



PLANÈTE
D'ENTREPRENEURS



Social Impact Assessment

Planète d'Entrepreneurs - Johannesburg,
June – July 2015



Summary

Introduction

Objectives

Methodology

Results of the study on the Aftercare Program

Results of the study on the Diversion Program

Conclusions and Recommendations



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South African Social Context

A slowly growing economy, with a lot of inequalities and disparities

A slowly growing economy...

- South Africa was considered as a member of the so-called **BRICS** (Brazil, Russia, India, China, South Africa) group, representing quickly developing countries. **South Africa is the second largest economy in Africa.** However, the growth rate has been slightly decreasing for some years, reaching a low 1.5% in 2014.
- The agriculture sector employs 10% of the working population, which is relatively low compared with other African countries. The manufacturing sector represents 19% of South African GDP⁽⁴⁾. 15% of South African jobs are in the informal sector. Some economists attributes this low rate to the **widespread South African welfare system.**

... with a lot of inequalities and disparities

- Despite these encouraging results, **disparities in development remain acute: South Africa is still burdened by a high rate of poverty and unemployment, and is also ranked in the top 10 countries in the world for income inequality** measured by the Gini coefficient. **Poverty often concentrates in the well-known townships.**
- These inequalities are exemplified by different unemployment rates according to the areas. **The overall unemployment rate is 25%, but it can reach 70% in the communities where Conquest for Life is working.** Black Africans are still the major persons affected by unemployment. **In most townships, overall unemployment is 46%, and reaches 60% for residents between the ages of 16 and 30⁽⁵⁾.**

FIGURES

Capital	Pretoria
Surface	1,221,037 km ²
Population	54 million ⁽¹⁾
Official languages	11 languages
Human Development indicator	118 th out of 186 ⁽²⁾
2014 growth rate	+1.5% ⁽³⁾

MAP



⁽¹⁾ Statistics South Africa, 2014 ⁽²⁾ World Bank ⁽³⁾ Statistics South Africa, 2015 ⁽⁴⁾ Statistics South Africa ⁽⁵⁾ Consultancy Africa Intelligence & World Bank

South African Social Context

Violence and insecurity are huge plagues for South Africa

History Legacy

- **The apartheid paved the way for inequalities between black and white people.** Through the 1970s and 1980s, resistance to Apartheid and the corresponding crackdown led to **many children growing up in an environment of constant violence.**

Violence remains an important issue

- **Primary cause of non-natural death between the ages of 15 and 45 in South Africa is homicide.** Young males are the most common victims and perpetrators of crime.
- Interpersonal violence remains the top cause of injury in South Africa, **and murder rates are more than seven times the global average.**
- **48% of the children had first witnessed community violence between the ages of 11 and 15,** with another 18% between the ages of 6 and 10. 50% of children allege that corporal punishment is ongoing at their schools. This desensitizes the children to violence and legitimates its use^{(1)?}
- **47 murders/day, 502 serious assaults/day, 327 aggravated robbery/day in 2013.** ⁽²⁾

A criticized law enforcement system

- **Law enforcement workers often use bribery, creating a feeling of impunity.** According to the World Bank, the South African Rule of Law Index is 58 / 100



FOCUS : STATE RESPONSE

The State's most common response is imprisonment.

Incarcerated youths are often traumatized and mentally unstable, within a **system too overpopulated to provide proper rehabilitation treatment.**

South African government has passed a law saying that any child under 18 cannot go to jail, whatever the crime committed, but Diversion programs do not seem to be a priority for the government.



⁽¹⁾ Consultancy Africa Intelligence ⁽²⁾ ISS

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Conquest for Life: Improving the Quality of Life for all

A project started in 1995 by a group of young people to initiate innovative approaches to complex problems facing their community

The idea:



Create a safe place where young people get a second chance



Give them the opportunity to meet with other people



Improve the quality of life in communities

The story behind the idea

- Glen Steyn, CFL's founder, got involved in a gang at 12, an experience which taught him that he had significant leadership skills.
- Deciding to use those skills to make a positive contribution, he founded a church youth group that did community service work.
- He studied theology for two years and then began a career in banking, from which he resigned out of boredom and frustration
- Glen then founded a local ministry and focused on youth
- When Glen's stepbrother was killed in a gang related incident in 1993, he used the tragedy as an entry point for working with the local gangs

Objectives

Developing a sense of Self

Strengthening Family structures

Strengthening Community structures

Youth Development and Empowerment

Main Partners

Ashoka (Social Entrepreneurs Network)

Peace First, an American non violence based education program

Mennonite Central Committee (providing formation for Youth)

Donors: South African Government, Companies, Foundations



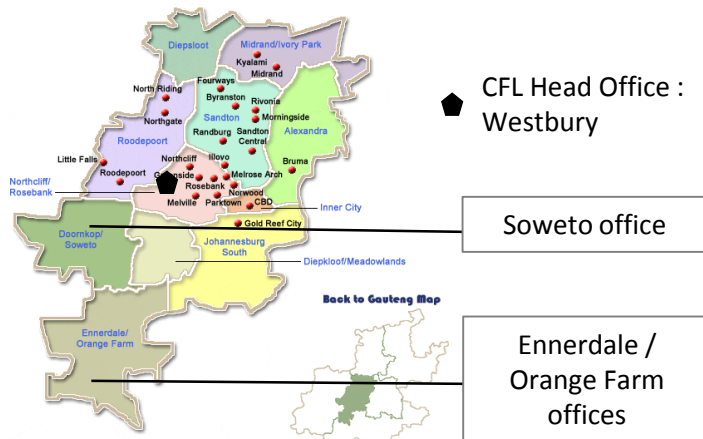
Conquest for Life Business Model

An NGO providing public services to solve the problems faced by local communities

▪ **CFL's proposition**

Youth Enrichment Program		Youth at Risk Program		Financing itself thanks to Donors
Just For Kids and Aftercare: providing a safe environment and school visit for Primary School students	Youth 2 Youth: same as JFK for high school students	The Diversion Program is a 2-month life skills program for people sent by courts	The VOC program provides an interaction between offenders and casualties	
Students gain self confidence and have fun, and are finally empowered		Young offenders can get a second chance and have a better relationship with their community as well as a better understanding of themselves.		The association can work and have projects for the future

Implantation in Johannesburg



Social engagement

- **The offender program deals with young people who have already progressed on the wrong path and help them again become productive members of society.**
- **CFL tries to support youth in their learning at school and to help improve their academic performance**



Conquest for Life in 2015

A specific year which can represent a turning point for CFL

The Reform of the Judicial System

- The South African Government implemented a reform in 1994 regarding the judicial system. Starting from this date, **nobody under 18 could go to jail**. This created an opportunity for associations such as CFL, but implied extra paper work for policemen, who were not always willing to carry it out.
- From the beginning of the year, the courts have been sending **a lot of people accused of drunk driving** to CFL because of the high mortality rate on South African roads. This could be a turning point, as the traditional main clients for Conquest for Life are people found guilty of assaults, thefts, involvement in gangs, or people on drugs.

Underlying Projects and Challenges

- In 2012, the organization further **developed relationships with the communities of Mautse and Rosendal in the Free State**. They have identified three Youth Workers in the community that would be trained as Auxiliary Social Workers that will work with young people at risk. **Extending geographically is one of the main projects of the association.**
- **A number of loyal donors are cutting their support or even withholds it as they are not so sure of the markets and their own future. This poses a financial threat for CFL's future.**
- CFL is looking at a number of options and opportunities to create strategies to **become a self-sustaining organization.**



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Planète d'Entrepreneurs

Assessing social impact and promoting innovative social business models

- Since 2009, Planète d'Entrepreneurs has been helping social entrepreneurs **assessing their social impact** and promoting their innovative model in France and developing countries by training and involving French students in the field.
- We believe that **social impact assessment** is a crucial need for social entrepreneurs in order to:
 - ❑ Better monitor their activities and adjust their business planning
 - ❑ Communicate with their stakeholders
- Our activity is based on 3 complementary pillars :



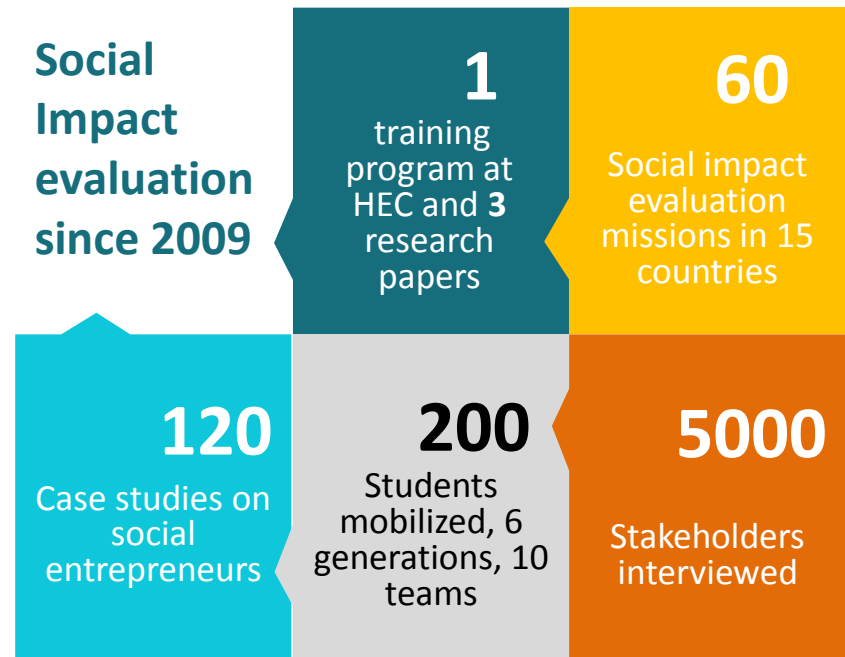
Field missions : we help social entrepreneurs to implement monitoring and evaluation tools, allowing them to maximize their impact



Trainings : we train our students to social entrepreneurship models and teach them how to measure social impacts, especially through field experiences



Research and communication : we want to contribute to the emergence of new tools for social business models as well as promoting these models to a wider public



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Entrepreneur's Expectations and Deliverables

Two main objectives

1

Use the data collected by Planète d'Entrepreneurs to **assess CFL's impact on its key stakeholders (participants and families)**, and **evidence key impact differences between CFL's different offices**, focusing on two programs:

- The Youth Enrichment program, dealing with children at school
- The Diversion program, dealing with young offenders sent by court

2

Provide CFL with a tool to collect data and make sense of them, using Planète d'Entrepreneurs' questionnaires.

Deliverables for Conquest for Life

1

Impact Map

Impact indicators

2

Questionnaires

Built before the study

3

Databases

Collected data and excel tool

4

Social impact report

Data analysis

5

Recommendations

From observations on the field



Disclaimer

Using the results with caution

For all Planète d'Entrepreneurs' studies

For this study in particular

What can be taken for granted

- All data is collected through the questionnaires administration
- All qualitative information relies on interviewees' statements
- Facts and figures are observed on the field

- The sample chosen focuses on key stakeholders: current and former Diversion participants; children attending the Youth Enrichment Program, teachers, and families of children
- The sample provides a reasonable overview of the stakeholders' **socio-economic profiles**

What cannot be taken for granted

- Scientific and statistical evidence of impact and systematic attribution
- Causality links

- The sample chosen does not reflect the CFL's exact repartition of participants' crime level: **a lot of people accused of drunk driving are represented** (compared to people having committed assaults). Statistics concerning the whole sample must therefore be taken with caution
- **The sample chosen is not equally divided between different offices**, and some communities might have been under-represented.
- The sample chosen might have been more statistically relevant if the team have had the possibility to run more interviews.



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Timeline of a Planète d'Entrepreneurs Mission

Planète d'Entrepreneurs' mission format is short, six weeks including fieldwork and writing down the report, to be as efficient and pragmatic as possible

Before the mission: In France

- Research on the sector and country. Prospect both through our database and in the field. Comparison with the information given by the company.
- Definition of the scope of the mission with the entrepreneur (stakeholders, purpose...)

First weeks: At the company's offices

- Meeting with the managers to better understand the purpose of the study.
- Elaboration of the impact map. Association of each stakeholder with an impact (or outcome) and an indicator.
- Elaboration of questionnaires

In the field

- Data collection in the field: interviews (quantitative and qualitative)
- Adaptable questionnaires in order to fit the population and the mission.

