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## GLOBALGIVING

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### Gender Justice Programme

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## INTRODUCTION

The Ofafa Valley is place of contrasts. On the one hand, it's breathtakingly beautiful, lyrically referred to as "*lovely beyond any singing of it*" in Alan Paton's opening lines to his highly acclaimed *Cry the Beloved Country* (1948).

Sadly, it is in this lovely valley that 86% of the adult population of 23 000 are women, predominantly gran-nies, many of whom are raising their late children's children, having lost the aforementioned to HIV/AIDS. It is in this lovely valley where it's not uncommon for a child to go to bed hungry – having not had a meal that day, or even the last three days. Indeed, the term *indigent* applies well to this community – these people have a level of resilience seemingly only available to those familiar with true hardship.



It is in this environment that **Woza Moya**, together with partners such as **yourself**, can continue bringing hope for a future improved. In the 17 years that Woza Moya has been working in this community, much has changed for the better. Through building communal volition, capacity and agency, Woza Moya has seen a steady shift in the wellbeing of the women and children of the Ofafa Valley.

## Ofafa Valley Development

Effective community development activates scaled social reflexivity, sufficient to create a tipping-point towards locally perpetuated ownership of improved outcomes. Woza Moya's ultimate success, therefore, would be indicated by a transformed Ofafa Valley, driven by local volition, resilience and agency; where every member is healthy, well nourished, feels safe, and experiences an annual progression towards an improved future.

The Ofafa Valley is a microcosm reflecting global inequalities with the UN's eight primary Sustainable Development Goals an accurate list of the primary needs of this rural community. The SDG's, as listed below, are also the primary goals of Woza Moya, with some variation in emphasis as shown on the programme listing on the following pages.

Reflexivity – the circular relationship between cause and effect.

Developmental reflexivity is the capacity of a community to affect small ecosystemic changes that result in improved outcomes for all.

## EXECUTIVE SUMMARY

### Governance

Woza Moya is in a process of metamorphosis as the co-founder, Sue Hedden, exits as Managing Director at the end of 2017. In response, the board has been bolstered with capable men and women able to take the organisation forward successfully. The board members are listed below:

Dr Amon Kasambala	2017	Chairperson	Business Consultant
Pumla Mabizela	2017	Vice Chair	NGO BioWatch Program Manager
Jovita da Silva	2017	Treasurer	Business Manager
Dr Bongiwé Ndlovu	2017	Director	Medical Doctor
Siphosihle Radebe	2017	Director	Masters Student
Sue Hedden	2000	Managing Director	Ex-officio

In addition, Woza Moya has gone through a rigorous recruitment process to acquire a uniquely skilled replacement for Sue upon her exit. Sue will remain on as a board member from 2018 onwards.

A comprehensive strategic review will be conducted in September 2017 prior to the AGM in October. The resultant strategic roadmap will outline the organisational mandate for the coming three years (2018 – 2020). In the interim, during this transition period and facilitated by the new incumbent, Edwin Corbett, the focus is on ensuring stability within the organisation, with the local community and with other stakeholders.

### Registrations

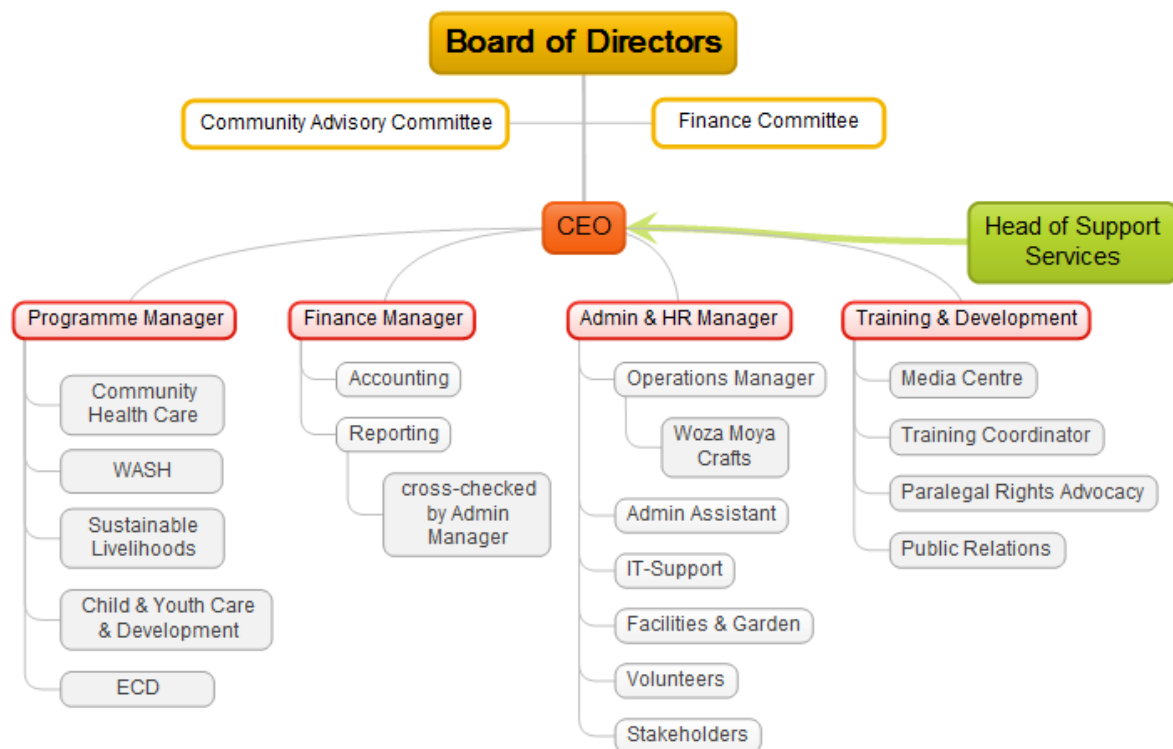
Woza Moya is registered as:

- A Non-profit Company (NPC). Registration as a NPC is with the Companies and Intellectual Properties Commission under the Department of Trade and Industry, and is governed by the Companies Act (Act 71 of 2008).
  - Registration Details: Woza Moya Community Development Project – 2009/013944/08
- A Non-profit Organisation (NPO). Registration as a NPO is with the Department of Social Development and is governed by the NPO Act (Act 71 of 1997).
  - Registration Details: NPO 085-515
- A Public Benefit Organisation. Registration as a PBO is with the South African Revenue Services (SARS) and is governed by the Income Tax Act of 1962 with special reference to Section 10(1)(cN)
  - Registration Details: PBO 930031833
  - Woza Moya's registration is 18A compliant, allowing for the issuing of Tax Receipts for donations made by South African taxpayers.

All members of the board are volunteers and receive no remuneration for their services. Additionally, board members do not materially benefit from any of the organisation's activities.

### Management

Management of the organisation is guided by a comprehensive set of robust, board-approved policies. As a result, Woza Moya is able to maintain a relatively flat structure with the active participation of locally recruited staff members in decision-making processes.



The organisational structure is outlined above. Edwin Corbett, as the Head of Support Services, will shadow Sue for the balance of the year (2017), whereupon he will assume an oversight role in the organisation, further developing local capacities. Operational leadership will rest with the two co-founders, Benedicta Memela and Jane Mxasane-Ndlovu. Because development of local agency is Woza Moya's foundational objective, Edwin's primary function will be the development of staff competencies while maintain management excellence, operational impact and fiscal sustainability. See our strategic priority focus areas below.

## Financial Management

The Woza Moya resource management systems are robust, transparent and accountable, undergirded by best-practice policies that ensure segregation of responsibilities and multi-level accountabilities. The following documents are available for your perusal, upon written request:

- Financial Policy
- Procurement Policy
- Funder Contribution Policy
- Risk Management Policy
- Asset Registers
- Account Reconciliation Directive
- Whistle-blowing Policy

### Financial Year

Financial year-end 30 June

### External Account:

Name: Theresa Samuelson

Email address: [theresa@tspacc.co.za](mailto:theresa@tspacc.co.za)

Phone number: 0836431929

Qualification / Work experience: Registered Accountant SAIBA and registered Tax Practitioner. Working in this field for more than 35 years.

## Independent Auditors

Mazars

Mazars House

197 Peter Mokaba Road (Old North Ridge Road)

Morningside

Durban

4001

Tel: +27 (0) 31 818 9000

Fax: +27 (0) 31 818 9001

[dbn@mazars.co.za](mailto:dbn@mazars.co.za)

## Banking Details

Account Name: Woza Moya Project

Bank: First National Bank

SWIFT: FIRNZAJJ

Account No: 62033305849

Branch No: 22 02 23

Building: Ixopo Mall, Shop 1

Street: Margaret Street

City: Ixopo

Province: KwaZulu-Natal

## PROGRAMMATIC CAPACITIES

To redress the inter-related needs of the Ofafa Valley, Woza Moya facilitates four core interventions.

