learners from Alexander Road high getting ready to draw the safety map.



The young learners from Cowan High School drawing their safety map.



The learners from Alexander Road High School preparing to present a picture of their safety map.

Phumelela Lobisa explaining the project ideas activity to the learners of Tamsanga High.

School #13

| SCHOOL NAME | JAMES JOLOBE HIGH |
|------------------------|---|
| Number of participants | 247 learners |
| Contact teacher | Mrs Sixaso |
| Facilitators | Sanelisiwe Dick, Vukile Madolwana, Samkelo Koli, Hlombekazi Breakfast, Xolisa Mose, Xola Myoyo, Luthando Bailey, Manelisi Billy |
| Date(s) | 22 August 2013 / 25 February 2013 |
| Area | Motherwell |

School #14

| SCHOOL NAME | GELVANDALE HIGH |
|------------------------|--|
| Number of participants | 30 learners |
| Contact teacher | School Principal and Mrs Booysens |
| Facilitators | Sive Sifora, Sarah Fina, Amanda Noqoli, Ziyanda Cuba |
| Date(s) | 04 September 2013 |
| Area | Gelvandale |

School #15

| SCHOOL NAME | NEWELL HIGH |
|------------------------|---|
| Number of participants | 30 learners |
| Contact teacher | Mrs Petros |
| Facilitators | Miranda Maweni, Siphosethu Dwane, Zanele Stout, Abongile Bula |
| Date(s) | 05 September 2013 |
| Area | New Brighton |

School #16

| SCHOOL NAME | NEWELL HIGH |
|------------------------|---|
| Number of participants | 30 learners |
| Contact teacher | Mrs Jaftha |
| Facilitators | Vukile Madolwana, Sanelisiwe Dick, Samkelo Koli, Hlombekazi Breakfast |
| Date(s) | 10 September 2013 |
| Area | New Brighton |





Miranda Maweni guiding the learners from Ithubelihle High in coming up with project ideas.



Learners from Ithubelihle Comprehensive High School discussing their project idea.

School #17

| SCHOOL NAME | COWAN HIGH SCHOOL |
|------------------------|----------------------------------|
| Number of participants | 30 learners |
| Contact teacher | Ms Zamisa |
| Facilitators | Lulama Mphongoshe, Banathi Adams |
| Date(s) | 11 September 2013 |
| Area | New Brighton |

School #18

| SCHOOL NAME | ALEXANDER ROAD HIGH |
|------------------------|---|
| Number of participants | 120 learners |
| Contact teacher | Mrs Roberts |
| Facilitators | Sive Sifora, Sarah Fina, Manelisi Billy, Lihleli Kutase, Sanelisiwe Dick, Asanda Ngwendu, Xolisa Mose |
| Date(s) | 18 September 2013 / 16 October 2013 |
| Area | Newton Park |

School #19

| SCHOOL NAME | LOYISO HIGH SCHOOL |
|------------------------|---|
| Number of participants | 60 learners |
| Contact teacher | Mrs Dyasi |
| Facilitators | Banathi Adams, Lulama Mphongoshe, Samkelo Koli, Zanele Stout, Abongile Bula |
| Date(s) | 15 October 2013 |
| Area | Zwide |

School #20

| SCHOOL NAME | NDZONDELELO HIGH SCHOOL |
|------------------------|--------------------------|
| Number of participants | 60 learners |
| Contact teacher | Mrs Mafu |
| Facilitators | Onela Lukhwe, Sarah Fina |
| Date(s) | 17 October 2013 |
| Area | Zwide |

School #21

| SCHOOL NAME | SOPHAKAMA HIGH |
|------------------------|-------------------------------|
| Number of participants | 60 learners |
| Contact teacher | Mr Dimbaza |
| Facilitators | Linda Zali, Shane Mangcangaza |
| Date(s) | 22 October 2013 |
| Area | New Brighton |

School #22

| SCHOOL NAME | SOQHAYISA HIGH |
|------------------------|---|
| Number of participants | 250 learners |
| Contact teacher | Mr Skenjane / Mrs Hoho |
| Facilitators | Xolisa Mose, Xola Myoyo, Manelisi Billy |
| Date(s) | 24 October 2013 |
| Area | Motherwell |

School #23

| SCHOOL NAME | MOTHERWELL HIGH |
|------------------------|--|
| Number of participants | 60 learners |
| Contact teacher | Mrs Mkhohli |
| Facilitators | Amanda Mncono, Xolisa Mose, Luthando Bailey, Simo Shinga |
| Date(s) | 12 February 2014 |
| Area | Motherwell |

School #24

| SCHOOL NAME | CINGANI HIGH |
|------------------------|--|
| Number of participants | 149 learners |
| Contact teacher | Mr Sandi |
| Facilitators | Xolisa Mose, Xola Myoyo, Luthando Bailey, Manelisi Billy |
| Date(s) | 19 February 2014 |
| Area | Motherwell |



Youth Fighting Back: Learners from Victoria Park High presenting their project idea.



The learners from Gelvandale High School voting for a winning project idea from the Community Safety Workshops.





Anesipho from Khwezi Lomso High enjoying the Walmer's Own special edition magazine.



Rewarding participation at the Community Safety Workshops. A learner from Khwezi Lomso accepts his certificate. From left: Asanda Ngwendu, Xolisa Mose, & Siphelo Phiri.

School #25

| SCHOOL NAME | ZANOLWAZI HIGH SCHOOL |
|------------------------|--|
| Number of participants | 119 learners |
| Contact teacher | Mr Jacobs |
| Facilitators | Xolisa Mose, Luthando Bailey, Manelisi Billy, Xola Myoyo |
| Date(s) | 26 February 2014 |
| Area | Dispatch |

THE RESULTS OF THE COMMUNITY SAFETY WORKSHOPS

During the course of the YSC workshops the facilitators managed to facilitate 62 workshops at 25 high schools in the Nelson Mandela Bay. Awareness about the role youth can play in the creation of safety in the Nelson Mandela Bay learners was made to 2000 grade 10 learners.