Back to the headquarter

- Writing down the report. Presentation of results and recommendations to maximize the impact
- Monitoring tool to help managers assessing their impact in the future and take decisions for their development



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Impact Map for Young Offenders (1/2)

Associating indicators to each impact

Stakeholder	Activities	Outputs	Intended/ unintended changes	The outcomes		
				IMPACTS How would you describe the change?	NATURE What kind of impact is it?	INDICATORS How would you measure it?
Young offenders	attending the sessions	# of hours spent in the programme	1/ Behavior change	HEALTH	Direct / Qualitative	Average of Alcohol/Drug consumption
				VIOLENCE	Direct / Quantitative	Change in the involvement in violent encounters
				ATTITUDE	Direct / Qualitative	% of y.o declaring that the program has changed their everyday life
				ATTITUDE TOWARDS THE DIVERSION PROGRAMME	Direct / Qualitative	% of y.o declaring that this programme offered them new perspectives
			2/ Academic/professional improvements	TIME	Indirect / Quantitative	Additional working/homework hours
				EFFICIENCY	Indirect / Qualitative	% of y.o declaring that they do better at school/work
				MOTIVATIONS	Indirect / Quantitative	% of y.o declaring that working/studying hard can be beneficial for them
			3/ Self empowerment	SELF-CONFIDENCE	Direct / Qualitative	% of y.o feeling like they can achieve things for themselves
				PLANS FOR THE FUTURE	Direct / Qualitative	% of y.o showing signs of goal setting
				OPTIMISM	Direct / Qualitative	% of y.o declaring themselves optimistic



Impact Map for Young Offenders (2/2)

Associating indicators to each impact

Stakeholder	Activities	Outputs	Intended/ unintended changes	The outcomes		
				IMPACTS	NATURE	INDICATORS
Description of actors	Description of activity	Summary of activity in numbers	What do you think will change for them?	How would you describe the change?	What kind of impact is it?	How would you measure it?
Young offenders	attending the sessions	# of hours spent in the programme	4/ Social environment	COMMUNITY BELONGING	Direct/ Qualitative	% of y.o feeling concerned by/tightly linked to their community
				PARENTAL SUPPORT	Direct / Qualitative	% of y.o feeling that they can count on their parents
				CONFLICTS	Direct/ Qualitative	conflict management skills
				RELATIONSHIP WITH FACILITATOR	Direct/ Qualitative	% of y.o declaring they can trust/count on CFL's facilitators
			5/ Civicism	TRUST IN THE AUTHORITIES	Direct / Qualitative	% of y.o declaring they trust low enforcement workers
				RELATIONSHIP WITH GANGS	Direct / Quantitative	Amount of contact within a certain period
				RESPECT OF THE LAW	Direct/ Qualitative	% of y.o declaring that they feel like the law is fair



Impact Map for Children and Teenagers (1/2)

Stakeholder	Activities	Outputs	Intended/ unintended changes	The outcomes		
				IMPACTS	NATURE	INDICATORS
Description of actors	Description of activity	Summary of activity in numbers	What do you think will change for them?	How would you describe the change?	What kind of impact is it?	How would you measure it?
Children & teenagers	Attending the Youth Enrichment Program	# of weekly hours spent in the program	1/ Education improvement	TIME	Direct / Quantitative	Additional homework hours since the beginning of the program
				ACADEMIC LEVEL	Direct / Qualitative	Change in children results at school + Improvement in writing & reading
				MOTIVATION	Direct / Qualitative	% of parents declaring more implication at work of their children
				ATTITUDE AT SCHOOL	Direct / Qualitative	What School Professors think
				ACADEMIC PROJECT	Direct/ Quantitative	# and % of children transiting from primary institutions to secondary institutions - # and % of children that drop out each year by grade
			2/ Skills & Attitude	COMMUNICATION	Direct / Quantitative	Auto-evaluation
				ATTITUDE	Direct / Quantitative	Auto-evaluation
			3/ Lifestyle	RELATIONSHIPS WITH FAMILY	Direct / Qualitative - Quantitative	Characterization of relationships with families - # and % of parents/caregivers that are aware of children's learning outcomes
				SAFETY	Direct / Qualitative	% of children declaring that they feel safe in the program - % of children having involvement with negative friends
				DELINQUENCY	Direct / Quantitative	% of teenagers involved in a justice case during the program



Impact Map for Children and Teenagers (2/2)

Stakeholder	Activities	Outputs	Intended/ unintended changes	The outcomes		
				IMPACTS	NATURE	INDICATORS
Description of actors	Description of activity	Summary of activity in numbers	What do you think will change for them?	How would you describe the change?	What kind of impact is it?	How would you measure it?
Schools	Teaching to children and teenagers that attend the Youth Enrichment Program	% of students from the school attending the program	1/ Academic improvements	RESULTS	Direct / Qualitative	% of teachers saying the program had an impact on the students' results
			2/ Attitude of students	IMPLICATION IN THE STUDENT'S LIFE	Direct / Qualitative	% of teachers declaring that the students have been showing more implication since they are in the program
				AMBITION	Direct / Qualitative	% of teachers declaring that the students have been showing more ambition thanks to CFL
				PARTICIPATION IN CLASS	Direct / Qualitative	% of teachers declaring that participation has increased thanks to CFL
3/ Influence on others	BEHAVIOR WITH OTHERS	Direct / Qualitative	% of teachers declaring that students involved in CFL have a good influence on other students			



Impact Map for Families of Aftercare Participants

Stakeholder	Activities	Outputs	Intended/ unintended changes	The outcomes		
				IMPACTS	NATURE	INDICATORS
Description of actors	Description of activity	Summary of activity in numbers	What do you think will change for them?	How would you describe the change?	What kind of impact is it?	How would you measure it?
Families	Supporting the kids	# of hours their kids are spending in the programme	1/ Family involvement	KNOWLEDGE OF THE PROGRAM	Direct / Qualitative	% of parents that know the program
				INVOLVEMENT IN THE PROGRAM	Direct / Qualitative	% of families that feel involved in the program
			2/ Child's self accomplishment	CHILD'S BEHAVIOR	Direct / Qualitative	What did change in the child's behavior
				LEARNINGS	Direct / Qualitative	What has the child learnt at CFL
				CHILD'S LIFE	Direct / Qualitative	% of families declaring the program has a long term impact
			3/ Family Life	BETTER RELATIONSHIPS	Indirect / Qualitative	% of families declaring that the program has changed something in their family life



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Sample – Explanations of Groups

To conduct the study, key stakeholders have been identified

What the study focuses on:

- As said before, this study focuses on the **Youth Enrichment Program and the Diversion Program**. To assess the impact of these programs, the study focuses on **four key stakeholders** :

Diversion Participants

- Youth who are currently following the program
- Former participants

High School students

- High School students who have been attending the program at school
- We have chosen to interview high school students only, and not primary school students, because we thought they would be more honest and critical about the program

Teachers

- Teachers who are teaching in classes that attend the Youth Enrichment Program at School
- We have chosen to interview teachers firstly to assess the impact on primary school students

Families

- Families of kids who are attending the Aftercare Program at Conquest for Life's offices.
- For the same reason as before, we have preferred to interview families and not kids.



Sample – Different programs participants

Our sample encompasses participants of different programs

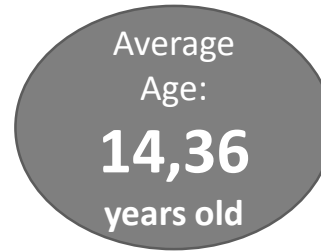
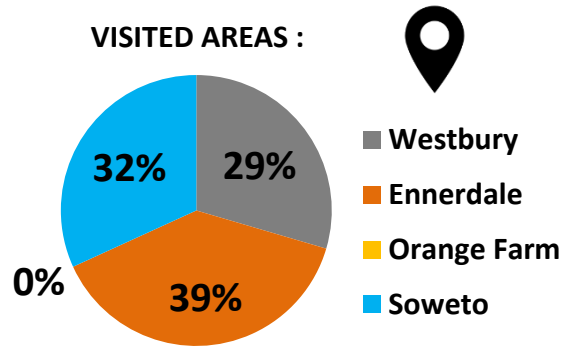
The questionnaire was administrated to **144** randomly chosen people from two programs in four districts of Johannesburg (Westbury, Ennerdale, Orange Farm and Soweto). The table below shows the split of interviews:

	Diversion program		Youth Enrichment		
	Current participants	Former participants	Students	Teachers	Families
Westbury	11	5	13	8	6
Ennerdale	1	1	17	8	6
Orange Farm	5	5	0	0	9
Soweto	18	4	14	8	5
Sub total	35	15	44	24	26
Total	50		44	24	26

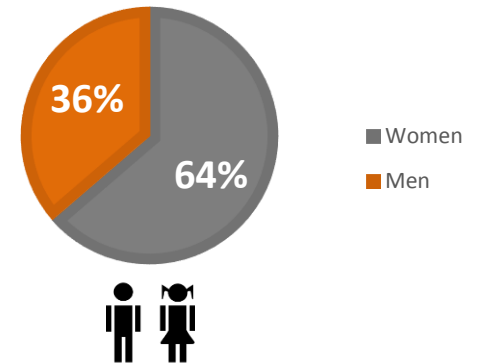


Sample : High School Students

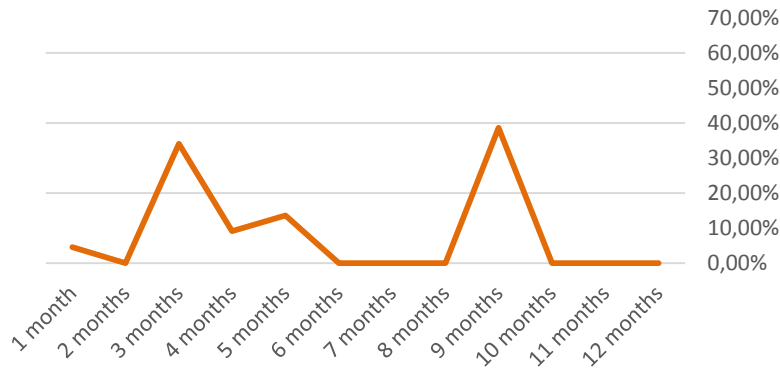
Who have we interviewed?



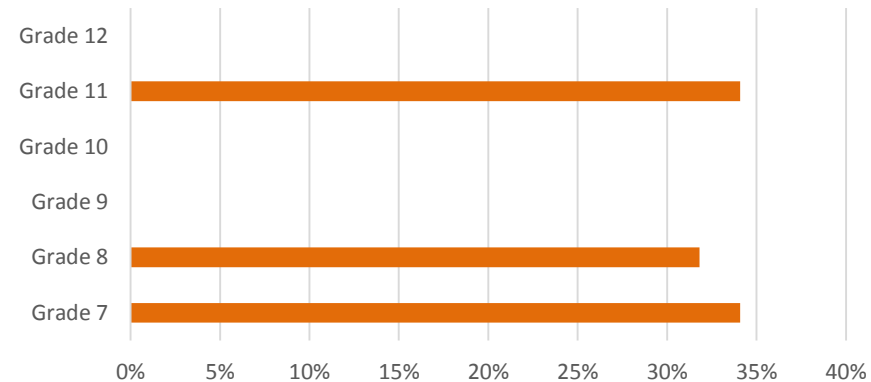
INTERVIEWEES' GENDER :



HOW MUCH TIME THE INTERVIEWEES HAVE ALREADY SPENT IN THE PROGRAM :



INTERVIEWEES' GRADES :



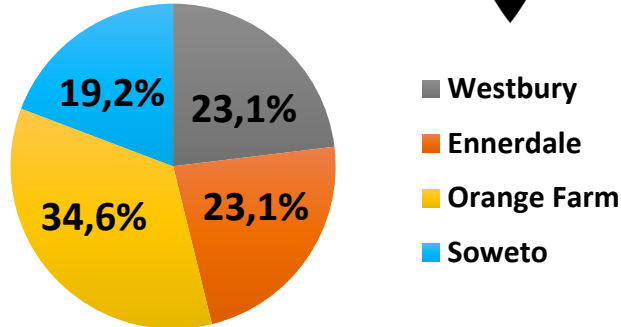
On average, the interviewees have already spent **5.6** months in the program



Sample : Families of Aftercare Kids

Who have we interviewed?

VISITED AREAS



- Westbury
- Ennerdale
- Orange Farm
- Soweto



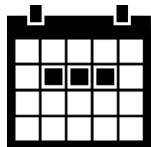
Median age of the kid **10** years old

Average age of the kid **10.5** years old



On average, there are **5.3** persons in the family of an Aftercare kid.

Median number of persons in the family: **5**



On average, the children have been attending the program for:
17 months

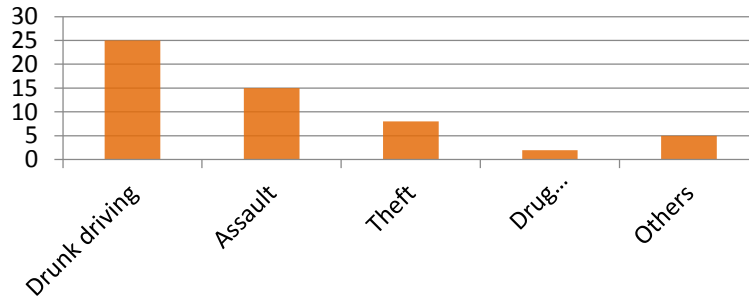
We have interviewed families of young kids, the most are in primary school, and have been attending the program for a long time. However, there are lots of differences according to the different areas.



Sample : Diversion program

Diversion crime profiles are not diversified.

Different crimes committed:



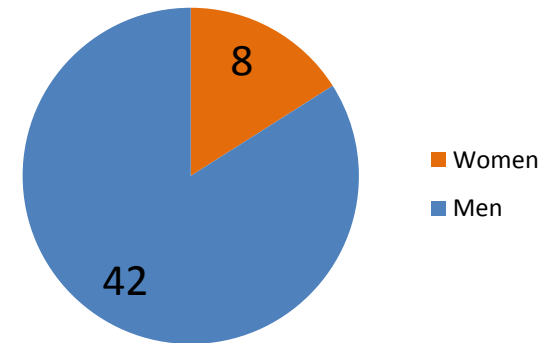
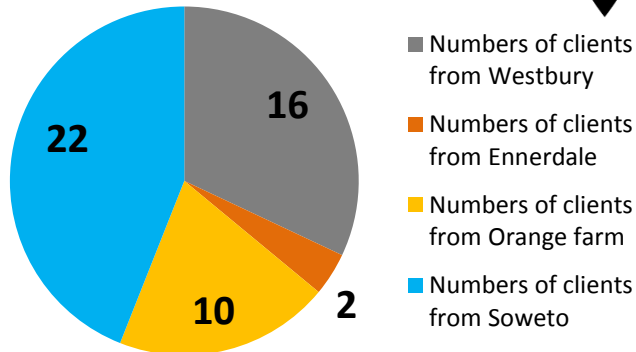
- There is a lot of **drunk drivers** in the program. This phenomenon cannot be explained.
- Assault** is the second main reason that brings offenders to attend the program.



Median age **23** years old

Average age **27,9** years old

Age, gender and geographical location of the participants:



- There are **far more men than women** attending the program.
- The average age is quite high which illustrates **the great diversity of clients**.
- Westbury and Soweto** are the most represented locations.



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Just 4 Kids and Youth 2 Youth Programs

Impact on Academic Results

Impact on Life Skills

Relationships with Schools and Teachers

Other Impacts on Learners

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Impact on Learners' Academic Life

The program has a mitigated impact on learners' academic life

92% of teachers stated that they have noticed an improvement in children's behavior.