### Community Health Care

Central to the **Community Health Care** (CHC) Programme are:

- Monthly home-visits by 35 Community Care Givers to 1 000 homes providing monitoring, education and referrals
- Monthly Wellness Days delivering training on Gender Equity, Sexual and Reproductive Health and Economic Justice and other relevant topics
- Quarterly Wellness Days for children living with AIDS.
- Monthly facilitated access for people living with disabilities to a Disability Clinic in Creighton
- Monthly Mobile Clinic visits hosted at Woza Moya, in partnership with the Department of Health.
- Distribution of Chronic Medication



## Early Childhood Development

Woza Moya's **Early Childhood Development** Centre functions as the local model of excellence, providing training opportunities and resources to outlying smaller ECD Centres. To further develop childcare capacities, Woza Moya is partnering with local Play Groups, developing their capacities to ensure children, specifically in their first 1000 days, get the appropriate nutrition, attachment and stimulation for healthy development.

## Child & Youth Care and Development

The programmes are multi-level interruptions of risks with robust protective and promotive elements. Promotive elements include the development of social & emotional soft-skills; promotion of girls as active facilitators of community improvements; and the development of executive function competencies through IT-based programming skills (scratch.mit.edu). A parallel platform to facilitate access to further education and training, access to employment opportunities (Youth Café) and entrepreneurial skills development is provided to the broader Ofafa Valley youth. The expressed objective is to facilitate measurable improved life-outcomes for at-risk adolescent girls.

## Sustainable Livelihoods

Woza Moya's **Sustainable Livelihoods** has a three-pronged focus to build capacities for the emancipation of the indigent women in the Ofafa Valley:

- The development of Self-Help Groups (Micro-savings, later escalating to entrepreneurial development);
- Crafts production and marketing;
- Subsistent agrarian development.

## Woza Moya Programmatic Components

Each programme has overlapping interventions, requiring all staff members to be extensively trained to provide a holistic developmental package to community members. Woza Moya dislikes the term beneficiaries as it depicts an *us* and *them* relationship. Woza Moya promotes a policy of community self-development, maintain an attitude of non-delivery of any intervention where the community doesn't take personal responsibility for their own health, development and emancipation, with Woza Moya merely linking the community to developmental guidance, opportunities and resources.

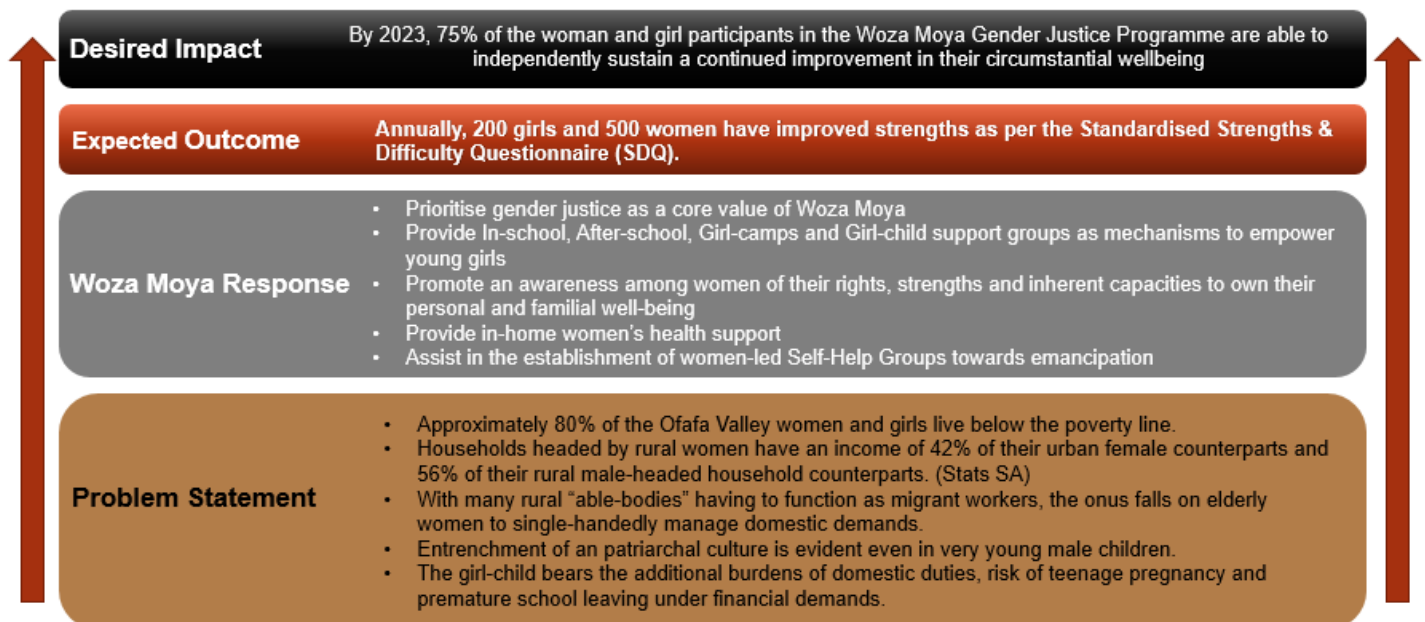
Programme	Home-visit Support	In-school Life Orientation	After-school Life Skills	Maths, IT & Executive Function Development	Girl-child Development	Sports & Recreation	Water, Sanitation & Hygiene	Integrated Management of Childhood Illnesses	Sexual & Reproductive Health	Entrepreneurial Development	Domestic Gardens	Nutrition Training	Craft Production	Paralegal Rights Advocacy	Media Productions	Self-Help Groups	Subsistence Farming	Early Childhood Development
Community Health Care																		
Early Childhood Development																		
Child & Youth Care & Development																		
Sustainable Livelihoods																		





2010), risk communication (Abraham and Sheeran, 2005; Norman et al., 2005), modelling (Bandura, 1986), goal setting (Latham and Locke, 2007), guided practice (Bandura, 1986), etc.

Therefore, to increase success-probability, Woza Moya incorporates elements of education, risk communication, modelling, goal setting and guided practice across multiple, integrated interventions. Below is the schematic theory of change followed.



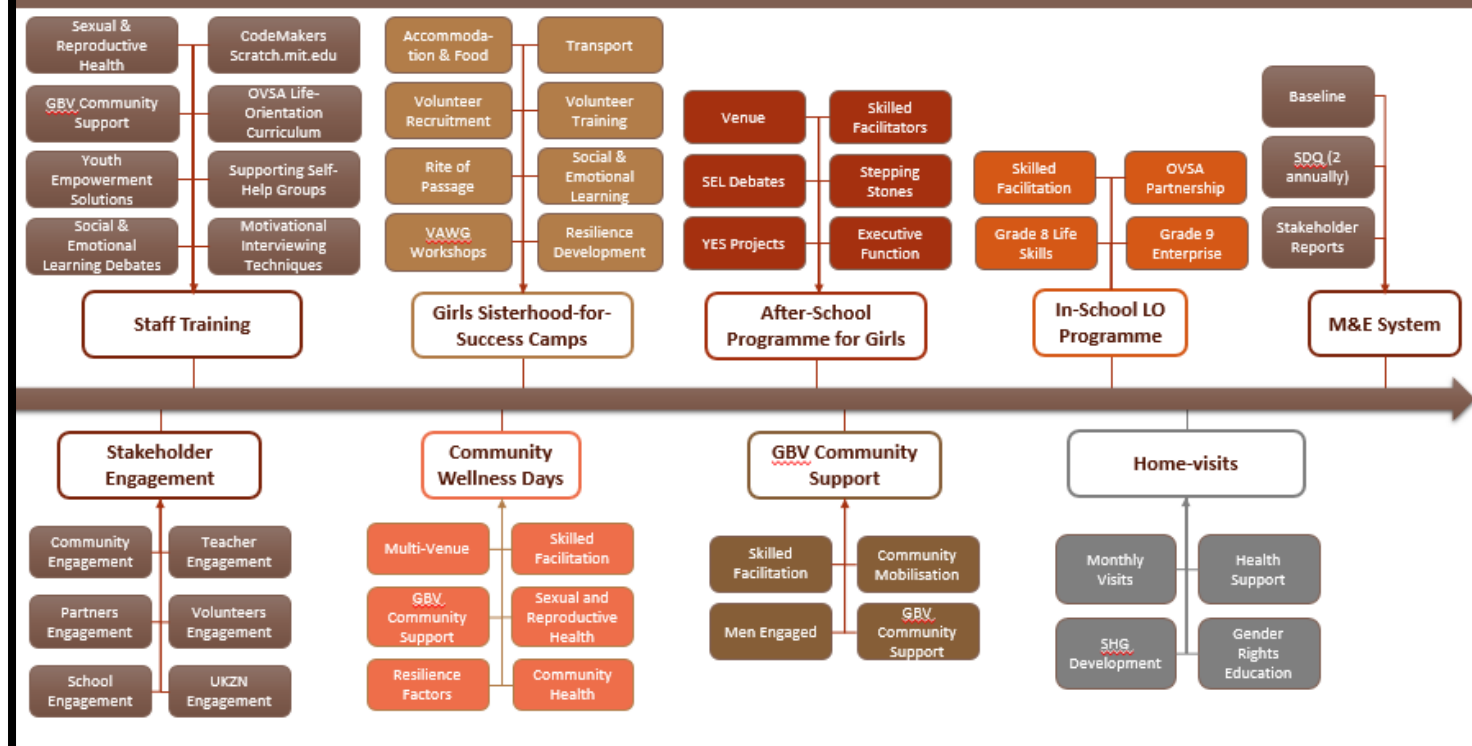
Interaction with women by Community Care Givers (CCG) is undergirded by Motivational Interviewing Techniques to evoke personal volition for the changes the women wish to affect. The process involves a non-judgemental approach towards guiding women in making a choice of what they don't want, what they do want, and a map to realise these objectives.