The table below shows the different areas of the grade 10 learners who have been part of the workshop series.

| AREA NAME | AREA NAME | AREA NAME | AREA NAME | AREA NAME |
|--------------|----------------------|---------------|--------------|---------------|
| New Brighton | Zwide | Veeplaas | Kwadwesi | Motherwell |
| Kwazakhele | Soweto on Sea | Kwamagxaki | Uitenhage | Bluewater Bay |
| Motherwell | Central (Park Drive) | Missionville | Izinyoka | Joe Slovo |
| Dispatch | Goven Mbeki | Mallabar | Walmer | Korsten |
| West End | Newton Park | Overbaakens | Perridgevale | Lorraine |
| Algoa | Westering | Ben Kamma | Adcodvale | Cotsworld |
| Kwanoxolo | Gelvandale | Schauderville | | |

At the workshops the participants were encouraged to come up with project ideas which could contribute to safety at their schools and communities. Following is a summary of the project ideas that the learners came up with during the workshop series:

- To give young people a platform to explore and showcase their talents
- ✓ Establish an art studio where young people will get a chance to be involved in a number of things which include, poetry, music, drama, drawing, photography
- To get young people involved in keeping their community clean
- ✓ Encourage young people to recycle so that they can keep their community clean.
- Empower the youth to create change in their community
- ✓ Organising marches where they will create an awareness about what it needs to be done to break the cycle of crime
- Arranging sports activities
- Encourage everyone in the community to dedicate 67 minutes of their time for safety
- Encourage young people to participate in extra mural activities by starting homework clubs
- Start support groups for young people who are using drugs and alcohol



– To empower young people so that they could have high self-esteems and a high confidence level

- ✓ Create support groups which will help the youth in expressing themselves and learning from their past mistakes

– To start up activities that focus on self-development and confidence building

- ✓ Instill positive values and behaviors in young people
- ✓ Encourage young people to live a healthy lifestyle

– Have interschool study groups

– Start a journalism group that produce a city wide youth magazine on the topic of violence and crime prevention

– Organise a debate competition for schools within their area

– Create a code of conduct which will influence the behavior of young people and motivate as many young people as possible to sign up and stick to this positive code of conduct

– Organise share-information sessions where young people can talk about issues of crime, violence and safety

– To educate young people about social issues and to organize activities that will keep the youth busy

- ✓ Organise events where young people get informed about the social issues

– Encourage young people to do volunteer work

– To fight school failure rates and to create a change in their community

- ✓ Open study classes in their school

– To organize a youth bash with a theme “Crime Free Society”

- ✓ To bring everyone together at a public park and taking back ownership of the community’s park.

– Organise a fun run that will raise awareness for safety

– Organise demonstrations that will showcase tips on self-defense and how to stay safe

– Helping old people who seem to be at risk in their community

– Changing negative things that are done by the youth into positive things

- ✓ Close all open spaces and create gardens for people so that they can benefit

THE “YOUTH FOR SAFER COMMUNITIES” PROJECT LAUNCH

SEPTEMBER 2013

The “Youth for Safer Communities” project was officially launched on the 17th of September 2013 at the Agalhus Room of the Beach Hotel, Port Elizabeth. The main objective of the YSC project launch was to inform the general public about the project and the workshops that have been running officially since July 2013. Another objective for the launch was to provide opportunities to network with stakeholders involved in the field of safety and community development, and with representatives from the local Municipality, High Schools, NMMU, the corporate- and the non-profit sector. Experts from different disciplines informed the audience about the status of violence- and crime-prevention activities within the Mandela Bay during a panel discussion and key note speeches. The programme for the YSC project launch looked like the following:

Table 1: YSC Launch Programme

| ACTIVITY | PERSON IN CHARGE | OBJECTIVE |
|--------------|---|---|
| Introduction | Jonas Schumacher (Managing Director Masifunde Learner Development) | Welcoming Speech |
| Music Video | Video done by Sebastian Kuhn | Launch the “I can make a difference” song by Vudu, Geniuses and the Masifunde choir |



All stakeholders in the Nelson Mandela Metro are in attendance at the YSC launch.



| ACTIVITY | PERSON IN CHARGE | OBJECTIVE |
|------------------|---|---|
| Panel Discussion | Councilor Xolani Bisset (Safety and Security) Bryan Howard (Managing Director Business Against Crime) Dr Tina Silbernagl (Head of Inclusive Violence and Crime Prevention Programme) Linda Zali (Coordinator of Youth for Safer Communities) Lihleli Kutase (Facilitator of Youth for Safer Communities) | A cross-sectoral discussion about the status of violence and crime prevention in the Nelson Mandela Bay and the role the youth, the public and the private sector can play. |
| Documentary | Film done by Sebastian Kuhn | Showcase the local heroes documentary on the lives of four young people who are doing positive activities for their communities. |
| Wrap Up | Dr Robert Herbst (Senior Lecture Department of Sociology Nelson Mandela Metropolitan University) | Wrap-up-speech about the discussions that occurred |
| Life Performance | Vudu, Geniuses, and Masifunde choir | To perform the YSC theme song "I can make a difference" live |

A plus 10 organisations and media braced the Masifunde and YSC team with their presence at the YSC project launch. Almost all the schools that the YSC learners have been to at the time attended the launch. The four local heroes together with the YSC facilitators were guests of honour. These organisations and media houses included:

- ✓ Herald News
- ✓ Kingfisher FM
- ✓ Bay TV
- ✓ Municipal Office (Safety and Security Portfolio)
- ✓ GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit)
- ✓ Volkswagen SA
- ✓ Families South Africa (FAMSA)
- ✓ Business Against Crime (BAC)
- ✓ National Institute for Crime Prevention and Reintegration of Offenders
- ✓ Nelson Mandela Metropolitan Universities (NMMU)



Sisanda Mnyataza from Vudu giving the guest food for the soul.