School attendance in raise

43% of children are less late or absent on the days when CFL is coming



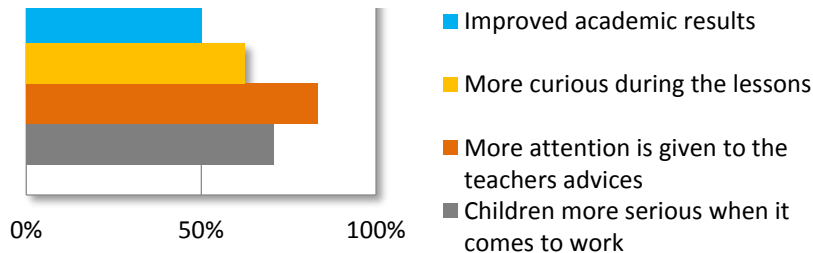
The impact on academic results is existing but not obvious.

Only **50%** of the teachers estimate that their students have improved academic results.

Children estimated that they have been working **27 minutes more** per day since they have been attending the program.

Teachers seem mitigated

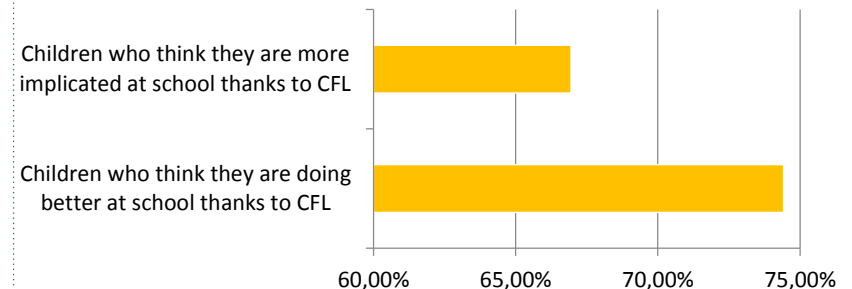
when it comes to say if academic results have improved



- ❖ Only **50%** of the teachers estimate that their students have improved academic results.
- ❖ Yet, they state that their global behavior towards work in class has improved.

Children are optimistic

when it comes to say if the academic results have improved.



- ❖ **74%** of learners estimate that they have improved academic results **thanks to Conquest for Life**



"Some sessions are more important than my own lessons " – *Anonymous teacher from a Soweto school*

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Impact on Learners' Life Skills

The program helps the learners improve their life skills

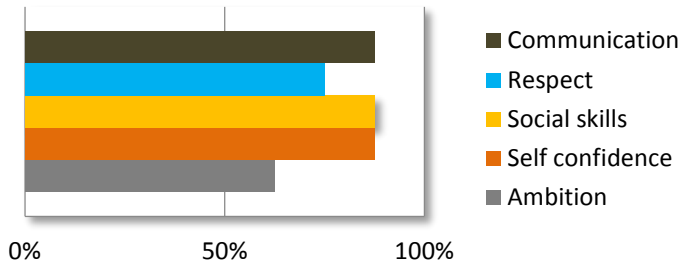


Improved Life skills

It seems that the social behavior of children have strongly improved.

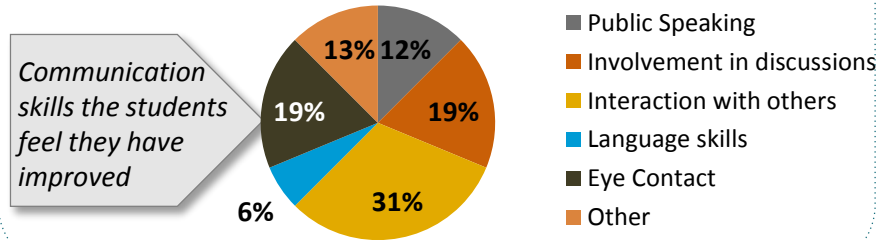
Teachers are enthusiastic

when it comes to say if students have improved these life skills:



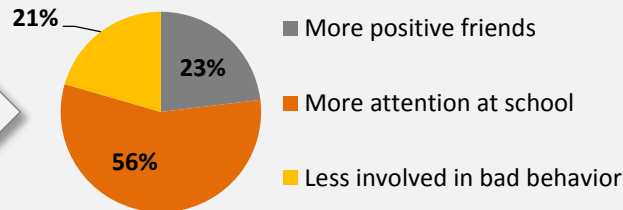
Learners are more confident

when it comes to social life



93% of high school learners think that CFL has made their behavior improve

Ways in which their behavior has improved, according to learners



"Some sessions are more important than my own lessons" – Anonymous teacher from a Soweto school



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Relationships with Schools and Teachers

A greater involvement of teachers would improve CFL's impact on children

How teachers involve themselves in the program

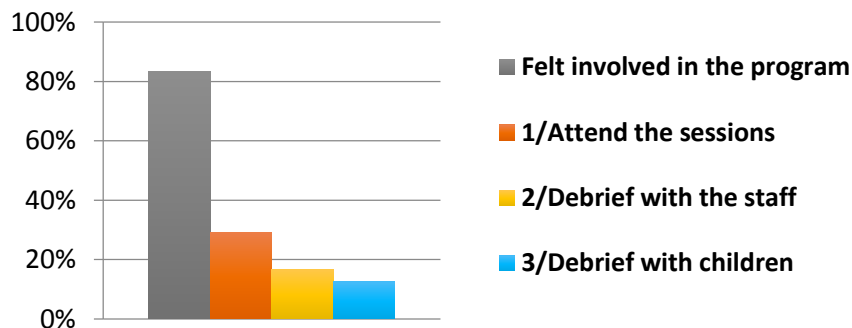


Teachers who feel involved in the program have a better opinion of the program.

- ❖ They are more likely to promote it.
- ❖ They are more likely to facilitate the implantation of CFL in schools.

Teachers could help CFL have a better impact if they are more involved.

- ❖ **Give a feedback to the facilitators about:**
 - What they observe during the sessions
 - How children react after the sessions on the short term – debrief with children - and on the long term – how children evolve on a daily basis.
- ❖ **Debrief with children:**
 - Sessions would have a longer and stronger impact because it would not only last a couple of hours



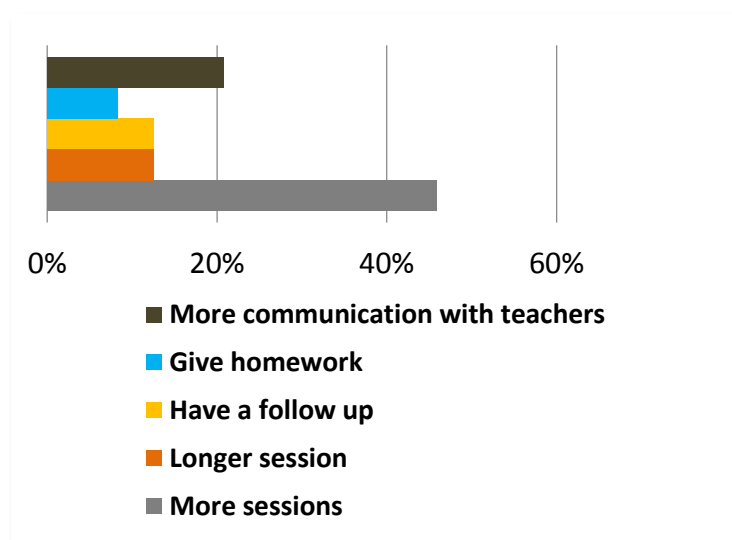
- *86% of the teachers interviewed feel involved in the program*
- *Only 19% debrief with the staff*
- *Only 14 % debrief their learners.*



Relationships with Schools and Teachers

A greater involvement of teachers would improve CFL's impact on children

CFL's impact would be greater with a better implantation in schools



Not enough sessions per week

- Most of the time, CFL comes only once a week for about an hour.

Lack of communication with teachers

- Some teachers would like to work hand in hand with CFL in order to adapt the syllabus with CFL's program

Lack of a follow up with children

- Year after year: CFL never works for more than a year with a class, sometimes a semester. It even happens that the facilitator works with different learners every week.
- During the week: CFL doesn't give children homework, which could create continuity between sessions

CFL and teachers working hand in hand could help work out most of the problems raised during the 3 weeks of interviews

"All improvements are short-lived" – Anonymous teacher from a Westbury school



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Impact on Life Skills

Relationships with Schools and Teachers

Other Impacts on Learners

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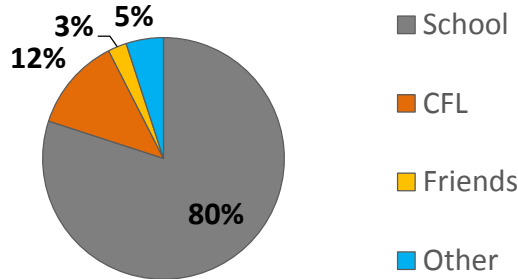
Other Impacts on Learners

What learners think of the Youth 2 Youth program

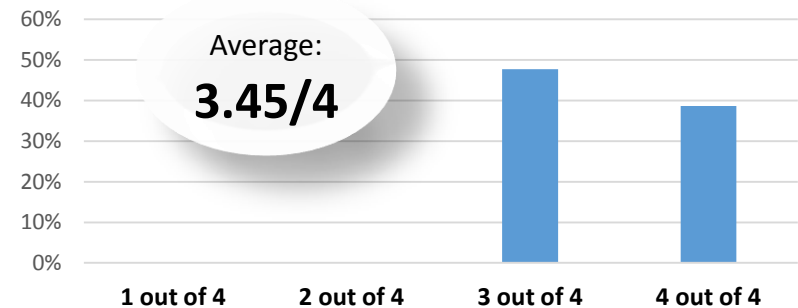
CFL is working proactively with high schools...

... and learners are mainly satisfied

HOW HAVE YOU HEARD OF THE PROGRAM?

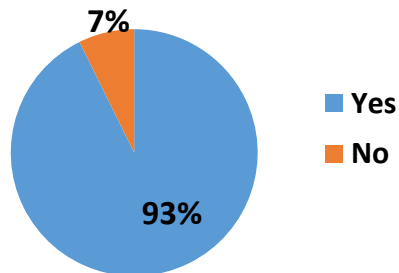


HOW WOULD YOU EVALUATE THE PROGRAM?



Because they have fun

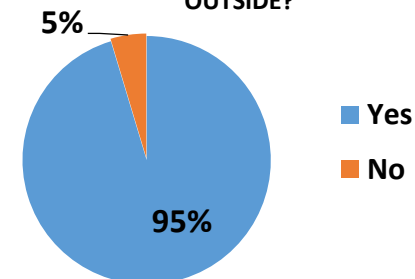
DO YOU HAVE FUN AT CFL?



93%
of interviewees have declared that they have fun at CFL

Because they feel safe in the program

DO YOU FEEL SAFER IN THE PROGRAM THAN OUTSIDE?

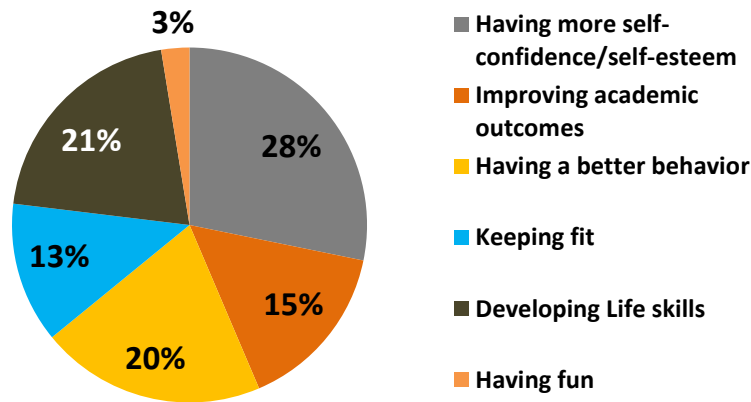


Other Impacts on Learners

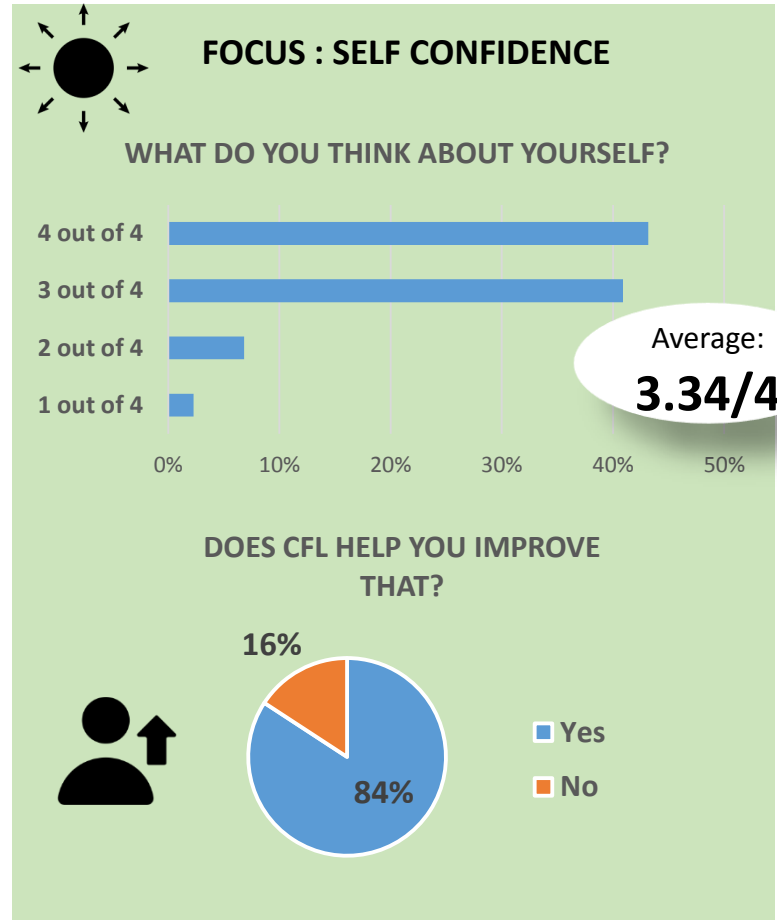
CFL helps learners in a lot of fields...

A program which is complementary to school

IN WHICH WAYS DOES THE PROGRAM HELP YOU?