Below are the infographics outlining of the input, outputs, outcomes and impact planned for both intervention elements – 1. Girl-child Empowerment and 2. Gender Justice for Women. This is followed by the detailed Logical Frameworks for both elements.



## Gender Justice Logical Framework Infographics

### GENDER JUSTICE INPUTS



### GENDER JUSTICE OUTPUTS

200 at-risk girl-children get multi-level support for improved life-outcomes potential

500 women get multi-level support for improved situational wellbeing

#### STAFF TRAINING

**CHILD & YOUTH CARE STAFF** members (6) are skilled in Scratch.mit.edu, OVSA LO Curriculum, Social & Emotional Learning Modules, Executive Function Principles . Youth Empowerment Solutions project facilitation

**ALL STAFF** are skilled at Mobilising Communities for Gender Justice – 1. Gender Socialisation and Gender Roles; 2. Gender, Power and Violence; 3. Gender, Sexuality and SRHR; 4. Gender, Wellbeing and Healthy Relationships; 5. Taking Action for Change

**ALL STAFF** are skilled in Motivational Interviewing Techniques and Economic Justice- Sinamandla Self-help Groups

#### GIRLS SISTERHOOD-FOR-SUCCESS CAMPS

Annually all Grade 8 girls from Sinevula Secondary School complete one of three week-long camps (Apr, Jul & Oct) focussed on encouraging progressive life-objectives for girls

#### COMMUNITY INTERVENTIONS

4 GBV Community Support Workshops

44 Community Wellness Days

1000 monthly Home Visits

Paralegal VEP Support

#### IN-SCHOOL LIFE ORIENTATION PROGRAMME

Grade 8  
14 Life Skills Workshops for approximately 80 learners

Grade 9  
14 Enterprise Workshops for approximately 80 learners

#### AFTER-SCHOOL PROGRAMMES

Scratch IT Projects completed by 24 attendees

Stepping Stones Sexual & Reproductive Health (60)

Social & Emotional Learning Debates (40)

YES Community Project 5 groups of 10

#### Monitoring, Evaluation and Learning Data

Continual monitoring of inputs and outputs to ensure minimum shrinkage  
Monthly reporting on programme elements  
Bi annual Report to key stakeholders  
Continual recording of organisational learning incidents

OUTCOMES	IMPACT
<p data-bbox="279 369 734 481">Annually, 200 girls and 500 women have improved strengths as per the Standardised Strengths &amp; Difficulty Questionnaire (SDQ).</p>	<p data-bbox="917 347 1268 548">By 2023, 75% of the woman and girl participants in the Woza Moya Gender Justice Programme are able to independently sustain a continued improvement in their situational wellbeing</p>

## Gender Justice Logical Framework

	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Goal	<b>Programme Goal</b> By 2023, 75% of the woman and girl participants in the Woza Moya Gender Justice Programme are able to independently sustain a continued improvement in their situational wellbeing	<b>Measures of Goal Achievement</b> <ol style="list-style-type: none"> <li>1. Increased amount of girl-child school matriculations</li> <li>2. Reduced teenage pregnancy rate</li> <li>3. Improved Scholastic Outcomes</li> <li>4. Improved employment rate among youth</li> <li>5. Increase in number of women in self-help groups</li> <li>6. Reduction of incidents of GBV and Domestic Violence</li> </ol>	<ol style="list-style-type: none"> <li>1. Woza Moya Data</li> <li>2. Department of Health Data</li> <li>3. School Reports</li> <li>4. Community Feedback via semi-structured interviews</li> <li>5. SAPS Data</li> </ol>	<b>Assumptions concerning long-term value of programme</b> It is assumed that the programme will validate longer-term funding from varied stakeholders to sustain input
Purpose	<b>Programme Purpose</b> Annually, 200 girls and 500 women have improved strengths as per the Standardised Strengths & Difficulty Questionnaire (SDQ).	<b>Conditions that will indicate purpose has been achieved.</b> <ol style="list-style-type: none"> <li>1. Improved girl-adolescent social &amp; emotional competencies</li> <li>2. Girls indicate resolution to complete schooling</li> <li>3. Women are engaged in self-actualisation activities</li> <li>4. Homes exhibit balance between levels of cohesion and flexibility (FACES IV)</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance Registers</li> <li>2. SEL Programme Reports</li> <li>3. Scratch Programme Reports</li> <li>4. YES Programme Report</li> <li>7. Stepping Stones Programme Report</li> <li>8. SDQ's – Strength &amp; Difficulties Questionnaires</li> <li>9. FACES IV</li> <li>10. Schools Feedback</li> <li>11. School Reports</li> <li>12. Semi-structured random interviews with youth by Woza Moya Management</li> <li>13. Funder Reports</li> </ol>	<b>Assumptions affecting Purpose to Goal link</b> <ul style="list-style-type: none"> <li>• Sufficient availability of resources</li> <li>• Access to schools</li> <li>• Active youth participation</li> <li>• Community Participation</li> </ul>

	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<b>GBV Support Outputs</b>	<p><b>Outputs</b></p> <p>1. <u>Outputs that contribute to improved capacities in the community to deal with BGV</u></p> <p>1.1 24 (6x4) GBV Community Support Workshops facilitated in 4 villages in Ofafa Valley covering:</p> <p>1.1.1 Gender, Gender Socialisation and Gender Roles</p> <p>1.1.2 Gender, Power and Violence</p> <p>1.1.3 Gender, Sexuality and SRHR</p> <p>1.1.4 Gender, Wellbeing and Healthy Relationships</p> <p>1.1.5 Taking Action for Change</p>	<p><b>Magnitude of outputs necessary and sufficient to achieve purpose</b></p>	<p><b>Outputs Measurement</b></p>	<p><b>Assumptions affecting Outputs to Purpose link</b></p> <p>A culture of sisterhood-for-success can be created with sufficiently influential girls to attract broader participation</p>
<b>SEL Outputs</b>	<p>2. <u>Outputs that contribute to improved Social &amp; Emotional Competencies</u></p> <p>2.1 A minimum of <b>50 Adolescents</b> participate in SEL debates:</p> <p>2.1.1 Social Development: Developing positive friendship skills, social values and empathy</p> <p>2.1.2 Emotional Development: Understand feelings, develop emotional awareness &amp; coping skills</p> <p>2.1.3 Motivation &amp; Praise: Understand the links between curiosity, confidence, praise, motivation and learning</p> <p>2.1.4 Positive Separation: Understanding separation stress and positive separation</p> <p>2.1.5 Resilience: Managing life's Ups &amp; Downs and learning to keep a balance</p> <p>2.1.6 Making Decisions: Helping youth problem-solve and learn how to make good decisions</p> <p>2.1.7 Managing Behaviour: Positive reinforcement, catching yourself being good and setting effective limits</p> <p>2.1.8 Resolving Conflict: Sorting out conflict together and learning to value others</p> <p>2.1.9 Anger: Helping youth to understand anger and learning to regulate their behaviour</p> <p>2.1.10 Sports: Learning how children develop social and emotional skills through competitive activities</p>	<ul style="list-style-type: none"> <li>Each debating session has a girls-exclusive team</li> <li>All 10 main topics are well researched and views are adequately expounded on. In debate format the topics could be: <ul style="list-style-type: none"> <li>Empathy is easier for some genders than others</li> <li>Friendship requires you to compromise on your values</li> <li>Showing your feelings is a negative thing</li> <li>Emotions have names for a reason</li> <li>Appropriate curiosity and how to satisfy its needs</li> <li>Confidence is about being strong</li> <li>The tension between belonging and individuality</li> <li>The best way to deal with anger</li> <li>What resilience is and the factors that contribute to having it</li> <li>I am the product of my yesterday</li> <li>If you disappoint me we're finished. If I disappoint you...</li> <li>I can be anyone I choose to be</li> <li>Competition is healthy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Intervention Reports</li> <li>Programme Reports</li> <li>Debate Materials</li> <li>Debate Evaluations</li> <li>Programme Materials</li> <li>Facilitators Reports</li> <li>Youth Feedback</li> <li>Semi-structure interviews with stakeholders</li> <li>Partners' Reports</li> <li>Bi-annual SDQs for all after-school participants</li> <li>Event Reports</li> <li>Camp Reports</li> <li>Attendance Registers</li> <li>Scratch Programmes created</li> </ul>	