Some of the panelist of the panel discussion at the YSC launch. From left: Dr Tina Silbernagl, Lihleli Kutase, Linda Zali



Teachers from the YSC partner schools were also in attendance.

THE YSC YOUTH CONFERENCE



The youth conference was the highlight of the YSC project in 2013. All the two representatives who were selected at 25 schools during the community safety workshops were invited to join the youth conference.

Over 60 learners were in attendance at the youth conference which was a three day affair. The conference started on the 29th of November and ended on the 1st of December 2013, at Pine Lodge Port Elizabeth. The conference had two major objectives. The first was to give the conference delegates a platform to share experiences about what it is like in their respective areas and what they have been doing since the workshops. The second one was to fine tune the project ideas from the community safety workshops and come up with project ideas that would be implemented in 2014.

The first day of the conference the delegates had a two hour team building session where they had to get to know each other during team oriented activities. Later on that day they were also given the opportunity share what they have been doing at their schools after the community safety workshops.

The main focus of the second day was the project ideas. In the morning of the first day all the project ideas were hanged on the walls. The delegates had to select 10 of those ideas that they would like to work on. The idea was to short list 10 project ideas that the delegates would concentrate on, and then in groups they would

Xala Myoyo taking the lead during team building session at the conference.





Sarah Fina addresses the conference delegates about local heroes in her community.

work on those project ideas. The delegates were given an hour to fine tune the project ideas. After that hour they had a feedback session, through world café. During the feedback session they gave each feedback on how their projects could be improved. The delegates were given another hour after the feedback session to work on their project ideas so that they could incorporate the ideas they received from their fellow conference delegates. Towards the end of day two the delegates presented the ideas and then end in confidence they had to vote for the best three ideas.

THE RESULTS OF THE YSC YOUTH CONFERENCE

The three day conference was a great success. Over 50% of the delegates revealed that they started something at their schools after the community workshops. One of the things that were done was an anonymous suggestion box that was initiated at one of the schools. The learners at that school were asked to write down anything negative they witness at school. Another great success was the three best project ideas which would be implemented in 2014, namely the debate club, the empowerment (peer helpers) group, and the drama group. On the last day of the conference, a talk show was produced. The talk show was a platform to get the voices of the youth heard. For the talk show the delegates had a panel discussion about the issues they had been discussing at the conference. They also did a presentation of the winning project ideas.

Empowerment (Peer Helpers) Group

The empowerment group is about starting peer counseling groups in different schools in the Nelson Mandela Bay. The main goal is to reduce the impact that psychological problems have on young people decision to engage in criminal activities. The goal is to give young people a place where they can get peer counseling and an opportunity to talk about issues they are facing. These could be issues like social rejection, bullying, peer pressure or problems at home. This group plans to start societies at different schools which will have a uniform name and the same objectives.



Sethu Dayile presents her own definition of the word FOCUS.



Emma Parker draws a "Me Tree" to explain her potential of being a local hero.

The Debate Club

The debate club is club which encourages young people to debate about social issues that young people are facing. The idea is to start debate clubs at different high schools in Nelson Mandela Bay and to start a debate competition. The schools will debate against each other about the consequences, the impact and the solutions of the social issues they are facing. The main goal is to come up with realistic ways of dealing with the challenges that young people of Nelson Mandela Bay are faced with.

The Drama Group

The drama group is about using the love that young people have for drama to create awareness about the dangers of engaging in criminal and violent activities. The group plans to start drama groups at different high school in the Nelson Mandela Bay. The idea is to have drama lessons where they come up with a story line which aims to teach young people about the dangers of crime and gangsterism. Then they plan to organize an event where all the schools will be invited to perform their drama pieces.



Ziphozethu Ntunte presenting the Debate Club project idea during the YSC TV show.



FOLLOWING ARE THE NAMES OF YOUNG PEOPLE
WHO ATTENDED THE YSC YOUTH CONFERENCE IN 2013:

| |
|---------------------|
| BABALWA MAKASI |
| ANNALISA LUPONDWANA |
| YOLISA ALLA |
| NZUZO MAGAJANA |
| ZIPHOZETHU NTUNTE |
| LUSAPHO VAYI |
| LENN TABALAZA |
| WENDY NDUMA |
| ABONGILE SIXAKWE |
| SITHOLE SAKHIWO |
| SETHU DAYILE |
| SIMAMKELE MCHAKO |
| SINAYO MFUKO |
| APIWE TEYISE |
| SHIRMONIQUE MAAKA |
| NOLITHA JANUARY |
| THANISA RAYI |
| ATHANDILE WILLIAMS |
| MASIMBULELE GEGE |
| LITHALETHU GOSANI |
| LINDELANI NDUNA |
| LUTHANDO MINNIE |
| SIWE GOVA |
| YONELA MAPOSA |
| SHARNAE NAIDOO |
| SAKHUMZI PUTULU |
| THULISA MKHUNYAMA |
| ASANDA MPHAKO |
| SOYAMA MALI |