- The Youth 2 Youth Program mainly helps learners in:
 - **Having more self confidence**
 - **Having a better behaviour**
 - **Developing life skills**



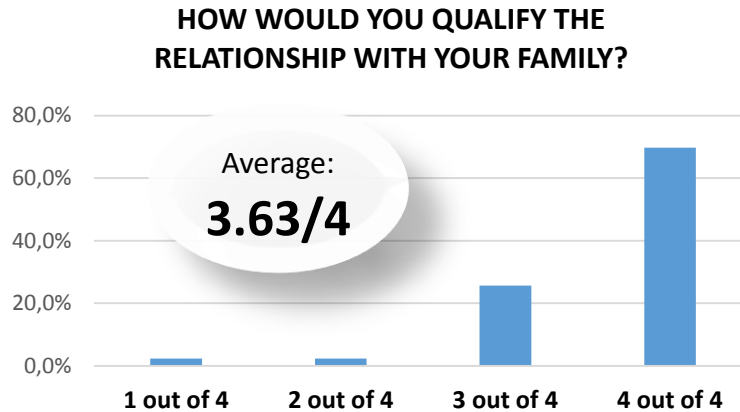
"It boosts up my self-esteem and helps me be more self-confident." (Grade 11 Learner, Coronationville High School)
"It keeps my brain clear and fit" (Grade 11 Learner, Coronationville High School).



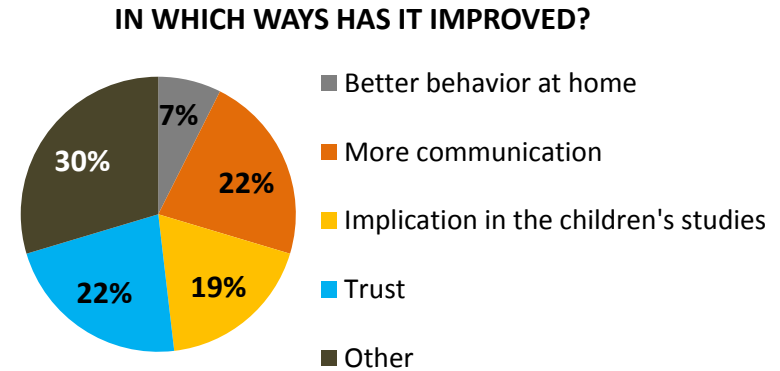
Other Impacts on Learners

... Including in their family life

Learners have good relations with their families



... partly thanks to the program



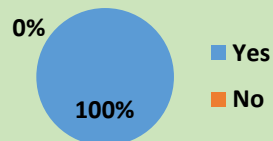
FOCUS : FAMILY'S INTEREST IN SCHOOL OUTCOMES



100%



of interviewees have declared that their families had more interest in their learning outcomes



DOES YOUR FAMILY HAVE MORE INTEREST IN YOUR LEARNING OUTCOMES?

"My family supports me in the program" (Grade 8 Learner, Khindli Mukani JSS School)

"They now tell me the truth" (Grade 7 Learner, St. George School).

"They understand that my education comes first" (Grade 11 Learner, Daleview High School)

"I am no more naughty" (Grade 11 Learner, Coronationville High School)



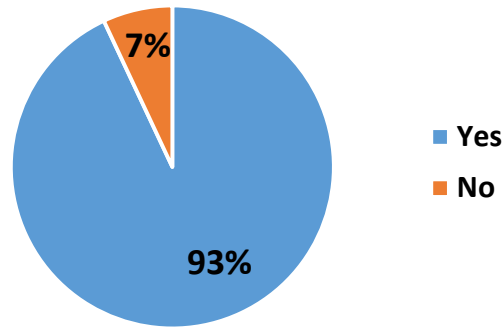
Other Impacts on Learners

What are the consequences on the learners?

Learners are proud of being part of CFL

... because it helps them in their young life

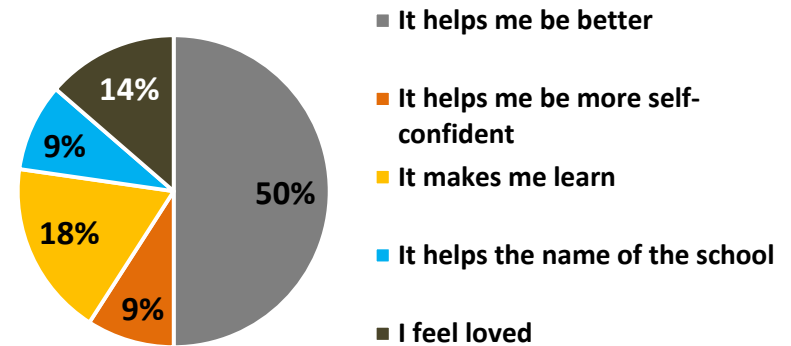
ARE YOU PROUD OF BEING PART OF CFL?



93%

of interviewees have declared that they were proud of being part of Conquest for Life

WHY ARE YOU PROUD OF BEING PART OF CFL?



50%

of interviewees have declared that they were proud because Conquest for Life helps them be better

"I am proud because I feel safe and loved." (Grade 11 Learner, Daleview High School)
"CFL made a better person out of me" (Grade 7 Learner, St. George School).
"It helps me know myself better" (Grade 11 Learner, Coronationville High School)

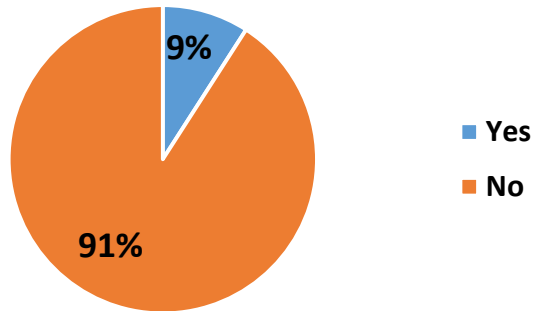


Other Impacts on Learners

However, are they the right people to work with?

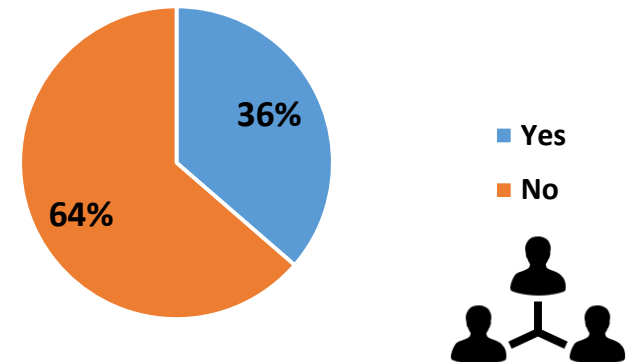
Learners attending CFL are not offenders

HAVE YOU ALREADY BEEN INVOLVED IN A NEGATIVE BEHAVIOR?



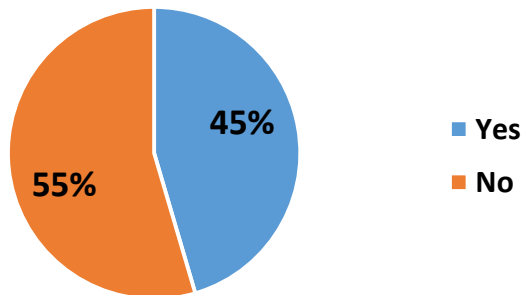
The majority of them do not know offenders

DO YOU THINK SOME OF YOUR FRIENDS HAVE SOMETIMES NEGATIVE BEHAVIOR?



And they can't really see a difference between people attending CFL and people who do not

DO YOU FEEL YOUR FRIENDS AT CFL ARE DIFFERENT FROM YOUR FRIENDS OUTSIDE CFL?



"My friends outside CFL behave the same" (Grade 8 Learner, Khindli Mukani JSS School)

"Some have bad behavior inside CFL" (Grade 7 Learner, St. George School).

"My friends outside must come join in!" (Grade 7 Learner, St. George School)

"Now, at CFL, they understand the skills of life and responsibilities" (Grade 11 Learner, Daleview High School)

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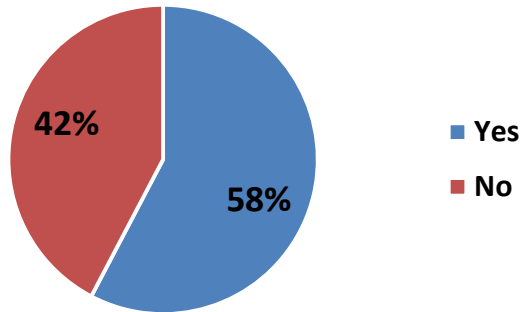
Involvement of Families

The choice to make the kid attends CFL comes from different factors

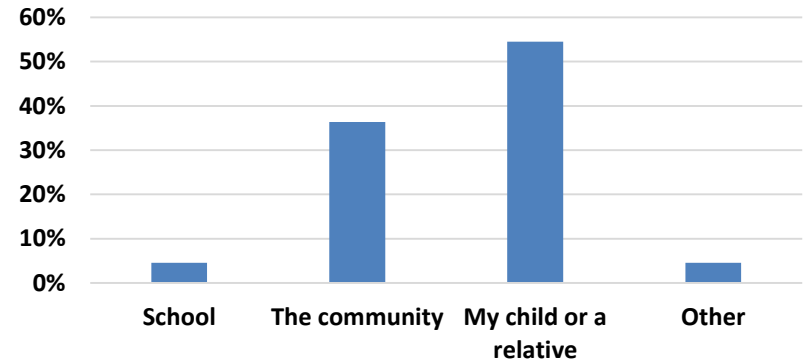
It is not always only the parents' choice


Community and Family play an important role


WAS IT THE PARENTS' CHOICE TO MAKE THE CHILD ATTEND CFL?



HOW DID YOU HEAR ABOUT IT?



Only **58%**

 of parents have declared it was their choice to make the kid attend the program

90%

 of families heard of the program thanks to their kid, their family, or their community

“

“It is a generational tradition.” (Parent from Westbury)

“My child wanted to go there.” (Parent from Orange Farm)

”

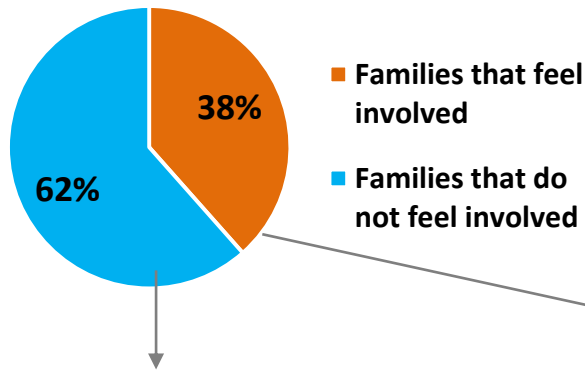


Involvement of Families

The involvement of families is mitigated for diverse reasons

Most families do not feel involved in the program, for diverse reasons

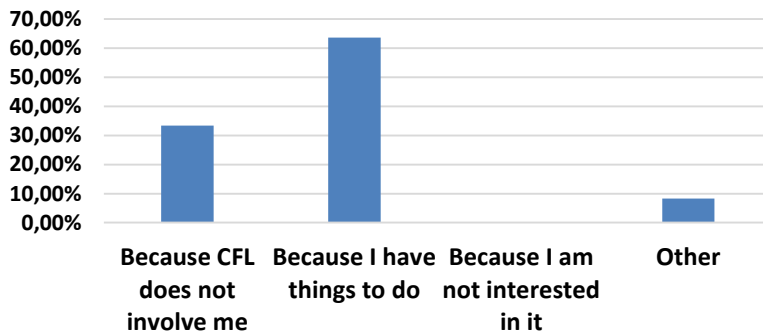
DO YOU FEEL INVOLVED IN THE PROGRAM?



62%

of families do not feel involved in the Aftercare Program because most of them are busy

IF NO, WHY ARE YOU NOT INVOLVED?



IF YES, TO WHAT EXTENT ARE YOU INVOLVED?



"I have my own things to do, and everything is well done in the program." (Parent from Ennerdale)

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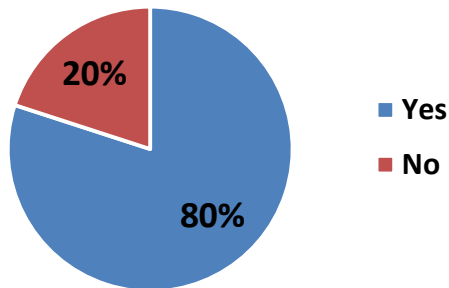


What the Program Brings to the Kids

The program brings diverse things to the kids

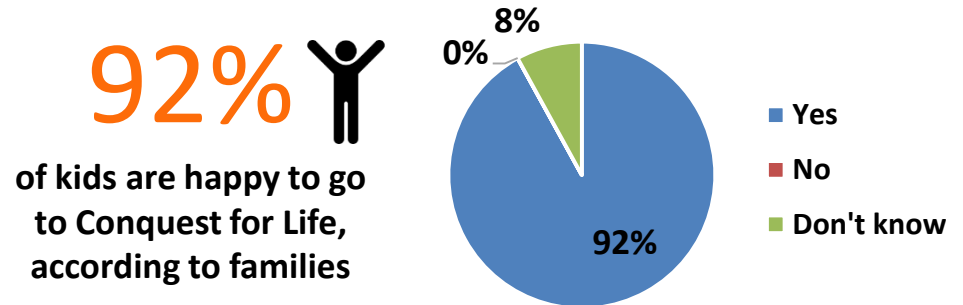
The program brings subjects to talk about at home

DOES THE CHILD TALK TO YOU ABOUT CFL?



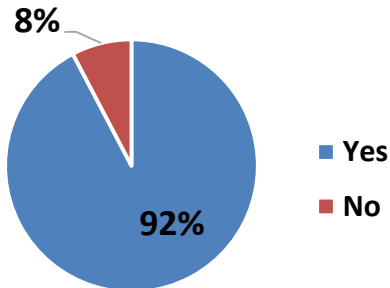
It makes the kids feel happy

IS THE CHILD HAPPY TO GO TO CFL?