	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<b>HV Outputs</b>	<b>3. <u>Outputs that contribute to better Household Wellness</u></b> 3.1 1000 homes visited per month to monitor, educate & refer: 3.1.1 Child Health – Integrated Management of Childhood Illnesses 3.1.2 Maternal Health Monitoring, Educating and Referring 3.1.3 GBV Monitoring, Educating & Reporting 3.1.4 Water, Sanitation & Hygiene 3.1.5 SHG Promoting & Educating 3.1.6 SRHR Promoting & Educating 3.1.7 SDQ Assessments bi-annually		<ul style="list-style-type: none"> <li></li> </ul>	
<b>SRHR Outputs</b>	<b>4. <u>Outputs that contribute to improved understanding of sexual and reproductive health</u></b> 4.1 Annually a minimum of 50 adolescent girls and 100 community members complete the 10 Stepping Stones sexual and reproductive health sessions 4.1.1 Let's Communicate 4.1.2 How we Act 4.1.3 Sex and Love 4.1.4 Conception & Contraception 4.1.5 HIV 4.1.6 Safer Sex 4.1.7 Gender Violence 4.1.8 Let's Support Ourselves 4.1.9 Let's Assert Ourselves 4.1.10 Let's Look Deeper (Behavioural Sciences)	<ul style="list-style-type: none"> <li>Completion of the 10 sessions and the accompanying material</li> <li>Display a clear understanding of SRHR</li> </ul>		
<b>Wellness Day Outputs</b>	<b>5. <u>Outputs that contribute to broadened awareness of GBV issues</u></b> 5.1 Annually a minimum of 44 Community Wellness Days are held in 4 villages in the Ofafa Valley (4 x 11) where the following topics are covered 5.1.1 GBV Support 5.1.2 SRHR			

	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
YES Outputs	<p><b>6. <u>Outputs that contribute to activating girl-leadership in community transformation culture</u></b></p> <p>6.1 5 Groups of 10 girls participated in the Youth Empowerment Solution programme</p> <p>6.1.1 Youth as Leaders</p> <p>6.1.2 Learning About our Community</p> <p>6.1.3 Improving our Community</p> <p>6.1.4 Building Intergenerational Partnerships</p> <p>6.1.5 Planning for Change</p> <p>6.1.6 Action &amp; Reflection</p>	<ul style="list-style-type: none"> <li>5 groups of 10 have completed the full version of the YES curriculum of 34 sessions.</li> <li>Girls have spent several months participating in empowerment activities, including: <ul style="list-style-type: none"> <li>Developing leadership skills</li> <li>Participating in cultural enrichment activities</li> <li>Assessing their community</li> <li>Selecting and planning projects to create positive changes in their community</li> </ul> </li> <li>Adult volunteers from the community were selected. The girls participated in selecting the volunteers. The adults participated in training sessions to prepare them for the work with girls in an empowerment framework.</li> <li>The girls and adults worked to finish planning the community change projects that the girls selected. Together, they implemented the projects. Because this is a youth empowerment program, the youth lead in planning and implementing the projects with adult support.</li> <li>Finally, the youth and adults reflected on their project and celebrated their accomplishments.</li> </ul>		
EF Outputs	<p><b>7. <u>Outputs that contribute to improved executive functioning</u></b></p> <p>7.1 Paying Attention</p> <p>7.2 Organising and Planning</p> <p>7.3 Initiating tasks and staying focussed</p> <p>7.4 Regulating Emotions</p> <p>7.5 Self-monitoring (Keeping track of what you're doing)</p> <p>The above outputs will be by-products of the Scratch Programme – a MIT developed simplified computer programming system for children. See <a href="https://scratch.mit.edu/#">https://scratch.mit.edu/#</a>. The programme is delivered in partnership with CodeMakers who will train our facilitators – see <a href="http://codemakers.org.za">http://codemakers.org.za</a></p>	<ul style="list-style-type: none"> <li>The majority of participants (80%) <ul style="list-style-type: none"> <li>Can follow instructions</li> <li>Can plan their work and organise their environment</li> <li>Can complete a section of a programming module in a session</li> <li>Can return to their work after a lapse of time to continue with the same project</li> <li>Can express their frustration appropriately and work towards managing that frustration (or anger or jealousy, etc)</li> </ul> </li> </ul>		



	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Camp Outputs	<p><b>8. <u>Outputs that contribute towards improved girl-child support</u></b></p> <p>8.1 Three individual week-long sisterhood-for-success camps facilitated by university student volunteers exploring specific girl-topics in creative ways</p> <p>The above intervention is facilitated by Janet Lazarus, a retired school teacher who has taught internationally.</p>	<ul style="list-style-type: none"> <li>The girls attending the camp <ul style="list-style-type: none"> <li>Are able to construct a mutual sense of belonging amongst the group. A unique identity as a young woman with great potential for success is self-realised</li> <li>Using the REPPSI <i>Journey of Life</i>, can portray through play their individual journeys, their obstacles, where they were prey, where they may have been predator, the help they got from others, other sources of potential help, their destinies to succeed against the odds.</li> <li>Have a time for private personal reflexion and journaling</li> <li>Have a time to volunteer sharing their story with the group (or sub-group)</li> <li>Can receive individual confidential counselling</li> <li>Can appropriately initiate closure to the harms done to them, and start defining a possible brighter future</li> <li>Can voice their dreams in any format they choose</li> <li>Are not criticised by the sisterhood-of-success for their dreams</li> <li>Have a practical plan – Map-for-Life – to work toward the realisation of the plan</li> <li>Have a clear context of relationships with others vs. relationship with self</li> <li>Have an understanding of the need in relationships to maintain balances between rigidity/flexibility and clingy/abandonment</li> </ul> </li> <li>Are resolved to use the available opportunities offered by Woza Moya</li> </ul>		
VEP Outputs	<p><b>9. <u>Outputs that contribute towards improved VEP</u></b></p> <p>9.1 Survivors of GBV are provided with Paralegal Support to bring the perpetrators to book.</p> <p>9.2 Survivors are encouraged to join a SHG for social connectedness and support</p>	<ul style="list-style-type: none"> <li>Paralegal and Advocacy Case-logs</li> <li>Referrals to SAPS</li> <li>SHG Formations</li> </ul>		

	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
LO Outputs	<p><b>10. <u>Outputs that contribute to effective Life Orientation periods at school</u></b></p> <p>10.1 Delivery of a Grade 8 Life Skills Project that offers 14 comprehensive workshops that address critical issues around HIV and AIDS, TB, life skills, sexual and reproductive health and rights, sanitation and hygiene and gender and human rights.</p> <p>10.2 Delivery of a Grade 9 Enterprise Project which provides learners with a realistic opportunity to prepare for the transition from schools to the work place, entrepreneurial environments, and/or tertiary institutions of learning.</p> <p>The above intervention is facilitated by OneVoice, South Africa, who will train our facilitators – see <a href="http://onevoice.org.za">http://onevoice.org.za</a></p>	<ul style="list-style-type: none"> <li>Life Orientation curriculum is completed successfully</li> <li>Learners Complete all Projects successfully</li> </ul>		
Partnership Outputs	<p><b>11. <u>Outputs that contribute to improved partnerships</u></b></p> <p>11.1 There is a formalised, healthy working relationship between Woza Moya and ILT</p> <p>11.2 There is a formalised, healthy working relationship between Woza Moya and OneVoice (SA) for the delivery of in-school Life Orientation content</p> <p>11.3 There is a formalised, healthy working relationship between Woza Moya and CodeMakers for the delivery of the Scratch Computer Programming Learning environment</p> <p>11.4 There is a formalised, healthy working relationship between Woza Moya and Janet Lazarus for the delivery of 3 Maths Camps Annually</p> <p>11.5 There is a healthy co-operation between Woza Moya and local stakeholders – schools, the Local Tribal Authority, the local community and other local youth programmes</p>	<ul style="list-style-type: none"> <li>All relevant relationships are guided by MOUs</li> <li>All programme staff have successfully completed all the training modules</li> <li>Programmes are robustly monitored and measured according to the guidelines of this LogFrame</li> <li>Learning is recorded for distribution to interested parties</li> <li>Partners and Woza Moya meet at least 4-times a year</li> </ul>		
Out-puts	<p><b>12. <u>Outputs that contribute to having a skilled team to provide services</u></b></p> <p>12.1 35 Community Care Givers, 10 Full-time staff members and 5 Volunteers are well informed, inspired and equipped to deliver top-quality services to the Ofafa Valley community.</p>	<ul style="list-style-type: none"> <li>All staff have passed the relevant course material evaluations</li> <li>Staff can practically demonstrate competence in all modules</li> </ul>		