| |
|----------------------|
| EMMA PARKER |
| SIPHOKAZI ISAKE |
| SIPHOSETHU YEKI |
| SUYANDA SIKWEZA |
| AMANDA MKITA |
| NOMFUSI MSIZI |
| BANATHI ADAMS |
| LUSANDA TYEKE |
| LULAMA MPHONGOSHE |
| GCOBANI PETER |
| SIPHOSETHU DWANE |
| VUKILE MADOLWANA |
| ABONGILE BULA |
| LUFEE PHILLIP |
| HLOMBEKAZI BREAKFAST |
| SAMKELO KOLI |
| SANELISIWE DICK |
| ZIYANDA CUBA |
| BISIWE SIBUTA |
| PHELISA PLAATJIE |
| SIGQIBO KUTASE |
| AYABONGA BADI |
| SIVE SIFORA |
| SARAH FINA |
| ONELA LUKHWE |
| ANDISIWE MBELEKANE |
| BONGIWE CHUNA |
| LIHLELI KUTASE |
| MISIWE MNCONO |
| ASANDA MGWENDU |
| XOLA MYOYO |
| SIMO SHINGA |



Youth For Safer Communities Workshops

Research Phase



Workshop Development Phase

YSC Facilitators

EVALUATION

EVALUATION

The YSC process has been a long challenging journey with many ups and downs along the way. This process is very unique in that it involved young people who were equipped with skills they would need to initiate change in their lives and the lives of young people in the Metro. This section will focus on evaluating the impact of the process on the YSC facilitators and the impact of the process on the workshop participants. It will also focus on evaluating the workshops materials and handouts had on the workshop participants. The first part will focus on the phases of the project looking at the positives and the areas of improvements of these phases.

As much as there were many highlights of the research phase there were also evident areas of improvements. The first area of improvement was to get more organizations or stakeholders of the crime and violence prevention. There are more organizations that are dedicated to the prevention of crime and violence, however due to time constraints the learners did not go to all of them. Another one was to dedicate more time for the educational trips. The focus should be less on theory and more on educational trips where the learners could get first-hand information.

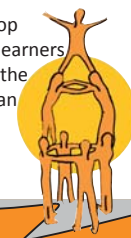
WORKSHOP DEVELOPMENT PHASE

RESEARCH PHASE

The research phase was the phase where the learners were introduced to the topic crime and violence prevention. Since, at the time, they did not know much about the topic they had to visit a number of places where they could learn more about it. This phase had the following highlights:

- ✓ Using the ecological model made it easy for the YSC learners to understand the root causes of crime and violence. Plus it made the process of coming up with solutions to curb the issue of crime and violence a little easy.
- ✓ During this phase the learners got opportunities to visit a number of places and met up with experts who shared knowledge about the different causes of crime and violence. They also had the opportunity to ask the experts any questions they had pertaining crime and violence prevention. In addition the excursions cemented the knowledge they received from the ecological model as they noticed that even in practice the principles of the model are being applied.

The workshop development phase is the phase that laid foundation work for all the YSC aspects namely the workshops, song, videos and the magazine. This phase was an 8 day summer camp which was done in Hobbiton at Hogsback. All the involved parties were invited to join this camp. This camp had a number highlights, the first being that the camp provided the opportunity to only focus on the workshop development and preparations. The workshops setting at the camp was that the learners would focus on the theory in the mornings then in the afternoons focus on practicing it. The setting also provided the opportunity for the YSC learners to work as a team and share ideas. At the time of the workshop development phase the YSC learners were doing grade 9, 10, and 11. At the camp the grades were mixed so as to ensure that the learners start working as a team during the early stages of the YSC project. Another highlight at the camp was the opportunity to plan and execute a workshop plan. The first seven days of the camp the learners were only focused on the development of the workshop. Then on the last day they test ran



the workshop plan to the then grade 8 Masifunde learners. For the first time in the project the YSC learners assumed the facilitator role during the test run workshop at the camp. The goals and objectives of the camp were all achieved. However there were a few areas that needed improvements. The learners spent 90% of their stay at the camp focusing on the development of the workshop plan. That resulted in a first draft of the workshop plan being implemented at the camp. However that meant the learners spent long hours at the workshop preparations. The possible danger of that is that it could result in information overload because the learners were not given free time. They were not given time to properly reflect on the information obtained at the workshop preparation sessions. As much as it is important that the learners grasp and understand the issues of community, it is also vital that the learners have fun activities. Another area of improvement was to have a more matured audience and a larger audience because the grade 9 learners did not really respond well to the workshop plan. One last thing that became evident at the camp was that organizing workshops longer than two hours, two times a day was not such a good idea. The facilitators at the camp had to come up with a number of energizing activities to get the learners to remain focused on their goal.

YSC FACILITATORS

The YSC facilitators have been the main the drivers of this project. As mentioned in one of the above sections they started this project when they were in grade 9, 10 and 11. They invested their time and energy to the project for over a year. To evaluate the impact the project had on the YSC facilitators they were given anonymous questionnaires before they started the YSC project. The plan was to give them the same questionnaire after they were done with the project. The table below shows the questionnaire that was given to the YSC facilitators.

The questionnaire had three objectives. The first one was to evaluate the YSC facilitators' perception on whose role is it to ensure community safety. The main idea was to check if the YSC learners believed that they youth could play the role and were capable of creating a safer community. Before the project only 11% strongly agreed that young people were capable of creating a safer community. However after the YSC project 58% strongly agreed that the youth is capable of creating safer communities. It is evident through the YSC workshops series the learners saw the potential young people of the metro and the enthusiasm they had. Plus the fact that over 50 % of the workshop participants started a school safety initiative after community safety workshops played a huge role in changing the perceptions of the YSC facilitators. Figure 1 shows the YSC facilitators' responses on the question about the youth's capability in the creation of safer communities.