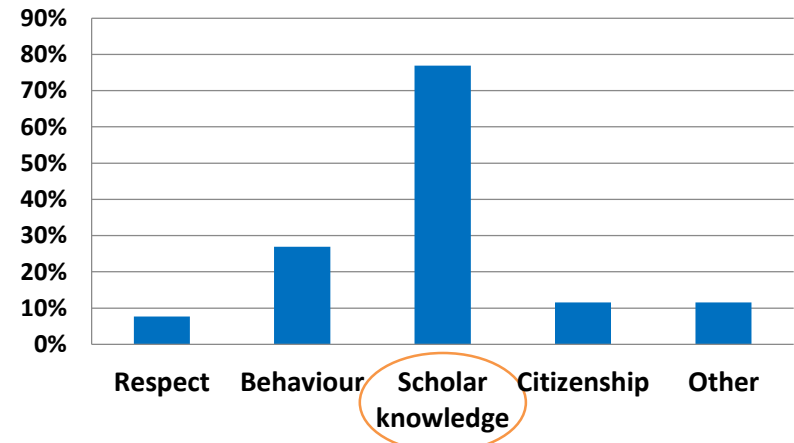


Kids seem to learn things in the Aftercare Program, according to families

HAS YOUR CHILD LEARNT SOMETHING AT CFL?



LEARNINGS FROM CFL



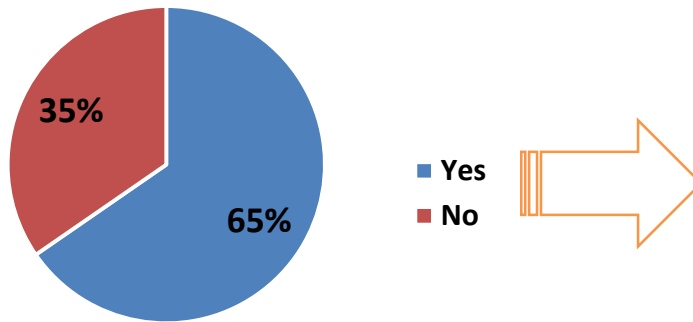
What the Program Brings to the Kids

The program brings diverse things to the families of the kids

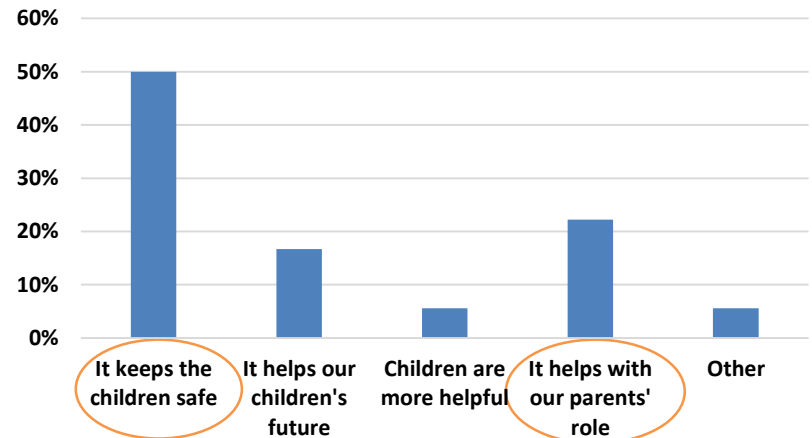
The program sometimes change families' lives...

... in helping parents and keeping kids safe

HAS THE PROGRAM CHANGED YOUR FAMILY LIFE?



IF YES, TO WHAT EXTENT?



"It keeps my child away from street, and it helps in school tasks I would not be able to help." (Parent from Ennerdale)

"I feel safe because after school, I know that my child is at CFL, not hanging around with drugs and everything" (Parent from Westbury)

"My first daughter who attended the program is now at university thanks to the computer skills she learnt at CFL." (Parent from Orange Farm)

65% of parents have declared that the program has changed their family life

- 50%** of them because their child is kept safe at CFL
- 22%** of them because it helps with their parents' role



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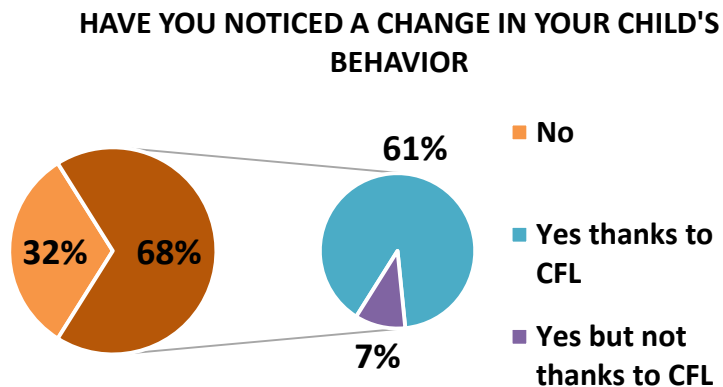
Conclusions and Recommendations



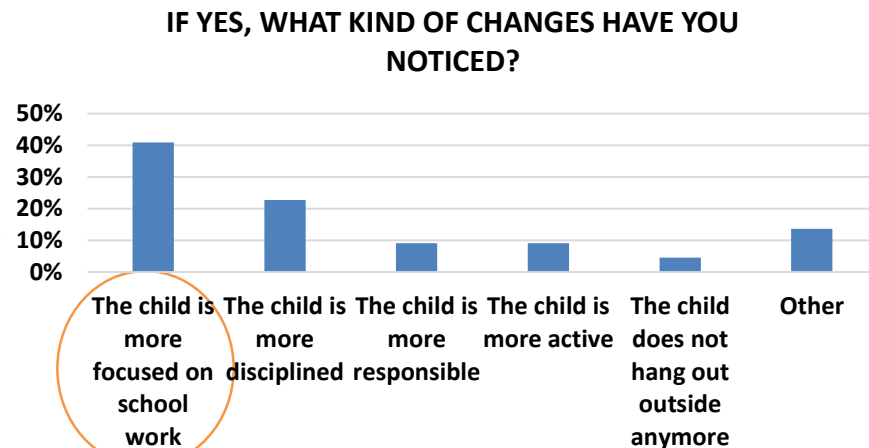
Impact on Kids

The main impacts relates to school work and behaviour

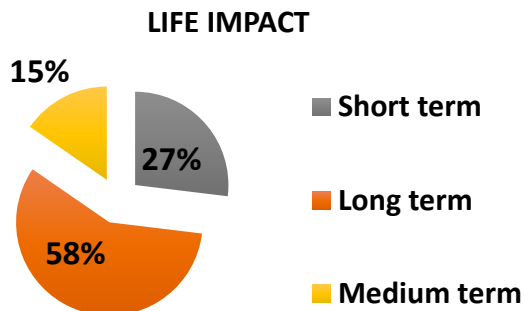
The program makes some kids' behavior change



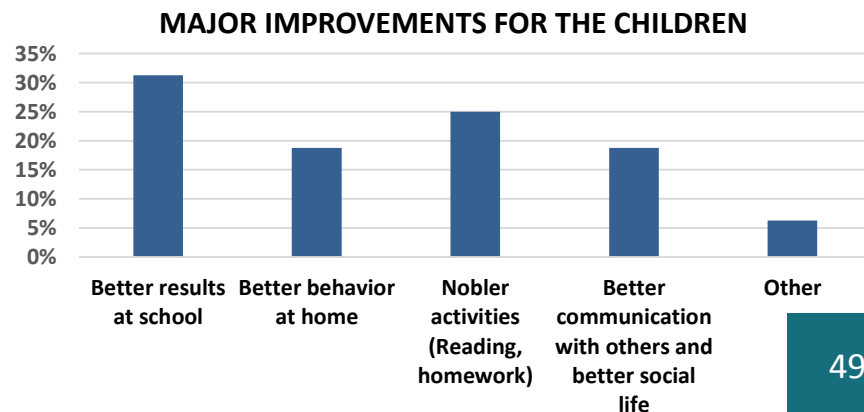
Mainly regarding school work and discipline



The program has a long-term impact...



... because it helps the kids be better people



Improvements relates to the results at school, the kids' activities, their communication skills, and their behaviour at home

Impact on Kids

However, some things need to be improved

CFL should communicate more with parents and families

- ***“Sometimes the office is closed and we don’t know why.”*** Parent from Orange Farm
- ***“They often ask for money and we don’t know why.”*** Parent from Orange Farm
- ***“I would like to be more involved.”*** Parent from Westbury

CFL’s teachers sometimes need to be more careful

- ***“ Before, the association was serious and made the children do their homework. Now they have too much fun there”*** Parent from Ennerdale.
- ***“They do not get sufficient education help at CFL, they do coloring. They do not provide adapted help.”*** Parent from Ennerdale
- ***“There are bullies at CFL and bad manners. The facilitators should look after this a little bit more”*** Parent from Westbury
- ***“She only wants to see her friends outside CFL and doesn't want go to the program”*** Parent from Orange Farm

CFL’s teachers should sometimes be more respectful with kids

- ***“The CFL teacher hit my son with a stick so I do not want my children to go there.”*** Parent from Ennerdale
- ***“The CFL teacher pulled the child by the ears, but he has ears problem. I cannot accept that.”*** Parent from Ennerdale.

CFL should adapt more to the families’ situations

“I'll have problems for paying R100/month as I'm now unemployed .” Parent from Westbury

“

”



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Synthesis – Aftercare Program



Families

Family life

CFL eases the life of the family as they take care of the children when their tutors cannot.

85% of the families interviewed would recommend the Aftercare program to their friends



Children

Education

Children improve significantly their reading, writing and academic results.

Security

CFL keeps them out of the street where they pick up bad habits.

Children's well-being

90% of children are happy to go to CFL



Families

Communication

Parents would like to be more aware of what is happening during the Aftercare

Financial means

CFL does not adapt their admission fees according to their means



Synthesis – Y2Y and JFK Programs



Children

Life skills

Children improve significantly their self-confidence, communication skills, and behavior towards others

School attendance

Children are more likely to go to schools the day CFL is coming.



Families

Family life

Children say that CFL has improved their relationship with their families.



Teachers

Communication

Some teachers would like to have more information and to be able to participate more.

CHIEF CONCERN

The biggest problem affecting the **Youth Enrichment Program** is the global and patent lack of communication whether is it with teachers or with families.



Education

Children and teachers disagree on CFL's impact on their academic results. This means that improvements are needed.



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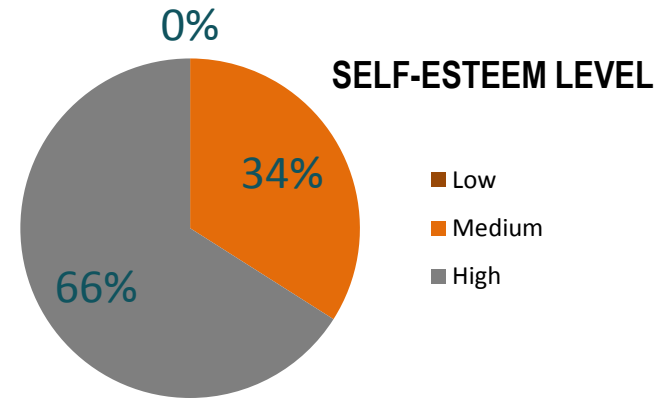


Personal Evolution

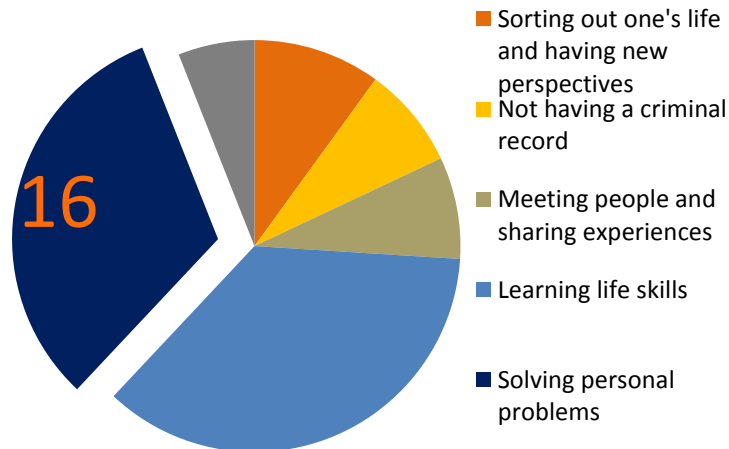
Self-empowerment

Participants' self-esteem

66% of the participants have a good self-esteem.



Greatest benefit of the program



- ❖ Thanks to the program **84%** of the participants have discovered new things about themselves.
- ❖ Most of them have become more **responsible** and have learnt **anger management**.
- ❖ According to **1/3** of the participants, they are now able to solve personal problems on their own.



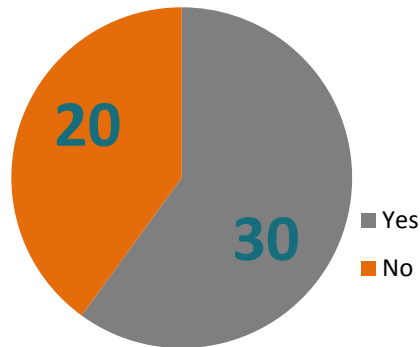
Personal Evolution

Self empowerment

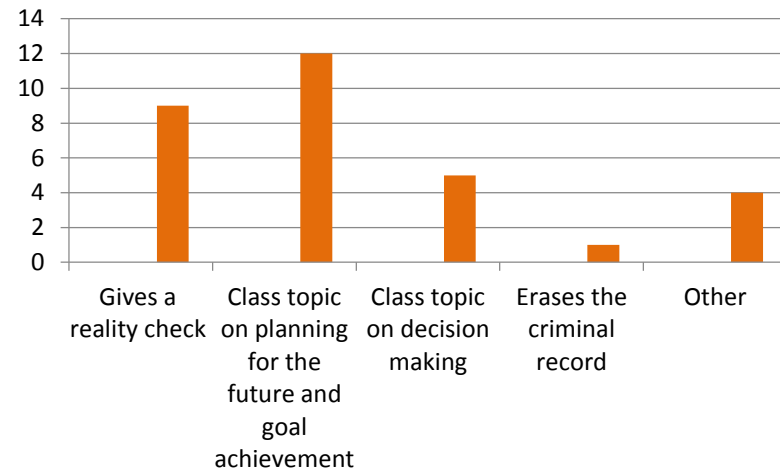


60% of the participants believe that CFL helped them to plan their future.