	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
M&E Outputs	<p><b>13. <u>Outputs that contribute to improved Monitoring, Evaluation, Accountability and Learning (MEAL)</u></b></p> <p>13.1 Physical resources are well managed</p> <p>13.2 Financial expenditure is well managed</p> <p>13.3 Staff performance is measured and effort is made to improve our effectiveness to deliver a quality product</p> <p>13.4 Activities are planned, resourced, delivered and measured in a double-loop learning, collaborative environment to ensure continued optimal efficacies</p> <p>13.5 Using effective data management technologies, outputs are paired to inputs to monitor effectiveness and minimise wastage</p> <p>13.6 Using best-practice data-collection processes, Woza Moya contributes the pool of quality data available regarding youth empowerment interventions in rural settings</p> <p>13.7 Data management systems track outputs and measure outcomes over the medium term</p> <p>13.8 Impact is independently measured at least every three years.</p> <p>13.9 Accountability is ruthlessly pragmatic – we learn through embracing our failures and learning from them</p> <p>13.10 Woza Moya shares it's learning with other stakeholders</p>	<ul style="list-style-type: none"> <li>• All resources are effectively managed</li> <li>• The is minimal shrinkage – cost intervention is monitored</li> <li>• Staff Performance is Monitored and Measured</li> <li>• Programme component reviews are done bi-annually</li> <li>• Programme data is accurate and easily accessible within specified deadlines</li> <li>• Programme Data is Cloud-based and accessible to stakeholders</li> <li>• Outcomes are measured</li> <li>• Impact is evaluated independently</li> <li>• Programmes are transparent in reporting failures to affect desired outcomes. Corrective action is taken and recorded</li> </ul>		
Staffing Inputs	<p><b><u>Inputs</u></b></p> <p><b><u>Activities &amp; Types of Resources</u></b></p> <p><b>1. <u>Ops Staff</u></b></p> <p>1.1 Three Child &amp; Youth Care Facilitators</p> <p>1.2 1 x Computer Lab Facilitator</p> <p>1.3 1 x Youth Café Facilitator</p> <p>1.4 35 Community Care Givers (50%)</p> <p>1.5 1 x M&amp;E Admin Person (50%)</p>	<ul style="list-style-type: none"> <li>• Staff &amp; Volunteers available</li> <li>• Staff &amp; Volunteers equipped to deliver desired outcomes</li> <li>• Staff are effective in their service delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Job Descriptions</li> <li>• Training Logs</li> <li>• Attendance Registers</li> <li>• Bi-monthly Programme Reports</li> <li>•</li> </ul>	<p><b>Assumptions affecting Input to Output link</b></p> <ul style="list-style-type: none"> <li>• Staff grasp the training material</li> <li>• Resources are sufficient</li> <li>• Partnership efficacies</li> <li>• Stakeholder collaboration efficacies</li> </ul> <p>Staff Wellbeing</p>

	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Training Inputs	<p><b>2. Staff Skill Development</b></p> <p>2.1 Community Mobilisation for addressing GBV – 6 full-day workshops</p> <p>2.2 Social &amp; Emotional Learning facilitated inhouse over 20 sessions of 2-hours each</p> <p>2.3 Refresher training for Stepping Stones for improved understanding of sexual and reproductive health over 10 one-hour sessions</p> <p>2.3 Introducing the YES programme at Woza Moya over 10 sessions of two-hour each, presented in-house</p> <p>2.4 Introduction of the Scratch programme presented by Dr Justin Yarrow of CodeMakers</p> <p>2.5 Training by OneVoice (SA) for Life Orientation curricula implementation</p> <p>2.6 Training for improved Monitoring and Evaluation of Programmes</p> <p>2.7 Journey of Life Material Usage</p> <p>2.8 NQF4 CYCW Training</p> <p>2.9 Training on Executive Function and its importance as a soft-skill</p> <p>2.10 Facilitating Debates – Effective Debating</p> <p>2.11 Training on Rite of Passage material</p>	<ul style="list-style-type: none"> <li>All staff attend all 5 full-day sessions run over 6 weeks for Community Mobilisation for Addressing GBV</li> <li>All CYCW &amp; Senior Staff Complete Social &amp; Emotional Learning Debate Training</li> <li>All staff complete the Stepping Stones SRHR training successfully</li> <li>All CYCW complete the YES Training successfully</li> <li>All CYCW complete the Scratch Training with CodeMakers successfully</li> <li>All CYCW complete the OVSA Life Orientation Curricula Training Successfully</li> <li>All CYCW are busy with their NQF4 Child &amp; Youth Care Worker Training</li> <li>All CYCW successfully complete the M&amp;E course based on this LogFrame</li> <li>All Staff complete the REPSSI <i>Journey of Life</i> Training successfully</li> <li>All Staff have an understanding of Executive Function</li> <li>CYCW and Volunteers successfully define a Rites of Passage Programme for the Sisterhood-for-Success Camp</li> </ul>		
Partnering Input	<p><b>3. Inputs for Improved Partnership Performance</b></p> <p>3.1 Finalise a MOU with Justin Yarrow of CodeMakers</p> <p>3.2 Finalise a MOU with Marlijn van Berne of OneVoice (SA)</p> <p>3.3 Finalise a MOU with Janet Lazarus for Maths Teaching</p> <p>3.4 All MOU's clearly define roles, boundaries, expectations, obligations, intellectual property ownership, reporting expectations, liaison with funder parameters and conflict resolution mechanism as well as financial protocols.</p> <p>3.5 Quarterly stakeholder meetings</p> <p>3.6 Rapid escalation of ground-level relational incidents that may threaten the partnerships</p> <p>3.7 Working relationship with UKZN Volunteer Department for Volunteer placements at Woza Moya</p>	<ul style="list-style-type: none"> <li>All Partners have a comprehensive MOU in place prior to any payments being made</li> <li>Strains on any Partnership is dealt with in writing and issue is signed off</li> <li>UKZN is an official supplier of Under-grad and Graduate volunteers (Humanities, Education, Sciences)</li> </ul>		

	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
GBV Inputs	<b>4. <u>Inputs for Community Mobilisation for GBV Support</u></b> 4.1 4 Venues to be used for five-day workshops 4.2 Catering for Lunch & Tea (20 days) for approx. 40 pax per workshop 4.3 Printing of Manuals for Facilitators 4.4 Translator to isiZulu 4.5 Tables & Chairs 4.6 Facilitation Tools 4.7 Facilitation Materials	<ul style="list-style-type: none"> <li>• Appropriate venues booked</li> <li>• Appropriate Transport Available</li> <li>• Food and refreshments available at venues in appropriate quality and quantity – at speculated date and time.</li> <li>• Manuals are available for Facilitators</li> <li>• Presentation equipment available</li> <li>• Material is presented in isiZulu</li> <li>• Appropriate venue resources are available for use</li> <li>• Specified Facilitation Props Available</li> </ul>		
Camp Inputs	<b>5. <u>Inputs for the Sisterhood for Success Camps</u></b> 5.1 Camp Oversight 5.2 Camp Administration 5.3 Camp Logistics 5.4 Camp Programme 5.5 Camp Learning Materials 5.6 Janet Lazarus and Team Leadership 5.7 Tertiary student volunteers to co-facilitate the week (Counselors)	<ul style="list-style-type: none"> <li>• Camp venue booked</li> </ul>		
LO Inputs	<b>6. <u>Inputs for the School-based LO Teaching</u></b> 6.1 Access to School, LO HOD, LO Teacher 6.2 14 periods per grade per annum – Grades 8 and 9 6.3 Programme Materials 6.4 Programme Equipment 6.5 Programme Facilitator 6.6 Outings to Chamber of Commerce 6.7 Outings to Business Incubation Hubs 6.8 Visit to UKNZ			