Crime and Violence Awareness Questionnaire

Masifunde is currently doing a research study on the perceptions the youth has when it comes to crime and the prevention thereof. The facilitators would like to ask you to answer the following questionnaire. Please be as honest as possible and give a detailed answer where you are asked to explain yourself. Thank you!

Section A

- Keys:**
1. I strongly disagree with the statement
 2. I disagree with the statement
 3. I am not sure if I agree or disagree with the statement
 4. I agree with the statement
 5. I strongly agree with the statement

| Determine how you feel about each of the following statements by referring to the above keys and place a check mark under the appropriate number | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| The police are actively involved in creating a safer community for all | | | | | |
| The police needs support from the community to fight crime and violence | | | | | |
| The community should take the law into their own hands to ensure that communities are safer | | | | | |
| I believe the youth is capable of creating a safer community | | | | | |
| If the youth, community and the police join forces crime would be prevented | | | | | |

Section B.

Please answer the following questions and be as honest as possible.

1. In your opinion, what is the impact of crime and violence in the following:
 - a. Home

.....

.....
 - b. School

.....

.....
 - c. Area/Neighbourhood

.....

.....
2. What would you say are the main causes of crime and violence in your neighbourhood?

.....

.....



3. Why do you consider those as the main causes of crime?

.....

.....

4. Would you say you are safe in your neighbourhood?

Yes ☐ No ☐

If yes, Please explain

.....

.....

5. What would suggest as the most appropriate time to be outside on the street? Explain Please.

.....

.....

6. Would you say the police are doing enough to ensure safety in your community?

Yes ☐ No ☐

If yes, Please explain

.....

.....

7. What would you say is the role of the community when it comes to crime and violence prevention?

.....

.....

8. Would you say that you are able to play a role when it comes to creating a safer community for all?

Yes ☐ No ☐

If yes, please explain

.....

.....

.....

.....

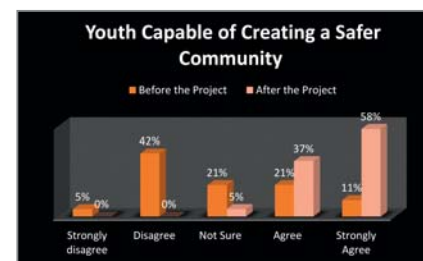


Figure 1: The YSC facilitators' perceptions on whether the young people in the Metro are capable of creating safer communities.

The second objective was to assess if the YSC facilitators were aware that they had a role to play in the creation of safety in their respective communities and ultimately the Nelson Mandela Bay. When they started the project only 47% realized they had a role to play in the creation of community safety. At the time the learners thought that crime and violence prevention was too big a challenge that should be left to the police and the government to tackle. However when asked the same question after the workshop series the majority (94%) of the facilitators said they had a role in the creation of community safety. It is evident that after the workshops they realized that they could small things, like starting soccer clubs in the communities that could ultimately lead to safety. They realized that its starts with an individual who becomes a role model in his or her community then that individual inspires one or more people in the community. Eventually it becomes a ripple effect when everyone sees the fruits of the actions done by one or two persons of which they too would like to be part of. Figure 2 shows the graphical illustration of the YSC

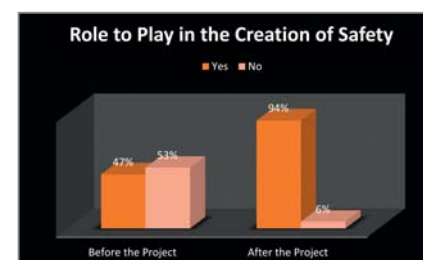


Figure 2: The YSC facilitators' perceptions on whether they had a role to play in the creation of community safety

facilitators' responses on whether they thought they could play a role in the creation of safety. The third objective was to assess the YSC Facilitators' response when they were asked what should be done to ensure community safety. The main idea was to check what sort of activities or programmes they thought should be done to increase community safety. Before the project most of the facilitators believed young people had no role in fighting crime and violence prevention because that's the role of the police. 47% of the facilitators said that there is nothing that young people can do about crime and violence prevention. Only small percentages of the learners came up with activities such as:

- ✓ empowerment programmes; or
- ✓ be involved in recreational activities such as sports, or
- ✓ be involved in activities like the night watch and patrol the neighbourhood, or
- ✓ report crime and be involved more in the fight against crime,

The YSC facilitators felt like they should take more of a spectator role when it came to crime and violence prevention and the creation of safety. Like mentioned in the above section they thought the creation of safety was something that should be left to police and elderly people. However they believed should a young person witness any crime that is happening that person should report it. Figure 3 shows a graphical illustration of the YSC facilitators' response on what can young people do to create community safety.

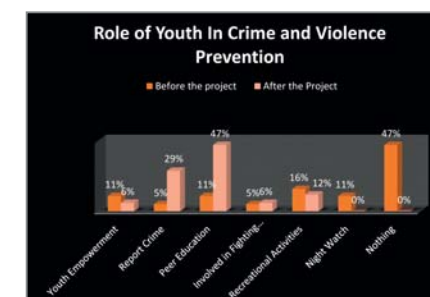


Figure 3: The YSC facilitators' perception on what could young people do in the quest of creating safer communities.