Did CFL help you plan you future?



In which ways?



CFL helps people by giving them a **reality check**. This is especially due to the quality of its **class topics** which deal with **future planning and goal achievement**.



Personal Evolution

Behavior change

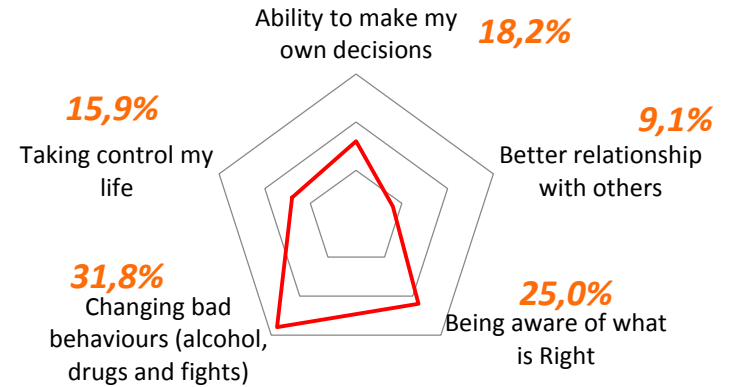


88% of the participants claim that the program has *changed their everyday lives*.



73% of those changes involve *getting rid of bad behaviors*.

Changes that took place



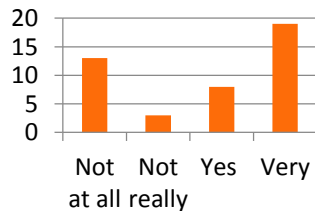
KEYS FROM CFL:



« **Food for thought** » and opportunities to lead introspections during class
Content of the lessons: raising awareness on the dangers of drugs and alcohol
Group discussions and idea sharing

“When I was young, I used to hang out with gangs. CFL helped me to stop seeing my bad friends”
 - 25-year old offender from Westbury

77,8% of the participants who take drugs think it is dangerous for their health

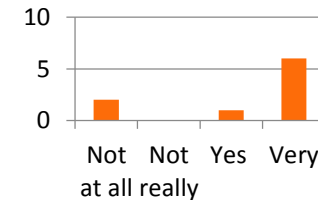


Alcohol

64,2% of those who drink alcohol think it is dangerous for their health.



Drugs

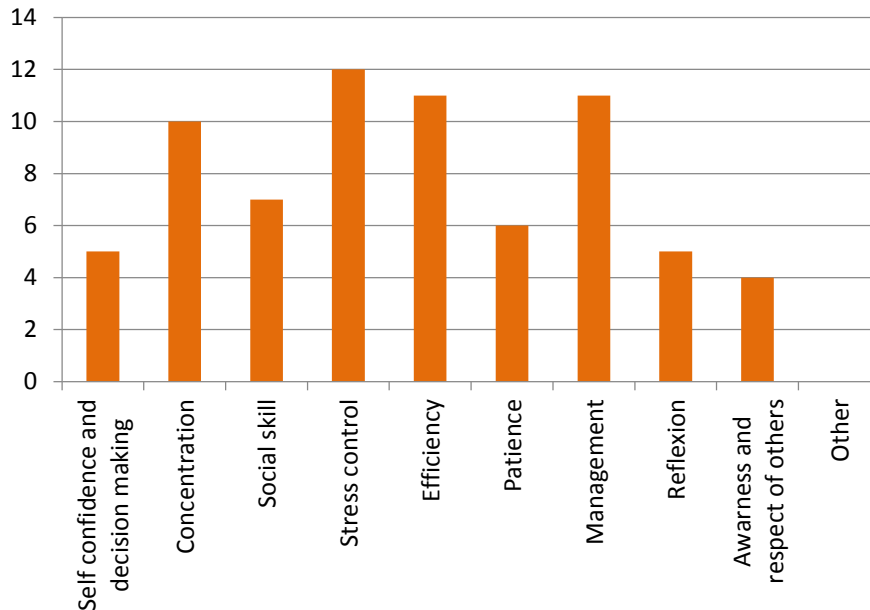


Personal Evolution

Improvement at work

60% of the participants have noticed improvements in their work due to CFL.

Nature of improvements

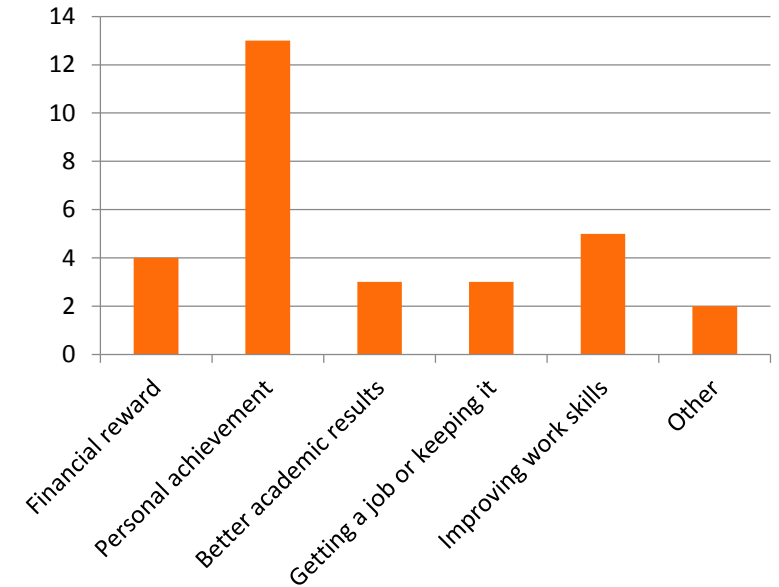


More than **20%** have improved their:

- ❖ Concentration and efficiency at work
- ❖ Stress control
- ❖ Management

76% of the participants think their work pays off.

Reasons why they go working every day



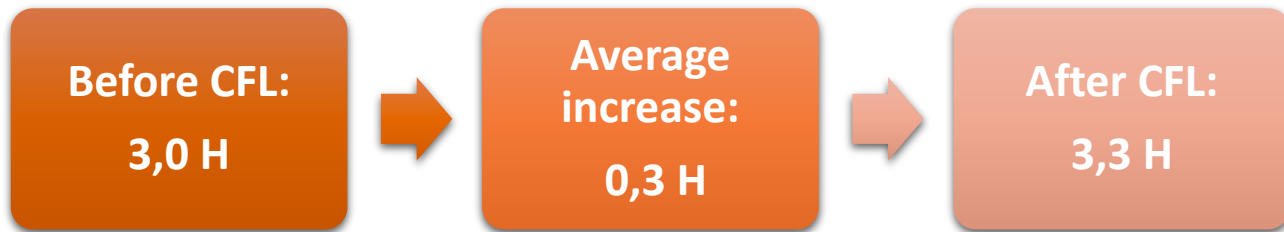
Among those who think their work pays off, **46%** feel that personal achievement is the main reward for their work.



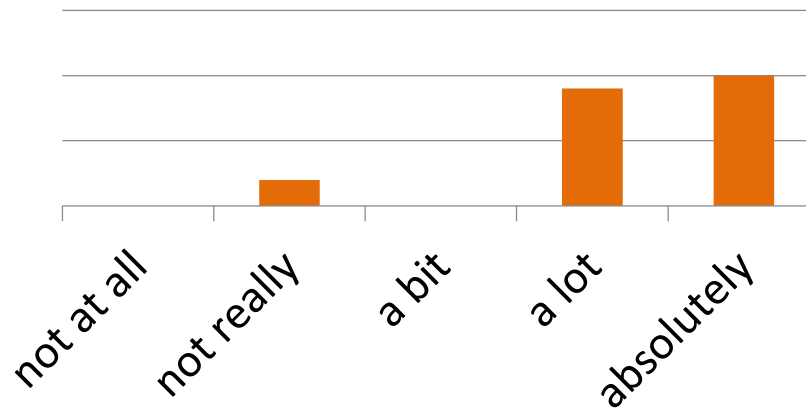
Personal Evolution

Improvement at work

Average time spent on homework for students attending the program



Do you feel confident about the future?



90%

of the students attending the program feel confident about the future. They are more ambitious.



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Impact on Social Life

Creating new healthy habits and dropping old / dangerous ones (1)

Managing anger and emotions

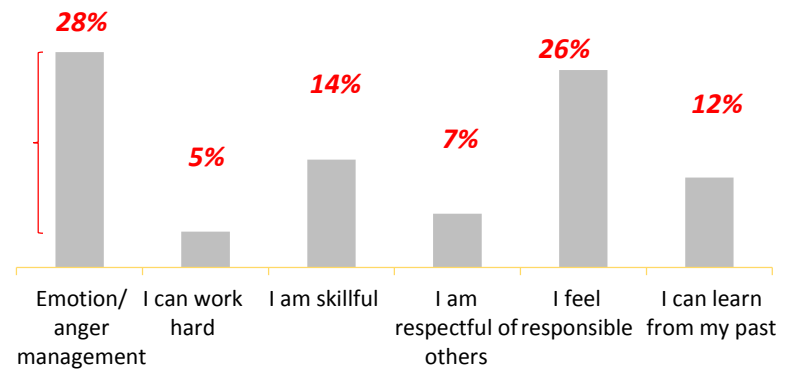
KEYS FROM CFL:



- « Food for thought » and opportunities to lead introspections during class
- Content of the lessons

What did CFL make you discover about yourself?

For **1/3** of the participants, *learning to solve personal issues* was the greatest benefit of the program.



➤ **Anger management** is one of the key improvements participants have noticed in their behavior since they've been attending the program.



Impact on Social Life

Creating new healthy habits and dropping old / dangerous ones (2)

Learning to respect others and feel responsible

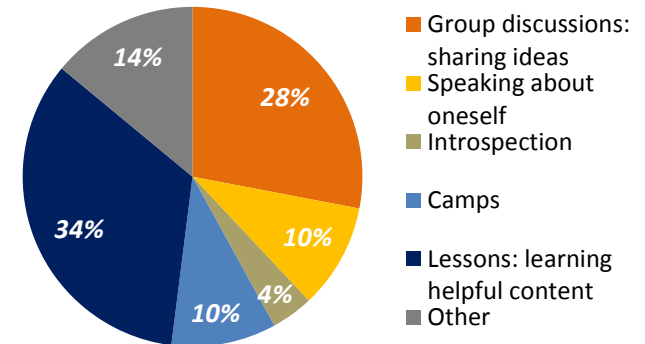
KEYS FROM CFL:



- A respectful attitude coming from the facilitator
- Group discussions and idea sharing
- Camps

- **33%** of the participants claim that the program made them discover their *sense of respect and responsibility* (see graph p.61).
- **1/5** of the participants believe *that learning to respect others* is the major improvement in their lives and/or work brought by CFL.

- **86%** the participants feel that the *facilitator absolutely respects them*.
- Camps and group discussions the participants' *favorite aspect of the program*.

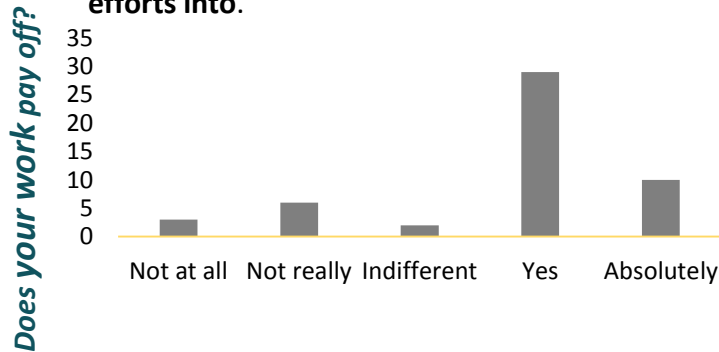


Impact on Social Life

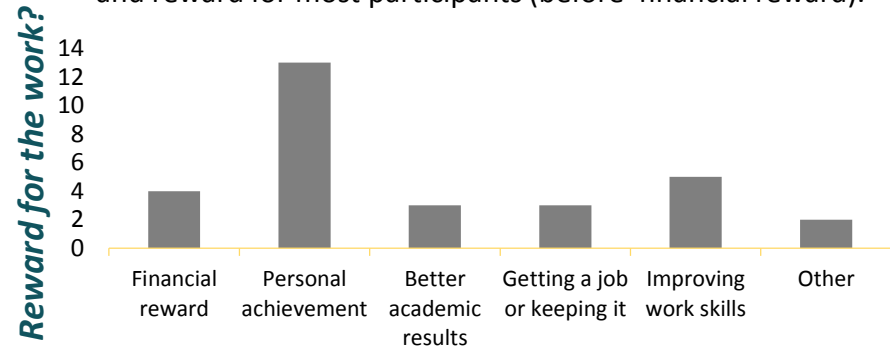
Creating a better and more dynamic work-environment (1)

❖ Participants have a positive approach towards their work

➤ Work is something that pays off and that is **worth putting efforts into**.



➤ **Personal accomplishment** is the main source of motivation and reward for most participants (before financial reward).

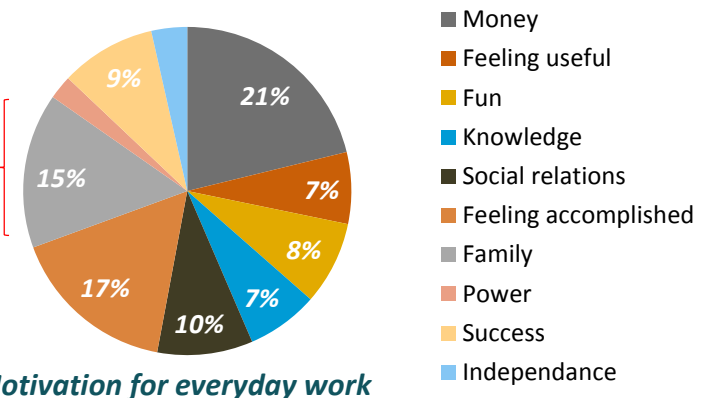


78% of the participants believe that if they work hard, they will be **rewarded for it** (answering yes or absolutely).