	<b>NARRATIVE SUMMARY</b>	<b>OBJECTIVELY VERIFIABLE INDICATORS</b>	<b>MEANS OF VERIFICATION</b>	<b>IMPORTANT ASSUMPTIONS</b>
<b>Scratch Inputs</b>	<b>7. <u>Inputs for Scratch Programme</u></b> 7.1 An intake of 20 girls per quarter 7.2 Scratch.mit.edu programme on Network 7.3 KA-Lite on Network for access to Khans Academy Off-line 7.4 Programme Facilitators 7.5 Programme Materials 7.6 Programme Equipment 7.7 Project raw materials for practical projects 7.8 Programme M&E system 7.9 Computer Lab infrastructure 7.10 Computer Lab Management Systems			
<b>Input</b>	<b>8. <u>Inputs for Improved Psychosocial Development</u></b> 8.1 REPPSI Journey of Life Workbooks 8.2 Open-space for groups 8.3 Record Keeper 8.4 Journey Props (if not freely available at the site)			
<b>YES Inputs</b>	<b>9. <u>Inputs for the Youth Enterprise Solutions (YES) Programme</u></b> 9.1 An intake of a minimum of 50 youth per year (5 groups of 10) 9.2 Programme Facilitator 9.3 Programme Materials 9.4 Programme Equipment 9.5 Linkages with adults to support youth 9.6 Training of Adults 9.7 Individual Project Small Grant (Max R2000 x 5)			
<b>SRHR Input</b>	<b>10. <u>Input for the Stepping Stones Programme</u></b> 10.1 An Intake of a minimum of 50 youth per year 10.2 Programme Facilitator 10.3 Programme Materials 10.4 Programme Equipment 10.5 Linkages with adults to support youth			











	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Partnership Input	<b>11. Inputs to Partnership Development</b> 11.1 Nurture relationship between Woza Moya and ILT 11.2 Define a MOU to guide the relationship between Woza Moya and OneVoice (SA) for the delivery of in-school Life Orientation content 11.3 Define a MOU to guide the relationship between Woza Moya and CodeMakers for the delivery of the Scratch Computer Programming Learning environment 11.4 Define a MOU to guide the relationship between Woza Moya and Janet Lazarus for the delivery of 3 Maths Camps Annually 11.5 Nurture the co-operative relationship between Woza Moya and local stakeholders – schools, the Local Tribal Authority, the local community and other local youth programmes			
M&E Inputs	<b>12. Inputs to effective M&amp;E</b> 12.1 Programmatic Asset Registers 12.2 Programmatic Budget is managed by programme manager in collaboration with Admin Manager. Accounting and financial reporting is performed independently 12.3 Bi-annual staff performance measurement with corrective training where needed 12.4 Monthly Programme reporting and debrief sessions 12.5 Data recording and tracking system 12.6 Collaboration with independent M&E specialists or researchers for programme evaluation – every 3 years 12.7 Development of Knowledge Base (written and multi-media) for shared learning			
Inputs	<b>13. Oversight Inputs</b> 13.1 Programme high-level management 13.2 HR Management 13.3 Finance Management 13.4 Operations Management 13.5 Monitoring, Evaluation, Accountability and Learning Accountability		•	•
	<b>14. Financial Input</b> 14.1 Budget (as listed below)			•

# PROGRAMME ELEMENTS









## Mobilising Communities for Gender Justice

Making use of Sonke Gender Justice material of the same name. Workshop Agendas are as follows:









### 1. WORKSHOP 1 AGENDA

-  Activity 1: Building models of men and women
-  Activity 2: Sex, gender and gender equality
-  Activity 3: Act like a man, act like a woman
-  Activity 4: Exploring the meaning of power
-  Activity 5: How we learn violence
-  Activity 6: Defining SGBV
-  Activity 7: Romantic and Loving Relationships Clarification
-  Activity 8: Defining the Ideal Partner









### 2. WORKSHOP 2 AGENDA

-  Activity 1: The work we do and the value it's given
-  Activity 2: Who is more powerful?
-  Activity 3: Defining Violence and Types of Violence
-  Activity 4: Defining domestic violence
-  Activity 5: Consent
-  Activity 6: Are You Listening?
-  Activity 7: Communication and Listening in a Relationship
-  Activity 8: Practicing Negotiation Skills






### 3. WORKSHOP 3 AGENDA

-  Activity 1: Gender socialization - how we are taught our gender
-  Activity 2: The New Planet
-  Activity 3: The Power and Control Wheel
-  Activity 4: The circle of discriminations
-  Activity 5: Experiencing SGBV
-  Activity 6: Healthy and Unhealthy Relationships
-  Activity 7: What do I do When I am Angry?
-  Activity 8: The power and violence map

### 4. WORKSHOP 4 AGENDA

-  Activity 1: Gender values clarification
-  Activity 2: Violence in daily life
-  Activity 3: The Cycle of Domestic Violence
-  Activity 4: Myths and Realities about Domestic Violence
-  Activity 5: "To Drink Alcohol is to be a Man" – Values Around Gender and Alcohol Use
-  Activity 6: A live fool or a dead hero
-  Activity 7: Intervening with Friends in Taverns
-  Activity 8: Learning from role models

### 5. WORKSHOP 5 AGENDA

-  Activity 1: Gender and Sexual Mandates
-  Activity 2: Power, Status and Health
-  Activity 3: Consent versus Coercion - Exploring Attitudes Towards Rape
-  Activity 4: Consequences of Domestic Violence
-  Activity 5: Barriers to accessing help in violent relationships

- Activity 6: “Let’s talk about sex...”
- Activity 7: From violence to respect in intimate relationships
- Activity 8: Action Against GBV

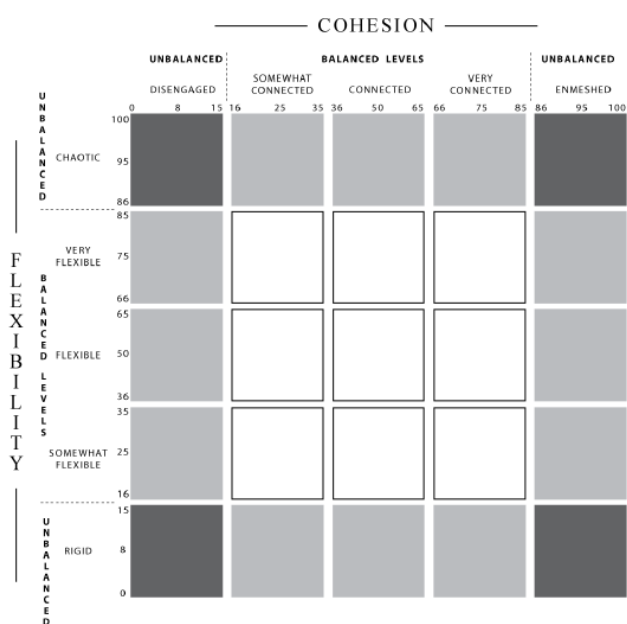
## 6. WORKSHOP 6 AGENDA





- Activity 1: Gender Roles: “I’m Glad I’m a... but if I Were a...”
- Activity 2: “Put Downs”
- Activity 3: Legal Framework activity
- Activity 4: Sexual health and rights and reproductive health and rights
- Activity 5: So many emotions!
- Activity 6: New Kinds of Courage
- Activity 7: Resolving Conflict – A Role Play
- Activity 8: Community Action: What can I do to Promote Peaceful Coexistence?