However after the project the numbers changed. There was an increase in the number of facilitators who believed young people should be involved on peer education programmes. 47% of the YSC facilitators agreed that young people should engage in peer education programmes that will teach them about the consequences and the dangers of violence and crime. This could be attributed to the success of the community safety workshops, which will be dealt with in the next chapter. The reason could be that the YSC saw the impact of the peer to peer education approach used in community workshops. One of the most common themes that surfaced from the workshop series was that young people respond well to initiatives that are driven by their fellow peers. Most workshop participants had a perception that their peers understood the challenges that they face better than older people. Having said that quite a number of learners felt the youth should work hand in hand with the police and report any violent crimes that they witness. They knew that there is only so much that could be done by peer education programmes they also need to work hand in hand with the community members and the police. It is interesting to note that the number of YSC facilitators who felt that young people should be involved more in sports or recreational activities declined. The same happened for youth empowerment programmes the numbers declined from 11% to 6%. Another interesting thing to note is after the project none of the facilitators felt that young people had nothing to contribute in the creation of community. The impact this project had on them is incredible. Before the project most of the learners thought there was nothing young people could do to create community safety. However after the “Youth for Safer Communities” project that changed. Throughout their YSC journey the facilitators realized how much potential young people had when it came to addressing the issue of crime and violence in their communities.

Even the workshop participants accepted the idea of being facilitated by their peers. At the YSC conference the participants were asked to reflect about the workshops. Most of the participants said they were pleasantly surprised to see that their facilitators were their peers. They even went on to say that they responded well to the workshops because they were not facilitated by older people.

The fourth objective was to assess if the year-long preparations for the workshops would pay off during the workshop series. The main idea was to check how the workshop participants perceived the YSC facilitators in terms of being prepared and knowing the content. The latter was checked by asking the workshop participants if the YSC facilitators were responsive to their (participants) questions. While for the former the workshop participants were asked about the preparedness of the YSC facilitators.

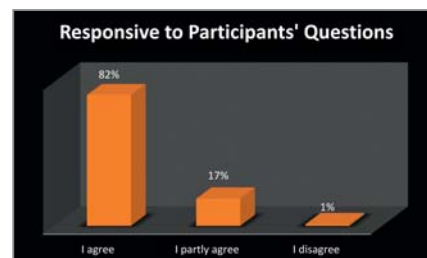


Figure 4: The Community Safety Workshop participants' perception of whether the YSC facilitators were responsive to their questions.

Judging by the workshop participants' response the YSC facilitators knew what they were doing and were responsive to their questions during the workshops. This means that the questions the participants had with regards to the content of the workshops, the YSC facilitators were able to answer them. It is evident that doing research on the topic before the workshop series came in handy. The YSC facilitators had vast knowledge on the topic of crime and violence prevention and the creation of safer communities than their counterparts.



Figure 5: The Community Safety Workshop participants' perception on whether the YSC facilitators were prepared for the workshops.

On the question of the preparedness of the YSC facilitators a whopping 81% percent agreed with the statement that the facilitators were well prepared. The YSC facilitators had ample of time to do test runs of the workshop plan starting from the one they had during summer camp 2012 and in Walmer High 2013. Another thing that assisted in this regard is the YSC facilitators always met a day before they ran a workshop just to do last minute preparations and practice run. Investing a year in preparations for the YSC project and community safety workshops paid off in the end.

THE "YOUTH FOR SAFER COMMUNITIES" WORKSHOPS

This section will evaluate the impact of the “Youth for Safer Communities” project had to the target audience, namely the grade 10 learners in the Nelson Mandela Bay. The YSC project had two major objectives. The first was to create awareness about the potential role the youth of Nelson Mandela Bay had in the creation of community safety. The second objective was to activate the youth to play their role in the creation of safety.

During workshop series both objectives were achieved. The YSC facilitators managed to run 62 workshops to over 2000 grade 10 learners in 25 high schools in the Nelson Mandela Bay. In addition to that the participants were asked, after the workshops, if they had a role to play in the creation of community safety. Out of the 2000 learners reached during the workshop phase over 60% of the participants realized after the community safety workshops that they had a role to play. After

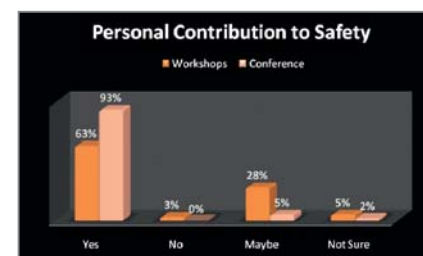


Figure 6: Comparing workshop participants' realisation of their personal contribution to safety at the workshops and at the conference.

learners had time to reflect on what they learnt at the workshops, watched the music video and the local heroes' documentary and read the magazine, over 90% of the learners realized that they have a role to play. The latter was obtained after the same learners were given the same questionnaire after the three day youth conference.

In addition to that throughout the workshop series the YSC facilitators activated the youth of the Nelson Mandela Bay to come up with over 25 project ideas which could ensure the safety of the Metro. Furthermore at the conference **over 50% of the learners there revealed that they had started doing something at their respective schools.** It makes it safe to say that the community safety workshop had a huge impact on the youth of the Nelson Mandela Bay. Every second learner managed to start something at their schools after just one community safety workshop. One can only imagine what could happen if the workshops could be continued to other schools in the Nelson Mandela Bay.

At the conference the youth managed to narrow down the list of project ideas to three project ideas. These are project ideas that the youth believe that could be implemented at the schools and actually be successful. Plus they believe that these ideas could have positive impact on safety of the whole Metro. Over 90% of the youth believed that these project ideas could be implemented and be successful. The reason for this could be that the learners felt ownership towards the project ideas as they are the ones who came up with the ideas. They have, one way or the other contributed towards the three project ideas be



Figure 7: Workshop participants' perceptions on whether project ideas can be implemented and be successful.

it at the workshops or at the conference. One can rest assured that the project ideas will be implemented at different high schools in the Metro and that the learners will commit themselves to see them (project ideas) through.

Another thing that could be an indicator of success is how the workshop participants responded to the question should their peers take part in the community workshops. After the community workshops the workshop participants were that question. The response was overwhelming, 99% of the workshop participants agreed that their peers should take part in the community safety workshops.