For **1/3** of the participants **personal achievement** is the most important reward for their work

❖ Participants have a very social conception of their work

Social relations at work is one of the main motivation to go to work for the participants



Motivation for everyday work



Impact on Social Life

Creating a better and more dynamic work-environment (2)

Improving relationships at work and leadership skills

KEYS FROM CFL:

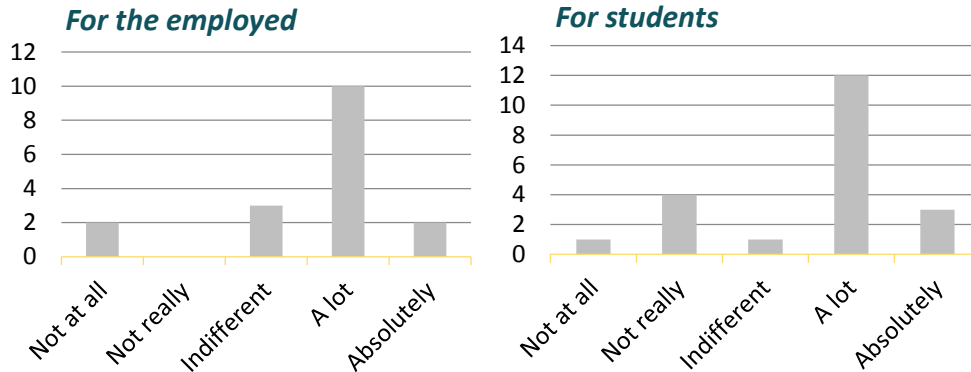


- Lectures on management and leadership
- Group discussions and idea sharing

90%

of the participants believe that the facilitator has a **good knowledge** of the topics brought up in class.

Improvements at work thanks to CFL



70%

of the participants claim that the program has **helped them improve their work** (counting « a lot » and « absolutely »)

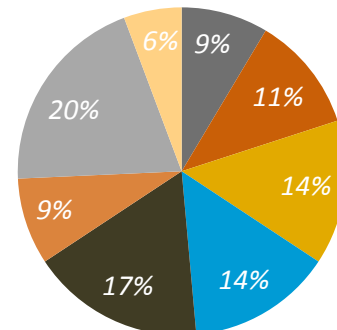
Skills improved thanks to CFL (for the employed)



1/5 of the participants can now enjoy a **pacified working environment** (stress control and awareness/respect of others).



1/3 of the participants have improved their **social and leadership skills**.



- Self confidence and decision making
- Concentration
- Social skill
- Stress control
- Efficiency
- Patience
- Management
- Reflexion
- Awareness and respect of others
- Other



Impact on Social Life

Repairing broken bonds with the family and the community (1)

A good relationship with the facilitator: the key to solve complicated family issues

KEYS FROM CFL:



A **good relationship** with the facilitator
Group discussions and idea sharing
 « **Food for thought** » and opportunities to
 lead introspections during class



70%

of the participants believe that the facilitator **feels concerned by their problems.**



82%

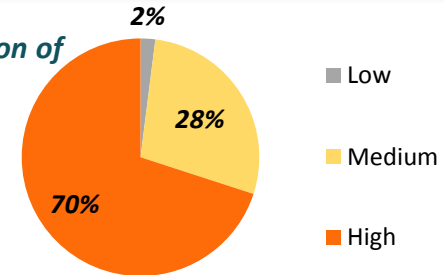
of the participants believe that they can **trust** the facilitator.



73%

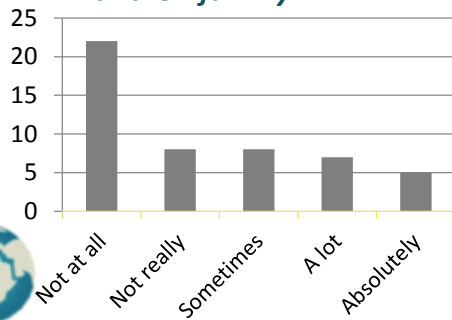
of the participants believe that they can **share personal issues** with the facilitator.

Overall appreciation of the facilitator

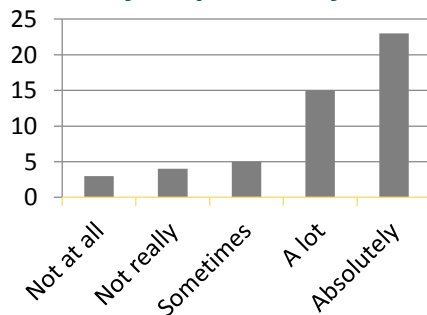


Participants relationships with their families

Participants who have problems with their family



Participants who can count of their family in case of trouble



➤ **76%** of the participants claim that their family frequently/always **helps them if they have a problem.**

➤ However **56%** of the participants **encounter difficulties** with their family.



Impact on Social Life

Repairing broken bonds with the family and the community (2)

❖ Participants' relationship with their family (continued)

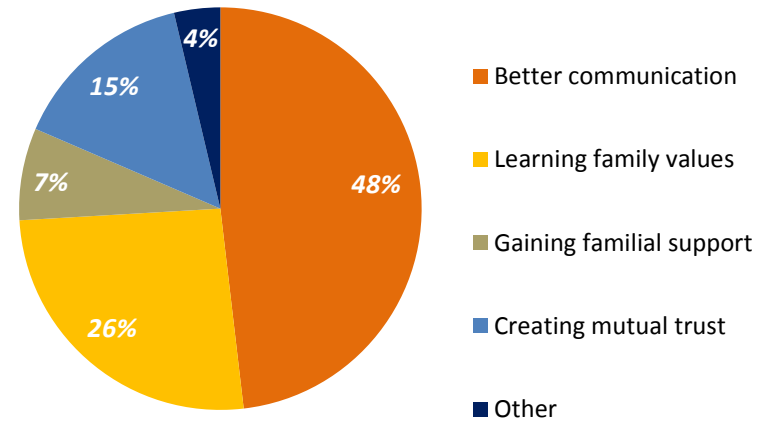


➤ **56%** of the participants claim that CFL has helped *improve their relationship with their family*.



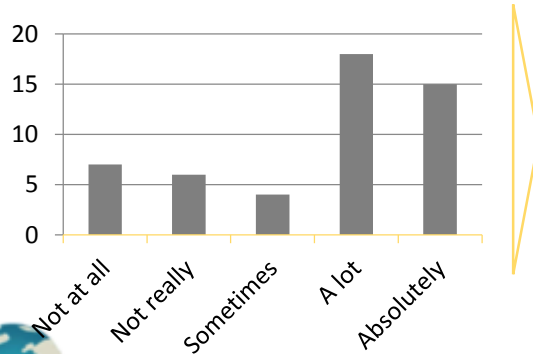
➤ Improvements mostly revolve around the *reconciliation of the participant with his/her family*: the participant embraces *family values* as he increases his *communication* with other family members

Nature of the improvements with the family



❖ Participants' relationship with their community

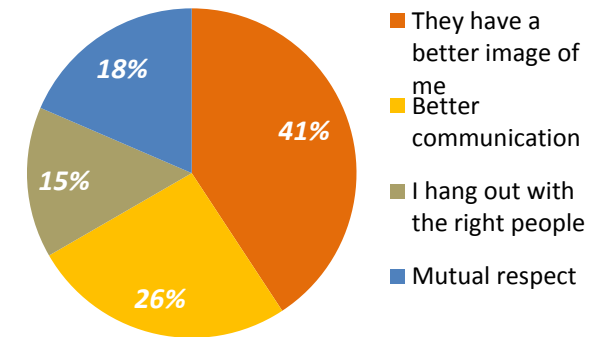
Participants who feel tightly linked to their community



➤ **66%** of the participants feel that they have strong bonds with their community.

➤ **54%** of the participants claim that CFL has helped improve their relationship with their community.

Nature of the improvements with the community



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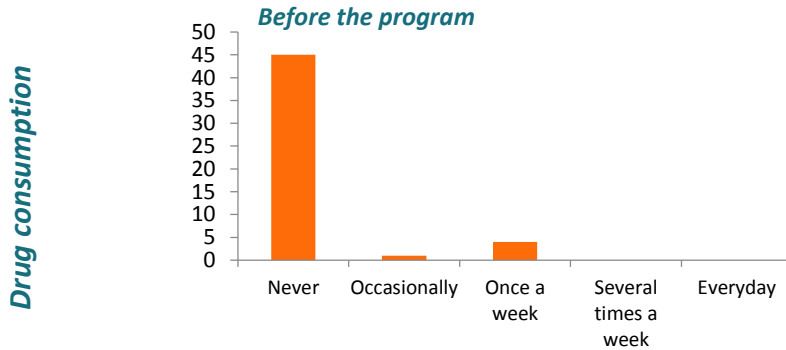
Conclusions and Recommendations



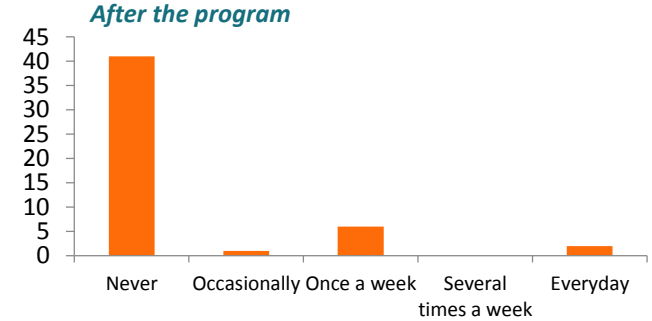
Personal evolution

Behavior change

❖ Drug use is still common amongst participants



*“Drunk driving at night isn't dangerous.”
“I keep drinking alcohol frequently.”
“I drink because social drinking is necessary.”*

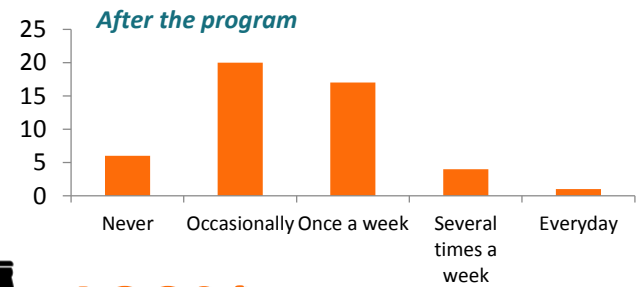
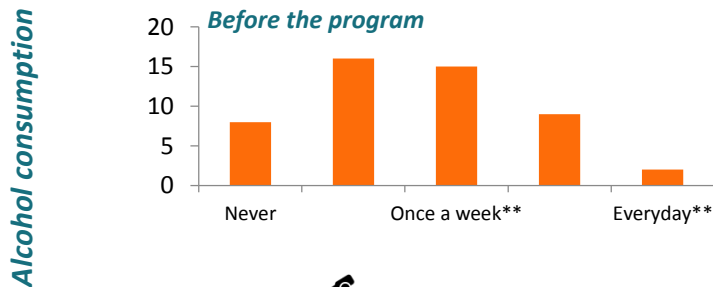


Only **50%** went from frequent drug consumption to no more consumption.



100% of those taking drugs occasionally have kept on taking drugs occasionally.

❖ Alcohol consumption hasn't changed much amongst participants



84,6% keep on drinking alcohol frequently.



100% of the occasional drinkers have stayed occasional drinkers.

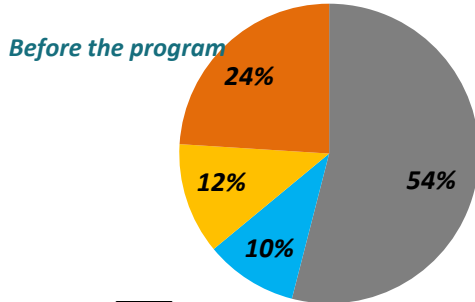


Personal evolution

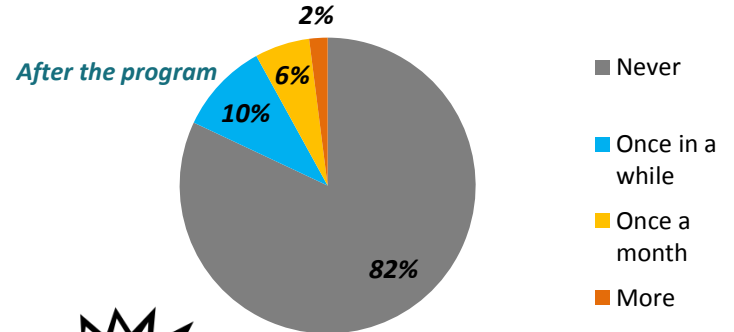
Behavior change

❖ **Violent habits** are hard to get rid off

Violent encounters



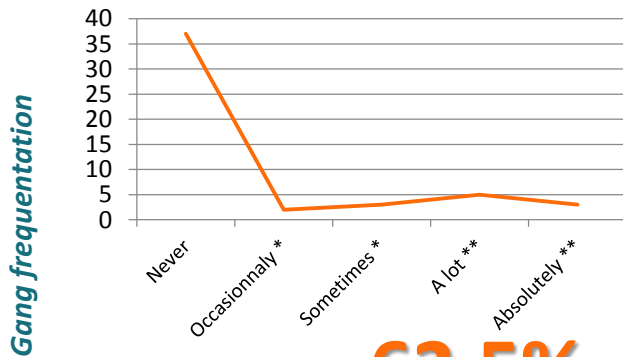
100% of the occasional fighters definitely quit fighting after CFL.



1/5th of the frequent fighters keep on fighting.

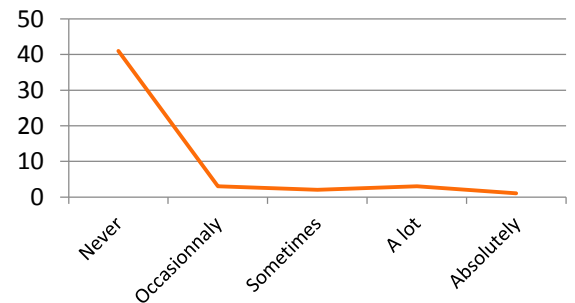
❖ **Gang relations** do not wear off easily

Before the program



62,5% of those who had frequent gang contacts didn't change anything.

After the program



“Gangs are just human beings that protect me”

- A 17 year old girl from Westubury



Personal evolution

Behavior change

❖ A program unadapted to the participant's needs?