## Social & Emotional Learning (SEL)

The facilitators are trained inhouse covering 10 key-components. The SEL topics are used as debate-topics to further develop adolescent cognitive development:






- Social Development**
  - Self-Concept, (Introspection)
  - Sense of Identity,
  - Self-Esteem,
  - Resilience
  - Relationships with Peers,
  - Romance & Sexual Activity
- Emotional Development**
  - Adolescents as Agents of their Emotional Development
  - Youth’s Active Process in Response to the set of Hot Emotional Episodes in a Setting
  - Youth Develop Abilities to Understand and Manage Emotions in Part by Drawing on the Emotional Culture of the Setting
  - Empathy
- Motivation & Praise**
  - Curiosity,
  - confidence,
  - praise,
  - motivation
  - learning
- Positive Separation**
  - Healthy Cohesion
  - Healthy Flexibility
  - Sufficiency of Self
  - Communication
- Resilience**
  - belief systems
  - social integration
  - social collaboration
- Making Decisions**
  - Executive Function
  - Social Reflexivity



-  Managing Behaviour (Self-regulation)
  - Attachment
  - Self-Regulation
  - Competencies
-  Resolving Conflict
  - Empathy
  - Emotional Intelligence
  - Gestalt Methods
-  Anger Management
  - Introspection
  - Anger Management Tricks
  - Delayed Gratification
-  Sports in Social & Emotional Development
  - Group Sports
  - Winning Well
  - Losing Well

## Scratch



Scratch is a MIT developed introduction to coding-language for software development. The programme is computer-based and facilitates the creation of simple interactive stories or games (See [www.scratch.mit.edu](http://www.scratch.mit.edu)). Making use of a graphical interface, the student is able to create If-Then loops with varied sprites, motions, colours, etc. The aim of the facilitator is to use the platform to develop the girl-child's Executive Functions

-  Paying Attention
-  Organising and Planning
-  Initiating tasks and staying focussed
-  Regulating Emotions
-  Self-monitoring (Keeping track of what you're doing)

Training of the facilitators will be done by CodeMakers as implementing partners. Executive Function training will be done inhouse. (See [www.codemakers.org.za](http://www.codemakers.org.za))

## One Voice (SA) Life-Orientation Curriculum

One Voice (SA) has an agreement for the Department of Basic Education that provides them with access to schools to facilitate Life Orientation periods. The sessions covered include:

-  Delivery of a Grade 8 Life Skills Project that offers 14 comprehensive workshops that address critical issues around HIV and AIDS, TB, life skills, sexual and reproductive health and rights, sanitation and hygiene and gender and human rights.
-  Delivery of a Grade 9 Enterprise Project which provides learners with a realistic opportunity to prepare for the transition from schools to the work place, entrepreneurial environments, and/or tertiary institutions of learning.

Training of the facilitators will be provided by OneVoice (See [www.ovsa.org.za](http://www.ovsa.org.za))

## Executive Function Principles

See Scratch above – these skills will be developed in-house, again using the Scratch programme as a facilitation tool.





## Youth Empowerment Solutions (YES)

The YES programme is an international programme used successfully to develop youth as community agents for change. The use of the programme here is to facilitate a process of girls as active agents of change in their communities, with adult cooperation.

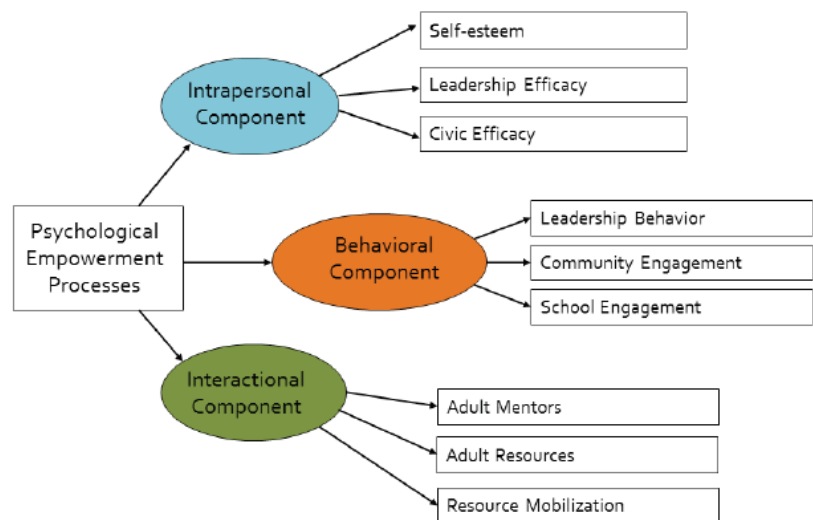
Youth participation is the involving of youth in responsible challenging action that meets genuine needs, with opportunities for planning and/or decision-making affecting others in an activity whose impact or consequence is extended to others – i.e., outside or beyond the youth participants themselves. Other desirable features of youth participation are provision for critical reflection on the participatory activity and the opportunity for group effort toward a common goal.

The full version of the YES curriculum includes 34 sessions. The condensed version of the YES curriculum includes 19 sessions.

**First**, youth spend several months participating in empowerment activities, including:

-  Developing leadership skills
-  Participating in cultural enrichment activities
-  Assessing their community
-  Selecting and planning projects to create positive changes in their community

**Second**, adult volunteers from the community are selected. The youth participate in selecting the volunteers. The adults participate in training sessions to prepare them to work with youth in an empowerment framework.

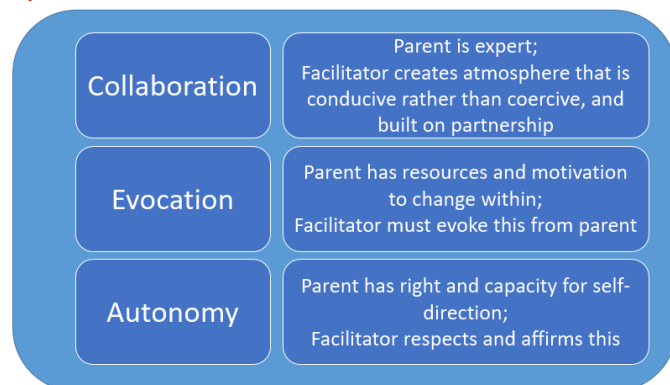


**Third**, the youth and adults work to finish planning the community change projects that the youth selected. Together, they implement the projects. Because this is a youth empowerment program, the youth take the lead in planning and implementing the projects with adult support.

**Finally**, the youth and adults reflect on their project and celebrate their accomplishments.

## Motivational Interviewing Techniques

Using the Motivation Interview (MI) method, a directive, client-centred style for eliciting behaviour change by helping clients to explore and resolve ambivalence, parents are encouraged in a non-judgemental way to participate in their child's development as well as their own. MI includes specific strategies, skills, approaches based on a general understanding of helpful interactions with parents.



Parents are "recruited" during home visits and are encouraged and supported to attend the workshops that will help them develop resilience, improve their attachment-forming capacities and help them develop emotional intelligence.

## Sinamandla Self-Help Groups (SHG)

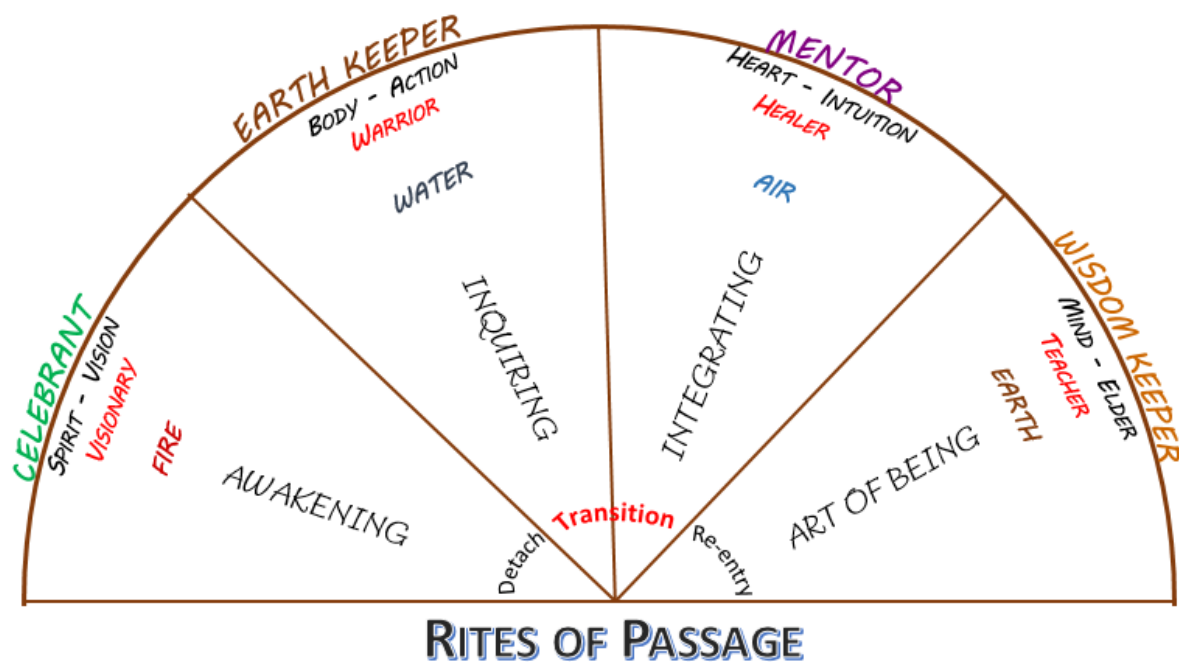
Woza Moya is an implementing partner of Sinamandla SHG and will facilitate the training of staff to facilitate the establishment of additional.

## Girls' Sisterhood-for-Success Camp

The Girls' *Sisterhood-for-success* Camp is designed to provide the adolescent girls of Sinevula High School (initially) with a rite-of-passage experience into a support network for girls.