The challenges of the workshops

The community safety workshops were a success and had a huge impact on the workshop participants. However that does not mean that there were no hiccups or challenges during the workshops series. The first challenge was running workshops in the afternoon and straight after school hours. It made it a little difficult to run the workshop because the workshop participants were a little tired. Sometimes they were not participating in the workshops as they should be. This put the pressure of the YSC facilitators to come up with ways to get them to be more participative. It was not an easy job however they managed to pull through in time. Having the facilitators facilitate more than one workshop helped because they became more experienced in facilitation as the time went on.

In addition to that, the afternoon sessions put strain of the facilitators as they would have long days. The YSC facilitators were be picked up from school and they would run workshops in areas that were far from Walmer Township. In some cases the facilitators would get home at 19:00 in the evening, which meant that the facilitators would have a 12 hour day if one counts the hours they spent at school.

Another challenge was the fact that the activities done during the workshop took longer than anticipated. The first activity that was time consuming is the official start. The YSC facilitators would invest a lot of time doing the official start

which resulted in the workshops being longer. The safety mapping activity took a lot of time. The reason is the workshop participants would first debate about the area to cover in the safety map. Most of the participants did not live in the same areas or communities. To tackle this problem the participants were grouped according to the areas they lived in. The areas were still diverse; however the participants would select one area that they were familiar with. Another reason it took the participants longer to do this activity was the fact that they wanted to produce beautiful artworks instead of just a rough sketch of a community safety map. The participants saw the safety mapping activity as a competition that they all wanted to win by producing the best community safety map.

The workshop content

The response to the workshop content and activities was positive. It was something the workshop participants could easily relate and be able to do. The basis of all the discussions and debates during the workshops was the participants' communities. The safety mapping activity allowed the learners to scrutinize the reasons why some parts of their communities were safer while others were not. This made it possible for them to think which project ideas will eliminate or decrease the indicators of not feeling safe in their schools and communities. It was not surprising that over 70% of the workshop participants felt that the workshop was relevant to their lives. While 87% of the learners thought the workshop content was easy to understand. The safety mapping activity, the local heroes' part and the project ideas part it easy for the learners to realize how relevant the topic was and how easy it was to grasp the nuances of



Figure 8: Workshop participants' perceptions on whether the workshops were relevant to their lives or not.



Figure 9: Workshop participants' perceptions on whether it was easy for them to understand the workshop content.

community safety. Furthermore the workshop content was developed to meet the needs and the level of understanding of the grade 10 learners.

The workshop content was designed in such way that it could be delivered in an interactive manner. The workshop participants were involved in the workshop right from the beginning. This met up with challenges along the way, as the some of the workshop participants were not used to interactive workshops. They were used to the teacher learner approach where they had to passively listen to their teachers. There were some instances where the YSC facilitators' skills were put to a test where they would get a group of participants who were not giving a 100% participation. Having said that however, close to 80% of the workshop participants found the community workshops to be very interactive. The idea for the workshops was for young people to have a conversation that was guided by a number of activities, about crime and violence prevention and the issues of safety. The YSC facilitators were trained to be facilitators of that conversation which was a two way street. If close to 80% of the participants thought the workshop was interactive then one might argue that objective was achieved.

The workshop material

As mentioned in one of the above chapters a song, music video and a local heroes' documentary were created for the community safety workshops. This chapter will evaluate how the workshop participants received the workshop material. For the evaluation of the workshop material, there were five objectives which were the following:

1. To check if the workshop participants enjoyed listening to the song

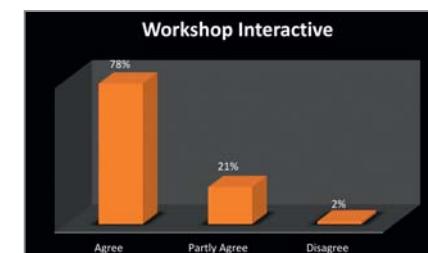


Figure 10: Workshop participants' perceptions on whether the workshop was developed in such a way that allowed them to participate.

2. To check if the participants were motivated by the song to play a part in the creation of community safety
3. To check if the participants found the local heroes documentary interesting.
4. To assess if the local heroes inspired the workshop participants to do something
5. To check if the workshop participants were looking forward to reading the magazine.

The overall response towards the workshops material was positive. The learners seem to have enjoyed listening to the "I believe" song. This was no surprise because the song is a mixture of music genres that I loved by young people. Over 90% of the workshop participants enjoyed listening to the song. It was interesting to find out that none of the participants did not enjoy listening to the song. This meant that using young people to come up with a song that will motivate young people to play a role in the creation of community safety paid off. The reason is that young people know what kind of music youth could enjoy while at the same time sending a positive message. During the

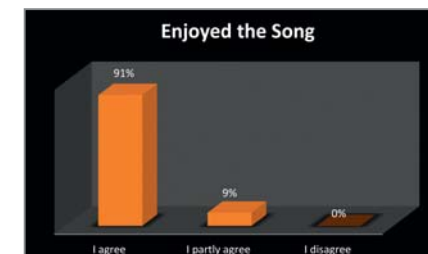


Figure 11: Workshop participants' response on whether they enjoyed listening to the song.

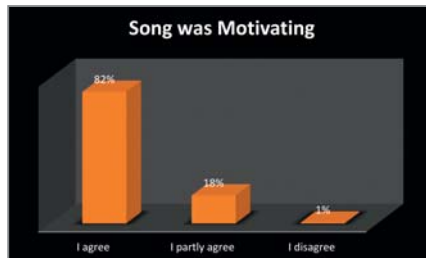


Figure 12: The Community Safety Workshop participants' response on whether the "I believe" song was motivating them to start thinking about what they can do to create safety in their schools and communities.

workshop series the "I believe" song was a hit. In some schools the participants would sing the song while they were doing the project ideas activity.