➤ **The program content is too broad.** The program deals with any offender the court has sent. This results in a **great variety of offenders** that all attend the same sessions, making it difficult to adapt the content to everyone's needs.

➤ **The program lacks the proper facilities to make the lessons efficient.** I.e: bigger and warmer rooms, own books, documents.

As a consequence:

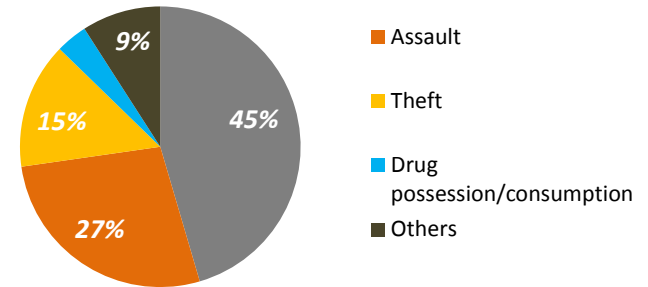


For **24%** of the participants the sessions are often boring

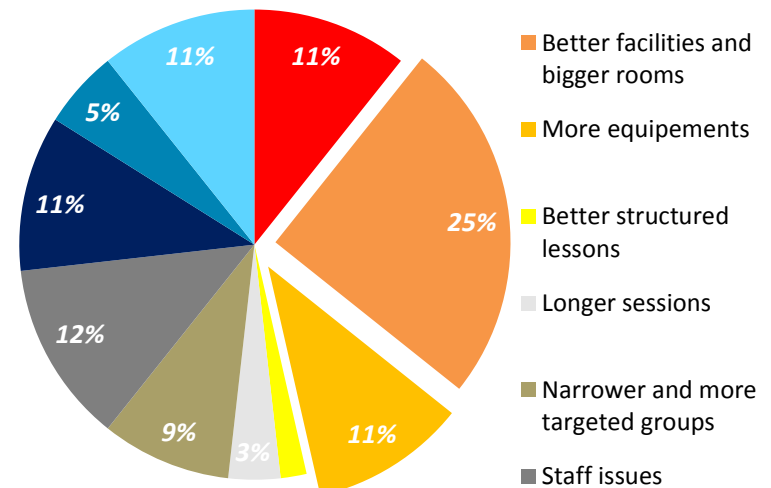


35,7% of the participants would like the facilities to be improved.

Offense committed



What would you like to see improve in the program?



Personal evolution

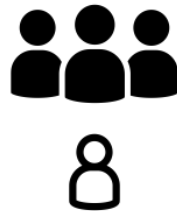
Behavior change

❖ The help isn't personalised enough

- **Groups should be more targeted** (same availabilities, same accusation, same problems). This may avoid long unnecessary hours of lecturing on drug abuse for drunk drivers.
- **More one-to-one conselling** is necessary for some participants. Those with specific needs and issues can find an opportunity to express them and figure out a way to solve them.

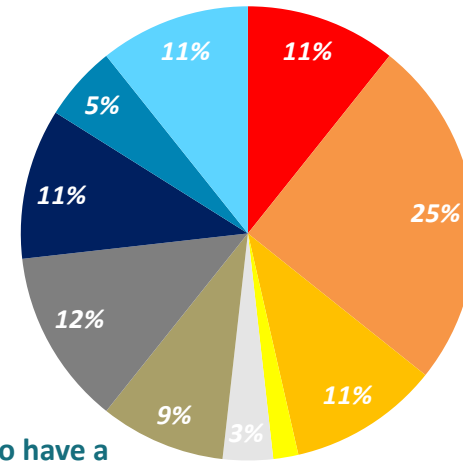


For **10,4%** of the participants think that the program is not good enough because the groups are not relevant.



10,7% of the participants would like to have a more personalised help (more one to one session) because they don't feel comfortable in big groups.

What would you like to see improve in the program?



- Time of the sessions
- Better facilities and bigger rooms
- More equipments
- Better structured lessons
- Longer sessions
- Narrower and more targeted groups
- Staff issues
- Greater diversity in the sessions

❖ The staff is an issue for **12,5%** of the participants

- **There isn't enough staff.** This would enable the one-to-one sessions suggested above.
- **Problem with a member of the staff.**

"I would like more one to one session because I feel uncomfortable speaking of my problems in front of everybody."
- 31 year-old from Westbury



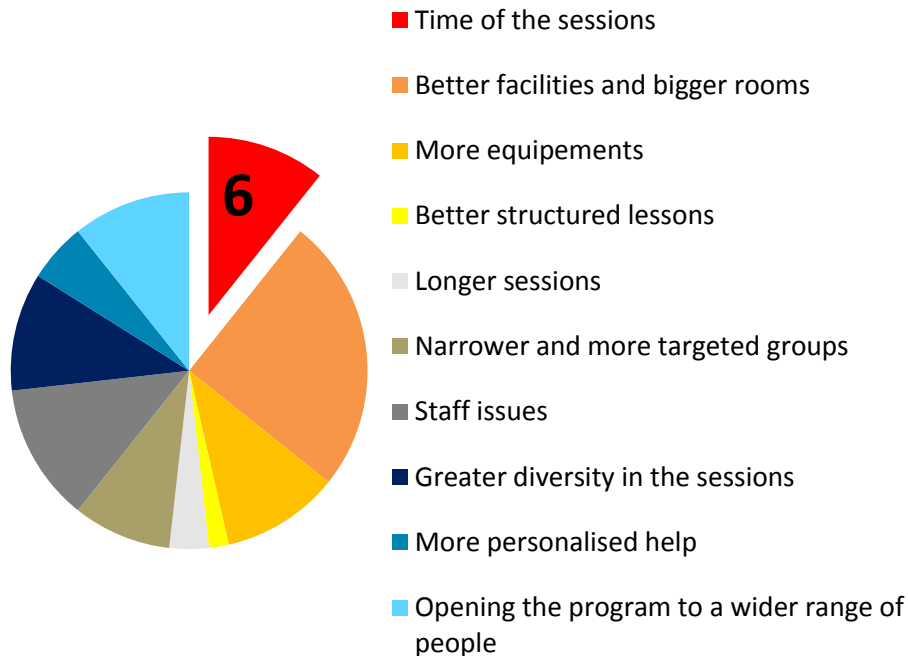
"For Glen, everything is fine. He uses time well and is more efficient. Loreal treats people like a baby. Loreal treats you as if you're guilty of charge." (someone over 21)

"Glen was not respectful, he shout at us every time. He was too aggressive." (someone under 19)

Personal evolution

Behavior change

The **time of the session** is a great problem for **10,4%** of the participants.



Moreover, **2 participants have lost their job** because of the program.



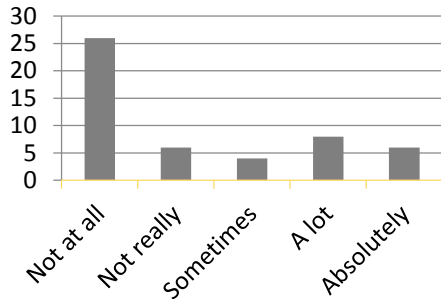
Civil Sense, the remaining broken bond

Participants still distrust the law after the program

« I have been arrested for something I've never done» **
- A 25-year old from Ennerdale

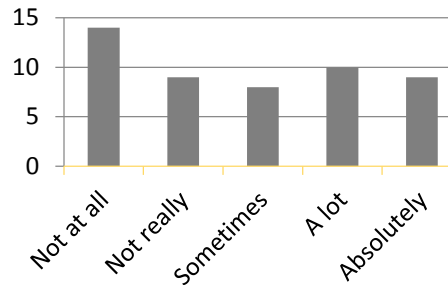
❖ Civicism amongst the participants

Participants' trust in law enforcement workers



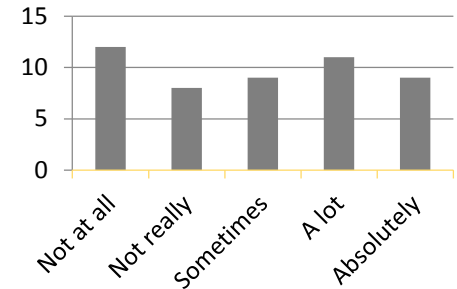
72% have little to no trust in law enforcement workers.

Participants who feel protected by the law



46% of the participants do not feel protected by the law.

Participants who feel that the law is fair

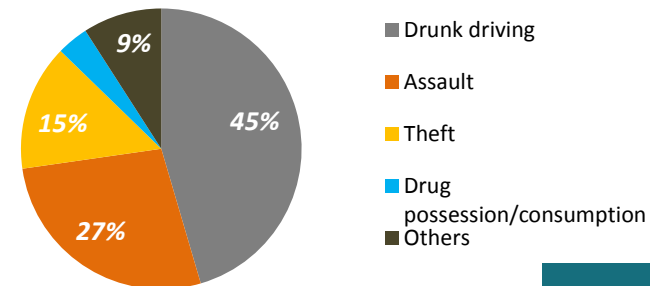


40% of the participants do not feel that the law is fair.

❖ A sense of unfairness amongst participants?

- There is a **great diversity** in the charges held against the participants. Some may feel that they get « **over punished** » for what they did in comparison with the crimes of others. (Drunk driving vs. Assault)
- Some participants still aren't convinced of having done **something wrong.** **

Offense committed



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Synthesis

Key advantages of the program

A good relationship

with the facilitator (trust and problem solving)

- 73% felt like sharing personal issues with the facilitators.
- For 33%, they know how to solve problems on their own.

Group discussions and idea sharing

(improving communication)

- 56% have improved their relationship with their family.
- 66% feel that they have strong bonds with their community.

Life skills

and vision of work.

- Students are more serious at work.
- 76% of employed people are convinced that their work pays off.

« Food for thought »

and opportunities to lead introspections during class

- 84% discovered new things about themselves.
- Improvements noticed: participants are more responsible and have better stress control

Content of the lessons

(Future planning, goal achievement and behavior change)

- The sessions give a reality check.
- 90% are ambitious for their life.



Synthesis

Key issues of the program

Groups are not relevant enough

- Content is too broad, doesn't address the crime committed enough.
- The groups don't gather people that have been charged with the same crime.
- 23% often get bored during the sessions.

Schedule of the program

- Diversion participants lose on average 2 hours of work per day.
- They have to make sacrifices. (going to work earlier, later, during weekend).

Improve the facilities

- 35,7% would like the facilities to be improved: bigger and warmer places (in winter), proper workbooks, more documents to keep at home.

Lack of behavior change and poor sense of civicism

- 84,6% of the frequent drinkers keep on drinking,
- Only 50% of those who take drugs have reduced their consumption.
- Violence is still an issue.

Staff

- 10,4% of the participants would like a bigger staff to have more one to one counselling.
- Some have problems with one staff member.



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Diversion program



1/ IMPROVE PREVENTION WORK

CFL needs to work more on prevention in schools and during aftercare

“Somehow there are schools where 60 to 70 percent of girls are pregnant. There is no doubt that this is associated with things like gang activity, coercion and substance abuse”, David Harrison, Chief Executive Officer of LoveLife.

Lots of plagues hit children and require prevention...



Teenage pregnancy



Drug use



Violence, unemployment, crimes

- Only **8%** of interviewed teachers noticed that CFL takes action in this field in schools
- **55%** of parents think that CFL is not helping their child's future.

Whereas thanks to the aftercare program **58%** of parents said that **CFL keeps their children safe** that is to say out of the street where they are likely to turn wrong.

CONQUEST FOR LIFE
needs to tackle more

society subjects to

- ❖ be more effective when it comes to prevention
- ❖ have a strong impact on the wrongs destroying children's futures and opportunities



2/ COMMUNICATE MORE AND BE MORE PRESENT

A greater involvement of teachers and parents would improve CFL impact on children

Y2Y & JFK programs' impact would be greater with a better implantation in school

CFL's organization would be better if the Aftercare program involved parents more.

CFL should foster a better communication with teachers in order to:

Adapt their programs with the syllabus

Be able to run more sessions: **46%** of teachers complained that there were not enough sessions

Create a follow up between the sessions

Train the teachers with a view to have them run sessions themselves in the long run.

Parents complain about the fact that they are not aware of what is happening in the Aftercare program.

Every office should **organize meetings** with families or at least communicate through official letters and not only through the kids.

NOTA BENE

Most parents appreciate the Aftercare because it helps their children with school homework, reading and writing. It is important for CFL to keep on this path and not to become a playground area.



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Recommendations

❖ Make more personalised sessions

- **Make more targeted groups**, according to the criminal charge of each participant.
- **Adapt the content of the lesson to the participants.** Put greater emphasis on some aspects of the program according to the type of crime committed. Ex: anger management for those convicted of assault.
- **Spend time explaining why the offenders have been in conflict with the law.** Thus erasing the sense of « unfairness » shared by many.
- **More one-to-one counselling** is necessary for some participants. Those with specific needs and issues can find an opportunity to express themselves and figure out a way to solve their problems.

❖ Improve the means of the sessions

- **Improve the facilities.** I.e: bigger and warmer rooms, own books, documents.
- **Add more structure to the program.**
 - Participants have expressed the need of having an **overall syllabus** that would be delivered to them before the program starts.
 - A **written summary** of each lesson would also help participants keep a trace of their learnings.

Reminder

10,4% of the participants think that the program is not good enough because the groups are not relevant.

10,7% of the participants would like to have a more personalised help (more one to one session) because they don't feel comfortable in big groups.



Recommendations

❖ Improve the means of the sessions (continued)

- **Increase staff availability/number.** This would enable more personalised follow-ups as well as one-to-one counselling.
- **Have a computerised data bank on all current/former participants.** This would enable quicker follow-ups once the participants are done with the program.

❖ Make more flexible and diversified lessons

- **Propose more work-compatible hours.** This also underlines the need to have more targeted groups. Participants could be grouped according to their working hours as well. A distinction could be made between students and employed people.
- **Add greater diversity to the lessons.** Vary the format of the lessons to make them more interesting and interactive.

Reminder

35,7% of the participants would like the facilities to be improved.

12,5% of the participants feel there is an issue with the staff.



Thank you !

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