Though the programme is expressly therapeutic underscored, it is over-arched by a Rite-of-Passage theme. The purpose is to establish a "girl-tribe" able to continue on a road of learning and support to entrants after them.

The Rite of Passage has three phases:



- **Detach:** In the first phase, people withdraw from their current status and prepare to move from one place or status to another. There is often a detachment or 'cutting away' from the former self in this phase, which is signified in symbolic actions and rituals. For example, 'cutting away' the former self – the child; the black-sheep; the delinquent.
- **Transition:** The transition (liminal) assimilation phase is the period between states, during which one has left one place or state but hasn't yet entered or joined the next; the person adjusts to the new status.
- **Re-entry:** In the third phase, having completed the rite and assumed their 'new' identity, one re-enters society with one's new status as the initiated sage. Re-incorporation is characterized by elaborate rituals and ceremonies.

The intake starts with a Rite of Passage Camp. The camp is structured over 5 days (including traveling) that facilitates a process of separation from former identity and embracing a journey towards a fully-fledged member of the Sisterhood-for-Success Tribe. The camp is filled with ritual, ceremony and accomplishment and takes place in a wilderness setting.



## Stepping Stones SRHR

**Stepping Stones** is a workshop series designed as a tool to help promote sexual health, improve psychological well-being and prevent HIV. The workshops address questions of gender, sexuality, HIV/AIDS, gender violence, communication and relationship skills. In doing so they recognise that our sexual lives are embedded in a broader context of our relationships with our partners, families and the community or society in which we live. These strongly influence how we act, the possibilities open to us and our ability to make safe and healthy choices. Knowledge is important, but to make changes in our lives we need more than knowledge, for example if we do not communicate well with our partner, or we fear being beaten or abandoned, or feel constrained by our culture or religion, we may not be able to use condoms. Sometimes we try to say what we want but are not listened to.

**Stepping Stones** workshops provide opportunities for participants to examine their values and attitudes towards gender and relationships, to build on their knowledge on aspects of sexuality and HIV/AIDS and to develop skills to help them communicate with others and ensure that other people know exactly what they want. The workshops are based on participatory learning approaches as we all know that we learn better when we have our knowledge affirmed and are able to discuss and decide things for ourselves, rather than just receiving lectures. They are designed for use with men and women.

**Stepping Stones** has been rigorously evaluated in research conducted by the Medical Research Council in the rural Eastern Cape and shown to enable young men and women to change their behaviour and reduce their acquisition of sexually transmitted infections. You can read more about this on <http://www.mrc.ac.za/gender>.

### **Session A: Let's Communicate**

- A.1 Introducing Ourselves
- A.2 Expectations
- A.3 Ground Rules
- A.4 Trust and Confidentiality
- A.5 Listening Pairs
- A.6 Body Language
- A.7 Loving me, loving you
- A.8 My goals in life
- A.9 Hand in Hand

### **Session B: How we act**

- B.1 Mime the Lie
- B.2 Men and Women - the Ideal and the Reality
- B.3 Images of Others
- B.4 Body Mapping
- B.5 Closing Circle and Song

### **Session C: Sex and love**

- C.1 Word Games
- C.2 What is Love?
- C.3 Sexual relationships: happy and unhappy
- C.4 Joys and problems with sex
- C.5 Closing Circle

### **(First Peer Group Meeting)**

### **Session D: Conception and contraception**

- D.1 Menstruation
- D.2 Conception

- D.3 Contraception
- D.4 Unplanned pregnancy
- D.5 Closing circle

#### **Session E: HIV**

- E.1 Muddling Messages
- E.2 STIs
- E.3 Everything you want to know about HIV/AIDS but were afraid to ask
- E.4 Prrr and Pukutu
- E.5 Testing for HIV
- E.6 Closing Circle

#### **Session F: Safer Sex and caring in a time of AIDS**

- F.1 HIV transmission game
- F.2 Taking risks
- F.3 All About Condoms
- F.4 How do I feel
- F.5 Caring for people with HIV/AIDS or affected by HIV
- F.6 One New Thing

#### **Session G: Gender violence**

- G.1 Statues of Power
- G.2 Abuse in relationships
- G.3 When Men get Violent
- G.4 Supporting Abused Women
- G.5 Bushveld
- G.6 Closing Circle

(Second Peer Group Meeting)

#### **Session H: Let's Support Ourselves**

- H.1 Hand Push
- H.2 Attack, Avoid and Manipulate
- H.3 'I Statements'
- H.4 Taking Control
- H.5 Closing Circle

#### **Session I: Let's Assert Ourselves**

To develop more assertiveness skills.

- I.1 Yes and No
- I.2 Saying 'no'
- I.3 Opening a Fist
- I.4 Assertive Responses
- I.5 Closing Circle

#### **Session J: Let's Look Deeper**

- J.1 Losing something
  - J.2 O Siphos!
  - J.3 Why do We Behave as We Do?
  - J.4 Testing the Water
  - J.5 Workshop expectations & closing
- (Final Meeting of the Peer Groups)

## Journey of Life

The Journey of Life series helps communities to support both caregivers and children in need. With individual and community resources often stretched to the breaking point by war, violence, natural disasters, HIV and AIDS, people need the information and skills to be able to plan a course of action. These workshops encourage reflection, dialogue and action among children, caregivers, and concerned members of the community.

### **Awareness Workshop 1**

Part 1 Introduction and Welcome

Part 2 Introducing the Journey of Life

Part 3 Meeting Children's Needs

Part 4 Understanding Children's Problems

Part 5 Identifying Children Who Need Help

Part 6 Building Children's Strengths

Part 7 Get Involved!

Part 8 Evaluation and Closing the Workshop

### **Awareness Workshop 2**

Part 1 Welcome and Introduction to The Journey Of Life

Part 2 Making the Road of Life

Part 3 The Dream

Part 4 Walking the Road of Life

Part 5 Our Strengths

Part 6 Our Happy Moments

Part 7 Celebration

## FINANCES

Woza Moya requests **you** to contribute your part to the Gender Justice budget. Given in ZAR

	<b>Budget</b>
Programme Oversight	40 000
YDP Programme Manager	26 823
YDP School LO Supervisor	32 825
YDP Maths Facilitation	32 825
YDP After-school Facilitation	32 825
YDP Media Development	30 000
YDP Paralegal & Advocacy Management Costs	32 825
YDP Staff Skill Development	75 000
YDP Staff Health & Safety	12 000
YDP Educational Support & Resources (SSP)	6 000
YDP IT Development	15 000
YDP Transport (public/taxis)	36 000
YDP Transport (Woza Moya Vehicles)	25 000
YDP Camps & Events	120 000
YDP Youth Café Facilities	80 000
YDP Equipment	30 000
YDP Materials	6 000
YDP Partnerships	75 000
YPD Programme Administration	60 000
CHC Programme Manager	49 950
Programme Financial Management	23 750
Programme Monitoring & Evaluation	49 950
CHC Community Care Givers (35) @ R2200 pm each + UIF	932 400
CHC Paralegal & Advocacy Management	16 650
CHC Staff Health & Safety	12 250
CHC Staff Development	50 000
CHC Training & Support of CCW team	46 667
CHC Medical Supplies & Materials & Fortified Foods	54 500
CHC Monthly Wellness Days	100 000
CHC Community Learning Workshops	60 000
CHC Transport (Public/Taxis)	50 000
CHC Transport (Woza Moya Vehicles)	25 000
CHC Programme Events	60 000
CHC Programme Equipment	80 000
CHC Programme Materials & Support	35 000
CHC Programme Admin	33 467
<b>Gender Justice Total</b>	<b>2 447 706</b>

## CONCLUSION

It can be argued that the greatest poverty any nation can experience is poverty in leadership. The absence of just, empowering, capacity evoking leadership results in a world led by weak, angry, domineering men (with women leadership a notable minority).

Leaders, like children, are systemically influenced. Exposure to good role-models, literature, mentors, and opportunities combined with a healthy sense of self – all contribute to the forming of effective leaders and the raising of healthy children. Leaders cannot be made in isolation, it is a practiced skill. Likewise, children's behaviour cannot be isolated from the environment in which they grow up.

Over the years Woza Moya has done this well. In an environment devoid of much hope for the future, 1000 homes are visited monthly to influence domestic health and capacities. Upscaling our efforts with youth will require a multi-level intervention. This includes evoking participation through appropriate activities, working with schools in schools, working after-school, working in the community and creating a portal towards independence for young adults.

It's a tall order, but we are committed to making a real difference. We are also committed to taking a leadership role in the rural-development sector, modelling best-practice interventions and making that learning available to other organisations working in similar contexts. For that to happen effectively we will need quality partners like **yourself**. We look forward to a future Ofafa Valley that perpetually improves as a result of our symbiotic partnership.