The song has inspiring lyrics that were aimed at motivating young people to start thinking about what they could do to contribute to safety in their communities. 81% of the workshop participants found the song to be very motivating for them to start thinking about what their contributions could be to create safer communities. One of the things that assisted in this regard was involving all parties involved in song creation in the research phase and the summer camp. The main reason for this was to ensure that the message of the song was consistent with the objectives of the "Youth for Safer Communities" project. All the youngsters involved in the making of the song understood the objectives of the YSC project as they were part of summer camp 2012.

The main goal of the local heroes' documentary was capture the attention of the participants and to make them think if they too could be regarded as local heroes. For the YSC project a local hero is someone who dedicates his or her time to the improvement of living or social conditions in their communities. When asked if they (participants) thought if the film was interesting, 74% agreed that seeing young people doing positive activities for their communities was interesting.

Furthermore the participants were asked if the local heroes managed to inspire them to do contribute to the creation of safety in their

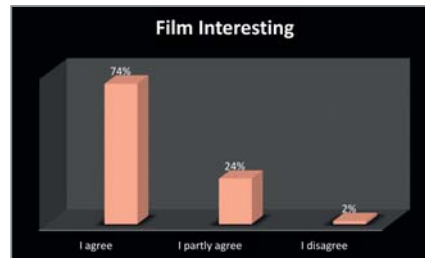


Figure 13: The workshop participants' response on whether the film was interesting for them.

communities. The idea behind the local heroes, as mentioned in one of the above chapters, was for the workshops participants to see what other young people were doing and to aspire to be like them. 85% of the workshop participants found that the local heroes inspired them to do something which could contribute to the safety of their communities. The reason for this could be that the learners saw how young some of the local heroes were to invest their times and energies to remedy the bad situation that exists in their communities. Furthermore, it is possible that the participants saw that the local heroes were not special individuals but ordinary people who lived in somewhat similar circumstances to theirs. The main objective of the local heroes' documentary was to show the participants that the number of risk factors they were subjected to did not matter. The only thing that mattered was their actions towards remedying their situations. Through the local heroes' documentary that seed was planted in the young minds of the Nelson Mandela Bay's youth. This

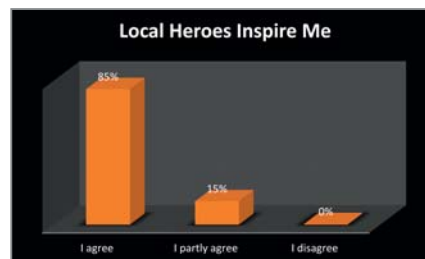


Figure 14: The community safety workshop participants on whether the local heroes documentary managed to inspire them to do small initiatives for their schools or communities.

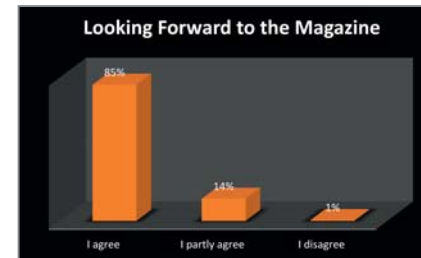


Figure 15: The workshop participants' response on whether they looked forward to reading the Walmer's Own Special Edition Magazine.

could also be the reason why 50% of the learners who took part in the community safety workshops started school safety initiatives at their respective schools, after the community safety workshops.

During the workshops the participants did not have a chance to go through the magazine and actually read it. However during the workshop the facilitators will reference to it when there was an activity they could find in the magazine like the safety mapping and local heroes. In some workshops the learners were spotted reading the magazine while they were having their refreshments. The participants' curiosity on the magazine was evident. When asked if they were looking forward to reading the magazine, over 80% of the participants agreed. This could also be attributed to the peer to peer approach that was adopted for the YSC project. The magazine was done by young journalist of Walmer's Own who understood what was appealing to young people. Furthermore the youngsters of WOM were involved in the project right from the beginning. They knew that they had to come up with a magazine that would be appreciated by the youth and had a message that was consisted with the objectives of the YSC project.

Conclusion

It is evident that using the peer to peer education approach in the YSC project had a huge impact than it would have been if the drivers of the project were older people. The project was such a success because it was done by young people for young people. That element is what makes this project

unique. It is probably one of the first times that the Nelson Mandela Bay had a project like this on such a large scale. The time invested researching on topic of crime and violence prevention and community safety, grooming the youngsters to be facilitators for almost a year, and developing workshop material was worth it. The learners were able to deliver the message of the project and they did that so well. Yes there were hiccups here and there, however what is important is that they managed to pull through. Running the workshops was not an easy task; however the YSC facilitators took all the challenges along the way and came out winners. They were able to run the workshops in an interactive manner that the workshop participants could enjoy. Plus they were able to answer the questions that the workshop participants had with regards to the issues of community safety and crime prevention. All the objectives that were set were achieved; maybe not 100% however there are successes that should be celebrated.

Another thing that contributed to the success of the workshops of having different mediums used to send the message across and that there was synergy in those mediums. The workshop content was supplemented by the inspiring song "I believe" which encourages young people to own their communities and ensure their safety. The local heroes' documentary also played an important role of planting a seed to over 2000 learners that they had the potential to be local heroes of the schools and communities. The magazine also covered the local heroes' stories and had an article of how music could help change the situation in the Nelson Mandela Bay.

Masifunde's stuff and the learners are proud to have produced this project. That's why we would like to thank everybody who made this project possible. A special thanks goes to our learners who spent hours and hours, days and nights ensuring that the YSC project became a success.

